

TEACHER CERTIFICATION TYPES AND TEACHER
EFFECTIVENESS AND PREPAREDNESS IN
OKLAHOMA

By

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I began this process in the spring of 2007 with the encouragement of my superintendent, Mr. Quaid. OSU was starting a cohort in nearby McAlester and we both decided to give it a shot. After applying and being accepted, we received notification that the cohort did not make but we were welcome to join a cohort in Tulsa. We decided to see what would happen. After a two hour drive and sitting through the first night of classes, Mr. Quaid told me as we sat in his car around 10:00 p.m., “Well, I’m dropping out.” I decided to give it a semester and see how it would play out. Eight years later, I am glad I did.

My reasons for pursuing this degree were twofold. First, I felt a doctorate in education would enable me to apply for any position I could ever desire in my field. My second reason was that I wanted to be an example to my two children. Education is valuable in my eyes, and I dream they will find value in it as well. I wanted my children to look at me and see that their Dad went as far educationally in his field as possible. So to Traden and Cey Imri: You inspired me to be more than I was; I hope I inspire you to be more than I am.

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Abstract: Like a majority of other states, Oklahoma has provided for alternative methods to teacher certification. This study examines the perceptions of principals and teachers regarding the level of preparedness and ability to develop effectiveness qualities of novice teachers from the Alternative Placement Program and Oklahoma colleges of education. The focus of this case study was to identify these perceptions along with the basis for these perceptions. The qualitative case study design used multiple data collection methods, including interviews of principals and teachers, surveys of principals and teachers, and a review of teacher evaluations to allow for triangulation. Several themes emerged from the data. The first theme was that principals participating did perceive that Traditionally Certified teachers were more prepared for their first year of teaching than Alternative Placement teachers. However, the principals believe that over time, Alternative Placement teachers will develop into just as effective teachers as Traditionally Certified. The largest contrast in the development of teacher qualities between teachers of the two routes occurred in the Classroom Management and Instructional Effectiveness domains of the Tulsa Model of Evaluation. Another theme that became apparent was that teachers who participated believe their actual classroom teaching experiences are more valuable than any of the components of their preparation programs. Also emerging was that participants believe first year teachers struggle regardless of their route to certification; classroom management of first year teachers was a major concern for the teachers and principals alike. Finally, the principals recognized that the individual and characteristics of the individual such as work ethic and commitment to the profession are often as important to consider as the teacher's route to certification. This case study can further the understanding of the strengths and weakness of the two Oklahoma teacher preparation programs researched, as well as the reasons behind the strengths and weaknesses. The findings can also facilitate discussion on how changes can be made to the programs at the state and district level.

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CHAPTER I

INTRODUCTION

Education reform is sweeping across our nation, and in Oklahoma, the landscape is no different. Some educators question whether the reform measures are in fact reformative or simply the same old accountability system under a different guise. Regardless, in the past few years the Oklahoma Legislature in conjunction with the Oklahoma State Department of Education (OSDE) implemented or upheld a number of public education reforms in the state addressing several different areas. Reform in the field of curriculum is taking place with the replacement of state standards which are projected to be implemented in 2016. Reform of educator evaluations through teacher and administrative accountability is addressed through an evaluation program known as Teacher and Leader Effectiveness (TLE). Student accountability is addressed through Achieving Classroom Excellence where high-stakes testing is part of high school graduation requirements. Each of these reform measures has a goal of making students more college and career ready (OSDE, n.d.a; OSDE, n.d.c; OSDE, n.d.d).

With these new levels of accountability, school administrators have never had so much at stake as they hire teachers. Former Oklahoma State Superintendent of Education Janet Barresi (2011) stated that the goal of one particular reform, TLE, is to have an effective teacher in every classroom. TLE is an overhaul of former teacher and administrator

evaluation procedures utilizing specifically chosen evaluation models as well as student assessment data to obtain an evaluation rating. In addition, TLE provides for a change in the way teachers are retained (OSDE, n.d.d). The law outlining TLE requires the dismissal or nonrenewal of “ineffective staff.”

Like many states, Oklahoma has an alternative certification (AC) program for teachers known as the Alternative Placement Program (APP). AC programs vary by state in areas such as scope of the program, purpose behind the program, and requirements of the teacher candidates admitted to complete the program (National Center for Alternative Certification [NCAC], 2006). The Oklahoma APP has specific requirements for admission including (a) a minimum of a baccalaureate degree; (b) a major in a field of study corresponding to an area of Oklahoma Certification; (c) a minimum 2.50 cumulative grade point average (GPA); and (d) documented two years of work experience in the degree field or completion of post-baccalaureate coursework related to the degree field area (OSDE, n.d.b). Upon admission to the APP, the applicant must complete a testing component comprised of the Oklahoma General Education Test (OGET), which tests critical thinking and general education knowledge and the Oklahoma Subject Area Test (OSAT), which tests subject matter knowledge. After passing the required tests, the applicant must interview with the Teacher Competency Review Panel and be recommended for licensure. This recommendation is based on an evaluation of qualifications and career accomplishments. The APP requires that the candidate successfully complete the professional education component (PEC) consisting of college semester hours or OSDE approved professional development during the first three years of teaching and pass the Oklahoma Professional Teacher Exam (OPTE), which tests professional knowledge and skills. Completion of the first phase of

requirements results in the candidate being awarded a teaching license after which time the teacher has three years to complete the PEC. Upon completion of the PEC and passing the OPTE, the teacher may be issued an Alternative Standard Certificate. This standard certificate is the final step in the process. Like a regular state issued teaching certificate, it must be renewed every five years.

The PEC is the APP's equivalent of the college education courses that are present in Traditional Certification (TC) programs. This PEC requires a minimum of 12 semester hours or 180 clock hours and a maximum of 18 semester hours or 270 clock hours, depending on the degree held by the teacher. Teachers holding a Baccalaureate degree are required to complete 18 semester hours or 270 clock hours while teachers holding a Master's degree or Doctorate are required to have only 12 semester hours or 180 clock hours. Because of the three year allowance to obtain these hours, an APP teacher can be thrust into the classroom without any pedagogical or methodological preparation.

The lack of academic preparation for classroom teaching for novice APP teachers is an issue administrators must consider when hiring for teaching positions. APP teachers lack some of the preparation TC teachers are exposed to. This could suggest that APP and TC teachers in Oklahoma have contrasting levels of preparedness and effectiveness due to different certification routes.

Statement of the Problem

Factors such as teacher shortages, criticism of the current education system and university-based teacher programs, and the need for increased minority representation in the teaching profession have contributed to a need for alternative methods of teacher certification. The purpose of this study was not to debate whether AC should exist. Rather, it

was to examine the perceptions of principals and teachers on the preparation and effectiveness of entry-level TC and AC teachers.

Perceptions regarding the characteristics and qualifications of AC teachers vary. One perspective draws upon the presumed experience these teachers bring to classrooms. AC teachers typically are older and viewed as more mature, sometimes having prior experience working in the field in which they are going to teach (Chesley, Wood, & Zepeda, 1997). They are assumed to know their subject matter and learn to teach through help from a mentor and minimal coursework (Kennedy, 1991). Many view these teachers as more effective than their TC counterparts. In some areas, AC programs target teachers from under-represented ethnic or racial groups; proponents of these programs argue that by attracting those who have a variety of work and life experiences, the programs improve the quantity, diversity, and quality of the teacher pool (Mickulecky, Shkodriani, & Wilner, 2004).

Each state faces a unique situation and need. As a result, states address these needs accordingly as state and local agencies and legislative bodies create paths to address the deficiencies in teacher availability. In 1991, Oklahoma developed an alternative teacher certification program that allows aspiring teachers to enter the profession without the pedagogical training and teaching practice that TC teachers are required to complete through their college-based educational program.

The OSDE provides several routes to teacher certification, but this study is centered on only two—APP and TC. Although some commonalities exist between the two, there are differences as well. The APP requires a bachelor's degree with a 2.50 GPA and a major that corresponds to an Oklahoma teacher certificate other than Early Childhood, Elementary Education, or Special Education (Special Education has an alternate pathway that is not a

part of the APP). In addition, APP applicants must verify two years of subject-related experience after a bachelor's degree or college credits above a bachelor's degree. TC requires graduation from an accredited institution of higher education with a teacher education program approved by the Oklahoma Commission for Teacher Preparation (OCTP). Both routes require testing; however, APP does not require the OPTE prior to teaching, which is designed to assess professional knowledge and skills needed by entry-level educators. Candidates taking the OPTE are assessed with respect to learners and the learning environment, instruction and assessment, and professional involvement (Oklahoma Commission for Teacher Certification, n.d.). Both certification methods require a recommendation for licensure. APP applicants must receive a recommendation from the Oklahoma Teacher Competency Review Panel while traditional applicants are recommended by the Director of Teacher Education from their respective colleges of education. This requirement is only for graduates of Oklahoma-based colleges of education. An additional requirement for APP applicants is to pass the OPTE and complete a PEC as follows within three years: with a bachelor's degree, 18 college credit hours or 270 clock hours; or with a post-baccalaureate degree, 12 college credit hours or 180 clock hours, (OSDE, n.d.b). Therefore, an APP teacher can begin teaching in the classroom without the methodological and pedagogical training and OPTE assessment that is required of an entry-level TC teacher.

Teacher effectiveness is subject to many variables including instructional delivery, student assessment, learning environment, and personal qualities (Stronge, Ward, & Grant, 2011). The pedagogical training that teachers receive before and during their careers could contribute to the development of these variables. Many Oklahoma AC teachers are not provided any pedagogical training until they begin their teaching careers.

Evidence of teacher effectiveness in AC teachers may be lower or be developed later than in teachers who successfully complete a traditional teacher education program (Ballou & Podgursky, 1997; Darling-Hammond, 1990; Wayne & Youngs, 2003). These TC teachers complete a component of their degree in which pedagogy and teaching strategies were introduced. Several researchers have found that levels of student achievement increase during the first three to five years of teacher experience and plateau after that time (Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004; Sanders & Horn, 1994; Sanders & Rivers, 1996). Hiring effective teachers is a difficult proposition, and although there are no guarantees, school administrators who use empirical research as part of their applicant screening processes can improve the chances of hiring an effective teacher. As school administrators in Oklahoma evaluate applicants for positions in their districts, research that shows whether differences exist between the effectiveness of TC and APP teachers or if either classification improves effectiveness at a higher rate could assist them in their decision making processes.

Purpose of the Study

The purpose of this study was to explore perspectives of practicing principals regarding teacher preparedness through two predominant Oklahoma teacher certification routes: TC and APP. I sought to examine the level of teacher preparedness of entry-level teachers from the two routes and whether skills associated with effectiveness develop comparably through the first few years of teaching.

Research Questions

This study examined the following research questions:

1. What are practicing principals' perceptions of teacher preparedness of Traditionally Certified and Alternative Placement entry-level teachers in Oklahoma?
2. What are practicing principals' perceptions of the development of teacher effectiveness qualities for novice Traditionally Certified and Alternative Placement teachers in Oklahoma?
3. How do Traditionally Certified and Alternative Placement teachers in Oklahoma perceive their levels of preparedness for teaching?

Theoretical Framework

The designers of the Tulsa Model of Evaluation drew on the work of Kathleen Cotton and the Northwest Regional Education Lab for the content of the Model (Tulsa Public Schools [TPS], n.d.). Cotton “analyzed research findings on educational practices to identify the core contextual and instructional factors that enable students to learn successfully” (TPS, n.d., p. 1). These practices interact with one another and they affect one another (Cotton, 2000). She opined that identifying these practices is not enough; one must also learn the ways in which they interact.

Cotton (2000) identified two different types of effective schooling attributes as being most crucial—Contextual and Instructional. Contextual Attributes include areas such as safe and orderly school environment, maximizing learning time, and parent/community involvement. Examples of Instructional Attributes are effective questioning techniques, feedback and reinforcement, and review/re-teaching as needed.

The presence of all attributes is not necessary for any given student to learn effectively (Cotton, 2000). Other factors such as school size, socioeconomics, and parent's

educational attainment are recognized but not included because educators have a minimal effect on them. Cotton (2000) stated the attributes listed “have to do primarily with structure and method; and while I contend that they are critical components of educational success, they do not, in and of themselves, guarantee it” (p.10).

I chose the Tulsa Model of Evaluation as the theoretical framework for this study because many of the attributes discussed in Cotton’s paper relating teacher practices and competencies are well-established characteristics of effective teaching and are represented in the Tulsa Model (TPS, n.d.) It may be impossible to determine a teacher’s effectiveness based solely on his or her outputs (student achievement) as there are many factors that influence those outputs. However, perceived effectiveness can be measured through the presence of globally accepted practices of teacher effectiveness.

Epistemology and Theoretical Perspective

Crotty (1998) suggested that epistemology and theoretical perspective should be considered in designing research, not only methodology and methods. Feast and Melles (2010) explained, “Design research is not simply concerned with speculations regarding the relationship of theory and practice. Design research also brings out significant questions regarding the nature of research” (p. 1).

Crotty (1998) described epistemology as “a way of understanding and explaining how we know what we know” (p. 3). He further described constructivist epistemology as holding that a meaningful reality is constructed from interactions with our minds with the world. This differs from two other types of epistemology (subjectivist and objectivist) which deal with meaning and truth being imposed by people’s minds or existing independently of consciousness and experience.

This study followed a social constructivist approach to inform the research. Social constructivism follows from constructivism, in which learning is a process where one creates meaning from experiences (Perera, 2011). The focus is on the individual and the individual's interaction with the environment developing knowledge and meaning from this experience (Ertmer & Newby, 1993). Social constructivism explains learning as a collaborative process where individual cognition is not separated from social activity while maintaining the group as the creator of knowledge (Perera, 2011). Creswell (2003) described the goal of this research as relying as much as possible on the participants' views of the phenomenon being explored.

Crotty (1998) defined theoretical perspective as “the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria” (p. 3). The theoretical perspective is the bridge that links the epistemology and methodology together. In this study, social constructivism served as that bridge.

Research Method/Procedures

I am a career educator who has worked exclusively in Oklahoma public schools for eighteen years with ten years in administration. In all of my administrative experiences, recommending teachers for hire has been one of my responsibilities. With a growing number of applicants having AC, the question of whether or not their certification prepared them to effectively teach always interested me. Ultimately, I made my decisions on other factors because I had no basis to use certification type in the decision making process. This study sought to answer my questions by examining the perceptions of teachers and their principals.

This case study of Oklahoma TC and APP was designed to explain a phenomenon that occurs in its natural setting by collecting information from people's experiences (Patton,

2002). The study targeted a population of AC and TC classroom teachers in the state of Oklahoma. All teacher participants were required to satisfy the following inclusion criteria: (a) TC or APP teacher with less than five years of experience; and (b) if TC, a graduate of an Oklahoma institution of higher learning with an accredited teacher preparation program. The participating teachers came from multiple school districts in Oklahoma.

The focus of the data collection was to gather strategies, practices, and the perceived impact of two different routes to teacher certification in Oklahoma. To gain in-depth descriptions, data came from three sources: teacher and principal surveys, teacher and principal interviews, and individual teacher evaluations. Participating teachers and principals were asked to complete an online survey. From the pool of participating teachers, two APP teachers and two TC teachers were randomly selected to be interviewed. Interviews commenced with these four teacher participants as well as with their evaluating principals. Finally, the four teachers' evaluations were examined as data sources. The reason for the various data collection sources was to use data triangulation, which involves using different sources in order to increase the validity of a study (Guion, Diehl, & McDonald, 2011). Analysis of the different sources of data was compared to determine areas of agreement as well as areas of divergence.

Significance of the Study

AC is a broad field as each state develops and adopts its own program. Variances across these different programs include degree requirements, field experiences, educational course requirements, content requirements, mentorships, evaluations, and duration of probationary period of certification. The literature regarding AC is quite extensive. The studies are diverse in what they examine—student achievement, teacher effectiveness,

principal perceptions, and attrition have been common themes of inquiry. Many studies consider relationships between AC and TC programs and with so many different AC programs among the states, studies of the effectiveness of these programs provide conflicting results.

The APP in Oklahoma requires the completion of a PEC after the awarding of licensure. This differs from TC which requires the equivalent coursework to be completed prior to licensure. This study sought to investigate the perceptions of principals and teachers regarding the two Oklahoma routes to certification in relation to teacher preparedness and the development of teacher effectiveness within the beginning years of a teaching career. This study has potential for use at both the state and district levels. The results of this study could cause State officials to revisit the current practices of certification while local district administrators may change the way they screen potential applicants for teaching positions and address deficiencies in how they work to develop teacher effectiveness qualities. With the national and state reforms facing school districts today, developing and hiring effective teachers has never been more important.

Assumptions

In conducting this study, I made the following assumptions:

- Participating principals will have sufficient knowledge and training of the evaluation process using the Tulsa Model of Evaluation.
- Participating principals will have sufficient knowledge of the two routes of teacher certification being considered.
- The participants will provide honest responses to the questions.

Delimitations of the Study

This study was specific to the APP in Oklahoma; therefore, the study was delimited to principals and teachers from the state. A further delimitation was the experience of teachers studied. Research has shown that teachers plateau in gains of student achievement after three to five years (Rivkin et al., 2005; Rockoff, 2004; Sanders & Horn, 1994; Sanders & Rivers, 1996). Therefore, the pool of teacher participants was limited to those with five or fewer years of experience.

Certification types were delimited to TC and the APP. The study was selected to focus on these routes to Oklahoma teacher certification because they are the predominant routes for the state. Teachers receiving certification through additional routes including Teach for America and Troops for Teachers were not included in the study.

The data collection instruments were delimited to focus on the practices, strategies, and perceived impact of teacher certification types on teacher effectiveness. Data taken from teacher evaluations were delimited to teachers evaluated through the Tulsa Model of Evaluation. Oklahoma allows for teacher evaluation from three different evaluation models; however, The Tulsa Model is used exclusively by 90 % of Oklahoma districts. In an effort to maintain consistency of data, I did not use evaluations from other vendors.

Many comparisons of AC and TC teachers have been empirically made using a variety of methods. I attempted to establish a connection to components of teacher preparedness and effectiveness through a case study of the teachers who represent the certification routes and the principals who evaluate them.

Limitations of the Study

The nature of the participants selected in the study presented obvious limitations. First, all participation in the study was voluntary. Because different principals were surveyed, the principal data were provided by individuals with different philosophies and varying degrees of involvement and commitment in observing teachers. However, this limitation was minimized in that all principals administering the Tulsa Model had completed a standardized training program presented by the Cooperative Council for Oklahoma School Administration.

Because this study was conducted by a single individual with limitation of time and travel, the study took place for a brief period of time, allowing for only a “snapshot” of the state wide program. In addition, the observations of the study were limited to the perspectives of the single researcher and the collection of the data was subject to the expertise level, bias, and interpretation of the researcher.

Definitions of Terms

The following terms are stated and discussed throughout the dissertation. Definitions are provided to enhance clarity for the reader.

- *Alternative Certification*—a general term for the program given to teachers who have not received teaching certification through traditional means.
- *Alternative Placement Program*—the program that provides for Oklahoma teacher certification for individuals who have not completed a teacher education program but have at least a baccalaureate degree corresponding to a specified area.
- *Entry-Level Teacher*—a teacher in his or her first year teaching program (Residency Teacher Program).

- *Novice-Level Teacher*—a teacher with five years or less experience as the teacher of record.
- *Oklahoma Commission for Teacher Preparation*—commission established in 1995 by the Oklahoma State Legislature with the purpose of developing and implementing a new competency-based teacher preparation, candidate assessment, and professional development system.
- *Oklahoma State Department of Education*—the state education agency of the Oklahoma charged with determining the policies and directing the administration and supervision of the public school system of Oklahoma.
- *Oklahoma Teacher and Leader Effectiveness (TLE)*—education reform in Oklahoma with a target of revamping the teacher and principal evaluation system into a rigorous model with both qualitative and quantitative components.
- *Professional Education Component*—a requirement of teachers in the Alternative Placement program of the Oklahoma State Department of Education; within three years of the issuance of a license, the Alternative Teacher must pass the OPTE and the following: with a bachelor’s degree—18 college credit hours or 270 clock hours; or with a post-baccalaureate degree—12 college credit hours or 180 clock hours.
- *Residency Teacher Program*—a program sponsored by the Oklahoma State Department of Education in conjunction with university teacher education programs and common schools in which first year teachers are mentored through their initial teaching year; successful completion of this program results in a Standard Certificate.

- *Standard Certificate*—a five-year certificate to teach in Oklahoma given to teachers who complete the Residency Teacher Program or who have a certificate that reciprocates from another state education agency.
- *Teacher Licensure*—a one-year license given to first year teachers in Oklahoma which allows for them to go through the Residency Teacher Program; at the conclusion of the Program, the teacher is recommended for full certification or to continue another year in the program thus requiring an additional year of licensure.
- *Teacher Effectiveness*—the level to which a teacher exhibits key behaviors that are commonly recognized as evidence of good teaching practices and teaching professionalism.
- *Teacher Preparedness*—the level to which an entry-level teacher is equipped with the knowledge, behaviors, and skills required to perform effectively the tasks of being a teaching professional.
- *Teacher Preparation Program*—a university sponsored program designed to prepare undergraduates for teacher licensure and the Residency Teacher Program.
- *Traditional Certification*—general term for the university sponsored program that undergraduates follow to receive teacher certification from their respective state education agency.
- *Tulsa Model of Evaluation*—one of the OSDE approved models for evaluating Oklahoma Teachers based on the TLE reform.

Summary

Administrators have two options if they are going to provide an effective teacher in every classroom—hiring effective teachers or developing effective teachers. Administrators

try to make the effective hire; but factors such as poor applicant pools, political underpinnings, and simple misjudgments result in many ineffective teachers securing positions. Developing effective teachers can be expensive and time consuming. Although there are many factors for an administrator to consider during the hiring process, central to the selection process should be the effectiveness or potential effectiveness of the applicants. Certification type is one factor that could contribute to the effectiveness of a classroom teacher. If an administrator had information regarding how the route to certification may influence teacher effectiveness, he or she could use that information along with other contributing factors to make the best decision for the school district and students.

This dissertation is composed of five chapters. Chapter I gave a broad overview of the study, outlining the problem statement, purpose, significance, and research questions. In addition, it briefly covered the methodology and procedures as well as limitations and definitions of terms. Chapter II presents a review of literature pertaining to alternative certification routes and traditional certification routes to teaching. It describes the history and issues of AC, the issues of TC, comparisons and contrasts of the two, and information specific to the routes in Oklahoma. Chapter III focuses on the research methodology of this qualitative case study. It addresses the conceptual model used in relation to the research questions; the population and participants; data collection procedures and instrumentation; the data analysis; ethical considerations; triangulation; trustworthiness; and the limitations and assumptions. Chapter IV presents the findings related to the research questions based on the data collection methods used (interviews, surveys, and document review). Finally, Chapter V concludes the study with a discussion of the analysis of the data collected, conclusions, implications, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Teacher licensure and certification is a broad field with definitions and requirements that differ substantially from state to state and occasionally within state jurisdictions (Whitehurst, 2002). Education is rendered a state function through the absence of any specific mention of education in the U.S. Constitution coupled with the Tenth Amendment which states, “The powers not delegated to the United States by the Constitution . . . are reserved to the States respectively, or to the people” (U.S. Const. Amend. X). Therefore, each state is given the responsibility of determining education policies, including requirements of licensure and preparation. This flexibility creates a nationwide teacher pool with varying degrees of subject knowledge and pedagogy competence. Aside from this lack of uniformity in the states’ educational licensure system, Hess (2002) identified further flaws of the system: (a) certification does not ensure mastery of pedagogy skills; (b) minimal standards for the elimination of unsuitable applicants; and (c) the system is ineffective and unsuccessful in strengthening respect for teachers and the field of teaching. Criticisms such as this reach far beyond licensure when dealing with the current landscape of education.

Education reform is a growing political force in the United States. Many issues are gathering momentum and support at the federal, state, and local levels. Some of the

hot issues include school choice, charter schools, online learning, and high-stakes testing (Foundation for Excellence in Education, n.d.). Teacher quality is another reform issue that is on the forefront. Teaching is being reshaped by the national reform movement, prescriptive federal and state policies, and the shifting dynamics of the teacher employment market (Lytle, 2000). Central to this movement is the correlation of the effectiveness of a teacher and the academic achievement of the student.

Researchers have stated that teacher effectiveness is the most important factor in student achievement (Owings & Kaplan, 2003; Stronge, 2010). As states raise curriculum content and student performance standards, the impact of the teacher and the quality of instruction presented is becoming increasingly important (Stedman, 2004). The debate lies in what are the most effective ways to get quality, effective teachers in every classroom. Some believe that pedagogy and teacher preparation is the answer. Shulman (1986) described pedagogy as knowing how to teach. Grossman (1992) said that pedagogy is knowledge about strategies and methods used in teaching that make the subject matter understandable and interesting for the students. A dissenting opinion is putting more focus on content knowledge; there is a growing movement centered on the belief that improving academic performance of the nation's students depends critically on a teacher's mastery of subject knowledge and the ability to teach it (National Commission on Teaching for America's Future [NCTAF], 1996). Garner (2007) believed that the success of students relies on highly qualified teachers with strong content knowledge and strong supervision from master teachers and administrators. In an effort to place quality teachers in classrooms, states have been using various alternative routes to attract individuals to the profession.

Review of Literature

Alternative Certification

The United States Department of Education defined Alternative Certification programs in 1986 as “teacher preparation programs that enroll non-certified individuals with at least a bachelor’s degree, offering shortcuts, special assistance, or unique curricula leading to eligibility for standard teaching credential” (Adelman, 1986, p. 2). AC programs allow teacher candidates with bachelor’s degrees to bypass the more traditional process of certification through teacher education courses and student teaching to be placed directly into the classroom. The development of AC programs can be attributed to many causes. Much has been written on why states began to evolve their certification processes and requirements to include alternative routes, but most would agree that AC programs were enacted in response to teacher shortages and uneven teacher quality (Hawley, 1990). Otuya (1992) and Birkeland (2005) wrote the goal of AC was to attract talent to address shortages. Others placed a focus on attracting talented persons and those with experience as the rationalization for AC. Walsh (2002) asserted, “Access to the profession is littered with obstacles for some of the most promising candidates: middle aged professionals who wish to switch careers and talented college graduates who didn’t major in education” (p. 1). Bowen (2004) stated that AC has created a positive impact on shortages and attracting ethnically diverse individuals.

One of the first states to enact a program was New Jersey, which allowed liberal arts graduates to teach to earn a certificate (Feistritzer & Chester, 2000). The programs that followed in California and Texas were driven by shortages rather than efforts to improve teacher quality (Feistritzer & Haar, 2008). The 1980’s saw few states develop

new ways of recruiting non-traditional teacher prospects and creating new routes for teacher certification. The 1990's are characterized by the formulations of a cohesive definition and standards for non-traditional teacher certification routes (NCAC, 2010). In 1991, Feistritzer and Chester wrote, "Despite controversies surrounding the topic, alternative teacher certification is a rapidly growing phenomenon in the United States" (p. 11).

Feistritzer (1999) stated that a shift had taken place where the majority of newly hired teachers were no longer coming from students with bachelor's degrees in education, but from individuals with master's degrees from non-educational fields. In 2008-09, 59,000 individuals were issued certificates to teach via alternative routes (NCAC, 2010). In 2010, 48 states and the District of Columbia recognized at least some type of alternative route to teacher certification, with Alaska and Oregon being the only states without provisions (NCAC, 2010).

The National Center for Education Information (NCEI) developed a classification system for categorizing the "alternative routes" to teacher certification in various states. NCEI classifies the routes into 11 categories. States can implement multiple routes. Oklahoma employs a Class D route which entails a review of academic and professional background, transcript analysis, and specially designed in-service or coursework required for certification. In comparison, a Class B certification involves specially designed mentoring and formal instruction, but is restricted to shortages in specific areas. The Class A route involves teaching with a trained mentor and formal instruction dealing with teaching theory and/or practice during the school year and possibly before and after. Some of the Classes are very different, while some are similar in design. However, the

scope of these different routes can differ greatly even when design is similar (NCAC, 2006).

Because state agencies control the development and implementation of their respective AC programs, great variation exists between states, and occasionally within states, as some districts have been granted the leniency to develop programs locally. AC programs range in length from one summer to one full year to multi-year programs. The training can consist of educational workshops and university classes. Some programs require participating in seminars throughout the school year. Many programs require observations by certification program staff and by district personnel (McKibbin, 1999). McKibbin and Ray (1994) found the following objectives necessary in setting up a quality AC program: (a) improve instruction; (b) address the shortages of qualified teachers; (c) place qualified teachers in schools that are difficult to staff; and (d) measure teacher competence. They reasoned that if states keep these goals in mind, quality programs producing well-prepared teachers could help ease the teacher shortage, especially in the area of special education. Babyak and Yudof (2004) listed four essentials of an effective AC program: (a) recruit widely but select carefully; (b) design a coherent, flexible program; (c) provide extensive support; and (d) engage in continuous improvement.

Feistritzer and Haar (2008) explained that the intense focus on teaching quality from the 1990s through the current era has yielded some common characteristics of most AC programs:

- to recruit, prepare, and license individuals who already have at least a bachelor's degree—and often other careers,

- require rigorous screening processes, such as passing tests, interviews, and demonstrated mastery of subject matter content,
- provide on-the-job training,
- include coursework or equivalent experiences in professional education studies before and while teaching,
- involve work with mentor teachers and/or other support personnel,
- set high performance standards for completion of the programs. (p. 7)

Wilson, Floden, and Ferrini-Mundy (2001) state that newly certified teachers as well as experienced teachers believe their field experiences are the single most beneficial component of their preparation. Other research has shown the importance of the field experiences being well-planned. Darling-Hammond (2006) contended field experiences should be carefully constructed and coordinated with campus coursework. In a study by Grossman and Richert (1988), teachers acquired practical survival skills and knowledge about student frameworks for understanding through their field experiences. It is critical for field experiences to relate to principles that the aspiring teacher is learning in pedagogical courses (Cochran-Smith & Zeichner, 2005; Darling-Hammond & Bransford, 2005). In a study by Wilson and Readence (1993), pre-service teachers were more persuaded by their cooperating teachers to implement practices on their own than by university supervisors. When pre-service teachers are involved with ongoing, effective field experience, they become more accepting of student ideas and more aware of their own strengths. This motivates them to become better teachers (Cochran-Smith & Zeichner, 2005).

Many researchers have noted the importance of a strong mentoring component of an AC program. McKibbin and Ray (1994) stated that for AC programs to be most effective they should follow the teachers for two to five years after completing the program. In a study of 10 AC teachers in Wisconsin, the teachers identified the mentoring component as a strong area (Wade, 2005). Proponents of mentoring suggest that combining a strong academic background in a content area with mentoring over an extended time while working with students in a real classroom setting can produce AC teachers as effective as TC teachers (Otuya, 1992).

Many challenges confront AC programs yet negative perceptions may be the greatest to overcome. AC programs assume that pedagogical skills develop as candidates teach (Stoddart & Floden, 1995); however, this philosophy of learning by doing is interpreted by some in the education community as teachers being put in the classroom who are underprepared and ill-informed. Otuya (1992) stated that AC programs are perceived as undermining the professionalism of teaching. Another challenge is creating programs that are fast, convenient, and inexpensive (Birkeland, 2005). Peske (2005) said providing incentives to attract candidates while ensuring full preparation were challenges to officials in Louisiana and Massachusetts trying to implement an effective AC program.

Traditional Certification Programs

For decades, the dominant approach to teacher certification was regulated at the state level and specifically required all public school teachers to graduate from an approved teacher education institution (Finn & Kanstroom, 2000). The traditional certification (TC) programs have not escaped criticism with the development of AC programs. TC programs “have been criticized as ineffective in preparing teachers for

their work, unresponsive to new demands, remote from practice, and barriers to the recruitment of bright college students into teaching” (Darling-Hammond, 2000a, p. 166). The criticism is long-standing. In 1983, the National Commission on Excellence in Education (NCEE) introduced the document, *A Nation at Risk*, which called to attention the poor quality and ineffectiveness of the nation’s teachers and system of teacher preparation. This criticism fueled the push to develop various alternative routes to teaching across the nation even as shortages did not exist.

In 2001, there were 1300 educational institutions in the United States that prepared teachers (Wilson et al., 2001). One could speculate that this number has grown over the past decade. Great discrepancies exist in these institutions on the requirements for their teacher candidates. Instruction can range from 5 to 30 college course requirements (Constantine et al., 2009). According to Whitehurst (2002), “Research on teacher preparation and professional development is a long way from the stage of converging evidence and consensus” (para. 8). Research on AC programs has been equally dividing. Again, these results can be attributed to a lack of uniformity in programs across state lines and even within state boundaries.

Zumwalt (1996) claimed that TC programs have simultaneously experienced reforms during the time AC programs developed. The main area that distinguishes TC programs from AC is the focus on pedagogy. Pedagogy creates a teaching strength that focuses on methodologies rather than content (Finn & Kanstroom, 2000). Boyd, Goldhaber, Lankford, and Wyckoff (2007) inferred that a traditional four-year university program requires courses in three areas: foundations, pedagogy, and content. Criticism of these programs has led to reform movements. Cross and Rigden (2002) examined a dozen

reports focusing on the expansion of subject matter knowledge and the ability to teach to meet the needs of a diverse audience. Using these studies, Cross and Rigden made the following recommendations:

- Raise entrance requirements so that new teachers come from an academically strong pool.
- Require an academic major of all future teachers.
- Add new courses or revise existing courses in general education and/or the majors to ensure the new teacher learns the content necessary to teach students to meet standards.
- Link courses in instructional methods with subject-area courses.
- Require longer school-based field experiences in a variety of schools serving students with varying needs.
- Strengthen exit assessments of teacher candidates to include performance-based evidence of content knowledge, teaching skills, and impact on student learning. (p. 25)

An examination of these recommendations makes it possible to reason that the AC movement has influenced reform of the TC programs.

Alternative Certification versus Traditional Certification

The debate over whether AC programs are as effective as TC programs is an ongoing argument that may have no real resolution. Many of the journal articles dealing with this area are conceptual. Although much research has been conducted on this issue, the variables involved make it difficult to draw conclusions. Cochran-Smith (2005) stated that research on AC programs is complicated by a lack of definitional clarity. AC

requirements vary from state to state and often within-state. Likewise, TC programs also vary. Available research tends to evaluate state and local programs exclusively, making comparisons among the different programs difficult. Alternative and traditional programs differ greatly in regard to areas such as length, type, and quality of training. Therefore, a review of the literature commonly reveals many contradictions. Nevertheless, results have shown some trends in the comparisons.

Central to the argument that TC programs are more successful at producing effective teachers than are AC programs is the importance put on the pedagogical training and education received through a TC program. Darling-Hammond and Cobb (1996) stated the TC programs prove superior based on preparation of the beginning teacher on virtually every dimension of teaching. They added that TC programs provide an ability to link research-based foundations with practical clinical experiences. Mahatha (2005) found that teachers from TC programs are more effective in areas of content knowledge, classroom management, instructional planning, and professionalism. Clarridge (1990) found that AC teacher candidates showed deficiencies in instructional feedback, student performance assessment, maintaining student time-on-task, and effective presentation of subject matter. In a study by Amose and Cheeseman (1991) evaluating beginning teachers with the Mississippi Teacher Assessment Instrument, more AC teachers than TC teachers failed sections dealing with planning for instruction, classroom management, and presentation of instruction.

Several studies have contradicted the claim of TC proponents that AC teachers are less effective teachers based on pedagogical deficiencies and the lack of professional training. Boyd et al. (2007) claimed studies that have looked at the relationship between

courses of pedagogy and student achievement have not found causal evidence. In a study by Harris and Sass (2007), pre-service training effects were analyzed in relation to student performance. The researchers found that more coursework in the areas of education theory, classroom management, or instruction showed little correlation to an increased level of student achievement. Constantine et al. (2009) also found no significant differences in student performance between the two certification types. Kane, Rockoff, and Steiger (2008) used six years of student performance data to conclude that teacher classroom performance has a greater effect than route to certification.

In a study by Guyton, Fox, and Sisk (1991), the attitudes, efficacy, and performance of entry-year teachers were explored. They did not find any significant differences in teacher performance, teaching perceptions, and problems faced for the entry-year teachers. They found that AC teachers displayed more positive attitudes at the beginning of the year and TC teachers were more positive by the end. Laraway (2003) found no significant differences in efficacy and performance evaluations. Sass (2011) claimed that the additional teacher preparation involved in TC programs was not significant doing little to improve the human capital of teachers and attributing any minimal gains to the innate ability of individuals.

In addition to the argument that TC teachers will be more effective based upon their more extensive preparation, some research has shown that they tend to stay with the profession longer than AC teachers. Banks and Necco (1987) looked specifically at AC special education teachers and found that those with more college education courses stayed in the profession longer. Ingersoll (1999) stated that poorly prepared teachers are more likely to leave the profession than others. Darling-Hammond (2000b) added these

statistics to make the case: by the end of the third year of teaching, 30% of TC teachers leave the profession as compared to 60% of AC teachers. Darling-Hammond (2003) found that teachers who lack initial preparation are more likely to leave the profession as more training positively correlates to longer tenures. However, Hanushek (1986) offered a simple explanation for the loss of teachers from the field. He said an individual selecting teaching as a career will remain in the career and that particular job until something more attractive comes along. Hanushek, Kain, and Rivkin (2004) explained that attrition rates are linked instead to years of experience with the highest attrition rates being those with only one year of experience and those nearing retirement age.

Perhaps the most telling argument is based on the perceptions of those who work with the two types of teachers on a daily basis. Bowen (2004) said that principals rated TC candidates significantly higher in instruction, assessment, and classroom management. The principals in Bowen's study said that based on their experiences, they would choose to employ TC teachers over AC teachers. Mentors working with novice teachers said differences in favor of TC teachers were present in areas of general knowledge, content knowledge, and professional growth (Shea, 2006).

Proponents of AC programs use the importance of subject matter knowledge to support their claims. AC candidates could have more expertise in their disciplines through a combination of work experiences and more rigorous college degree requirements. However, not all research has supported these claims. Darling-Hammond (1990) reviewed the literature and found that the support of this claim was limited. Even though subject matter knowledge makes a positive difference in teachers, she concluded that pedagogy was an important need as well. Other researchers agreed with the

importance of pedagogy, finding that a lack of training in these skills makes even teachers with subject matter expertise less effective (Hawley, 1990; McDiamid & Wilson, 1991; Shulman, 1987). In summary, these researchers found that subject matter expertise is a necessary component of effective teachers, but skills in child development, classroom management, and teaching methods are needed in conjunction with the expertise.

Research has also shown many positive attributes to AC programs and some contradictions to some of the above-mentioned studies showing differences in favor of TC programs. Many of the contradictory results could be attributed to the differences of AC programs from state to state. Sindelar and Marks (1993) examined 19 studies of AC, and although the findings showed AC programs as effective as TC programs, they admitted that comparisons were difficult because of state-to-state differences.

The strengths of AC programs correlated directly with their intended purposes: addressing shortages in teaching and improving teacher quality. Researchers have shown that AC programs are attracting different types of individuals than are the TC programs. Walsh (2004) claimed that TC programs do not attract academically talented individuals while AC programs attract individuals with expertise (Whiting & Klotz, 1999). Mahatha (2005) said AC teachers are more effective in human relation skills. This could be attributed to a majority of AC teachers having work experiences outside of the field of education. Dill, Hayes, and Johnson (1999) found AC candidates have a stronger potential to create connections with at-risk students and attributed it to maturity. They explained, “This ability to create meaningful relationship goes beyond knowing content and pedagogy—it is a capacity that increases with maturity” (p. 12). A strong argument

of researchers is that AC teachers are very valuable with their enhanced subject matter knowledge (Marchant, 1990). However, Hawk and Schmidt (1989) found no differences in effectiveness between those who had majored in a content area and TC teachers who majored in education. Mentors' perceptions of mentees' content knowledge showed no differences (Shea, 2006). Bain (2004) offered that professors with a deep understanding of their subject area were better able to help students understand. Other arguments for AC programs deal with their attraction of individuals who are less likely to be teachers based on gender and race, specifically, attraction of men and minorities (Chapman, 2005). Finally, AC programs are attractive because they are usually a less expensive route to teaching than completing a TC program.

Teacher Preparation in Oklahoma

Teacher preparation in Oklahoma is governed by the Oklahoma Commission for Teacher Preparation (OCTP) in conjunction with the Oklahoma State Department of Education (OSDE). The OCTP was enabled by the state legislature in 1995 and assumes three primary responsibilities: (a) the accreditation of teacher preparation programs; (b) the assessment of teacher candidates; and (c) the ongoing growth and development of classroom teachers in the state (OCTP, 2011). The OCTP states that the “greatest determinant of student success is the quality of the classroom teacher” (OCTP, 2011 p. 2).

There are 22 Oklahoma institutions that offer programs of teacher education. For accreditation purposes, each program is evaluated every seven years based on the standards of the Council for Accreditation of Educator Preparation and Oklahoma State Standards. Within the program, each teacher candidate is required to develop a portfolio

that documents the candidate's accomplishments, learning, and strengths related to Oklahoma's 15 Professional Competencies for Licensure and Certification (OPCLC). These portfolios are evaluated by the OCTP as part of the accreditation process.

In 2010, the OCTP piloted a First Year Teacher Survey to over 2000 teachers (OCTP, 2011). The surveys had a purpose of gathering information on perceived preparedness based on the OPCLC. Perceived strengths were (a) understanding the subject matter taught; (b) student approaches to learning; and (c) the process of lifelong learning and making learning enjoyable. Perceived weaknesses were (a) curriculum integration; (b) using a variety of assessment strategies to evaluate and modify the teaching/learning process; and (c) assisting students with career awareness and the application of career concepts to curriculum. After the results and revisions of program tendencies were analyzed, the survey was administered to 1600 first year teachers in 2011. Strengths did not change. However, weaknesses saw the addition of understanding the legal aspects of teaching and understanding the state teacher evaluation process. The teachers still identified a weakness in assisting students with career awareness and the application of career concepts to curriculum. Overall, 83% of first year teachers perceived themselves as well prepared. Administrators were also given the survey; 67% perceived that first year teachers were well prepared.

The OCTP is also responsible for the administration of competency-based assessments for educator licensure/certification in the state. The examinations reflect state standards as well as current national standards (OCTP, 2011). The assessment programs undergo routine review and redevelopment to ensure that the exams are current and accurate. All TC teachers have successfully passed three exams for full certification:

(a) the Oklahoma General Education Test (OGET) which tests critical thinking and general education knowledge; (b) the Oklahoma Subject Area Test (OSAT) which tests subject matter knowledge; and (c) the Oklahoma Professional Teacher Exam (OPTE) which tests professional knowledge and skills. The OPTE is designed to test skills “needed by entry-level educators” (OCTP, n.d.). Interestingly, AC candidates are not required to test in this area until later in their program. These candidates take only the OGET and OSAT for initial licensure.

Alternative Certification in Oklahoma

The AC program in Oklahoma is known as the Oklahoma Alternative Placement Program (APP). The program differs from the TC program in several areas. APP candidates must carry a 2.50 or higher grade point average (GPA). GPA requirements for TC candidates vary with the university program. For example, admission to the teacher education program at East Central University requires a 2.50 or higher GPA. Northeastern State University requires a 2.75 GPA for admission to the teacher education program. Two years of verifiable work experience related to the subject area of specialization is required for APP candidates. TC candidates receive a recommendation from their respective institution of higher education. As mentioned above, APP candidates are not required to pass the OPTE before proceeding in the program. Instead, the APP candidate must pass the OPTE upon receiving certification and complete a professional education component (PEC) of 18 college credit hours or 270 clock hours if the candidate has only a bachelor’s degree, or 12 college credit hours or 180 clock hours with a post-baccalaureate degree (OSDE, n.d.b). These tasks must be accomplished within three years of initial candidacy. The APP in Oklahoma does not allow for

certification in Elementary Education, Early Childhood, or Special Education although an alternative pathway exists for Special Education teachers.

Teacher Evaluation in Oklahoma

Driven by research that shows an effective teacher has the greatest impact on student learning (OSDE, 2013), the Oklahoma State Department of Education (OSDE) implemented the Teacher and Leader Effectiveness Evaluation System (TLE) which was mandated through Senate Bill (SB) 2033 in 2010. TLE is an intensive evaluation system of teachers and principals which will eventually see both quantitative and qualitative components in the system. Currently, evaluation procedures are limited to qualitative components with the quantitative components to be fully implemented in 2015-16.

Districts can choose between three state adopted evaluation frameworks for teachers: (a) the Marzano Causal Teacher Evaluation Model; (b) the Tulsa Model of Evaluation; and (c) the Danielson evaluation framework for teachers (OSDE, 2013). Training is provided by the OSDE on how to properly use the evaluation frameworks. Throughout the 2012-13 school year, districts piloted the qualitative evaluation frameworks for both teachers and principals.

The Tulsa Model was overwhelmingly chosen by the state's districts with 482 of the state's 522 school districts choosing the Tulsa Model during the pilot year of 2012-13. Part of the draw to the framework was the fact that districts could use it free of cost. However, the Tulsa Model was recognized for its ease of use and that it is based on current, best practices and national research findings (TPS, n.d.). The Tulsa Model is the theoretical framework used in this study.

The Tulsa Model was designed to measure teacher effectiveness and was developed in 2009 through assistance from the Bill and Melinda Gates Foundation. The development team was broad, encompassing a study group of national evaluation experts, Tulsa Public School teachers, curriculum specialists, and principals using dozens of teacher evaluation instruments and research studies. The Tulsa model is supported by studies of Kathleen Cotton (2000) of the Northwest Regional Educational Lab and Harvard researcher Thomas Kane and colleagues (Kane, Taylor, Tyler, & Wooten, 2011). Cotton's paper analyzed research on educational practices to identify factors that enable student learning; the practices are consistent with practices of the Tulsa Model (TPS, n.d.). The Kane et al. study analyzed teacher practices and whether a teacher's ability in the practices were related to the quantitative impact on student achievement. The study found that a teacher's ability in certain practices did predict math and reading achievement gains of the teacher's students. The Tulsa Model incorporates the practices found to be associated with student achievement (TPS, n.d.).

The Tulsa Model is a rubric-style teacher evaluation instrument measuring the five domains of Classroom Management, Instructional Effectiveness, Professional Growth and Continuous Improvement, Interpersonal Skills, and Leadership through 20 observable dimensions. These dimensions are captured through a minimum of two observations. Each dimension was positively correlated with growth in student achievement as measured by state assessment; an overall correlation between value-added and Tulsa Model teacher evaluation scores when averaged across grades and subjects was 0.23 (Value-Added Research Center, 2012).

Summary

Chapter II covered a broad view of alternative certification and traditional certification. Topics addressed were their definitions and descriptions, similarities and differences, and what the literature reports about their effects on several teacher variables. Also discussed were the aspects of the two certification types specific to Oklahoma as well as the Tulsa Model of Evaluation.

Although many studies have been conducted on the topic of alternative certification, results have varied. This is due in part by AC routes often varying from state to state. Many states have programs to certification that are categorized as AC; yet the specific criteria detailing the different within-state programs can vary greatly. Therefore, this case study examined the Oklahoma Alternative Placement Program in relation to Traditional Certification.

CHAPTER III

METHODOLOGY

This study addressed the perceptions of principals and teachers regarding teacher preparedness in relation to two types of certification routes in Oklahoma. I selected a qualitative approach for this study because I intended to examine the perceptions of Oklahoma teachers and principals regarding teacher preparedness in relation to alternative and traditional certification routes. Creswell (2003) stated that in qualitative research, “the researcher seeks to establish meaning of a phenomenon from the views of participants” (p. 20). This study was not about testing a set of hypotheses. Rather, I sought to explain the “how” and “why.” According to Yin (2003), case study design should be considered when: (a) the focus is to answer “how” and “why” of the phenomenon; (b) one cannot manipulate the behavior of the subjects; (c) one wants to explore contextual conditions because one believes they are relevant to the phenomenon being studied; or (d) boundaries are unclear between the phenomenon and context. Therefore, case study was appropriate because I could not manipulate or control the experiences of the participants; individuals participated in the study because of their experiences.

Case study differs from other research strategies because the focus is a bounded system or case (Creswell, 1998). Case study allowed me to research a case (teacher)

bounded by time. Merriam (1998) described the case as a unit, entity, or phenomenon with defined boundaries that the researcher can “fence in” (p. 27). The researcher also controls what will not be studied. In this study, I chose specific types of teachers (cases) and determined a timeframe for which I wanted to gather data. Merriam (1998) summarized case study design as a method to employ when gaining understanding of the situation, where the process of inquiry is of interest to the investigator rather than the results. Case study seemed to be an appropriate approach since my desire was to understand the “how” and “why” rather than the “what.”

Finally, I determined case study as appropriate because it followed my selection of social constructivism as the theoretical perspective in Chapter I. Social constructivism follows from constructivism, in which learning is a process where meaning is created from the individual’s experiences. Mertens (2010) stated that constructivist researchers reject the notion that objective reality can be known and believe the goal of the research is to recognize the social constructions of meaning and knowledge. In describing methodology types for this research, she wrote, “Qualitative methods such as interviews, observations, and document reviews are predominant in this paradigm” (p. 19).

The primary participants of this study were teachers of two types: Traditional Certification (TC) and Alternative Placement (APP). Data was gathered from teachers through interviews and surveys. Additionally, principals were interviewed and surveyed regarding their experiences and perceptions as evaluators of the teachers. A final data piece was from individual teachers’ evaluations. Participation in the study was based on several qualifying factors to be discussed later in this chapter.

This chapter outlines the procedures I employed to answer the research questions of the study. The population and participants are discussed, as well as the methodology of the study including data collection, procedures, and analysis. In addition, ethical considerations are discussed and limitations of the study conclude the chapter.

Research Questions

This study examined the following research questions:

1. What are practicing principals' perceptions of teacher preparedness of Traditionally Certified and Alternative Placement entry-level teachers in Oklahoma?
2. What are practicing principals' perceptions of the development of teacher effectiveness qualities for novice Traditionally Certified and Alternative Placement teachers in Oklahoma?
3. How do Traditionally Certified and Alternative Placement teachers in Oklahoma perceive their levels of preparedness for teaching?

Methods and Procedures

Population and Participants

This study targeted a population of alternatively certified (AC) and TC classroom teachers in the state of Oklahoma. Specifically, only teachers certified through the Oklahoma Alternative Placement Program or teachers traditionally certified through an Oklahoma university college of education were invited to participate. Of this population, only teachers with less than five years of experience were included; research has shown that teachers plateau in gains of student achievement after three to five years (Rivkin et al., 2005; Rockoff, 2004; Sanders & Horn, 1994; Sanders & Rivers, 1996). Therefore,

teacher participants were required to satisfy the following inclusion criteria: (a) TC or APP teacher with less than five years of experience; and (b) if TC, a graduate of an Oklahoma institution of higher learning with an accredited teacher preparation program.

The study participants came from multiple school districts in Oklahoma in an effort to increase confirmability of the study. By using multiple districts, I was able to include a broader spectrum of participants from environments with variability in areas such as availability of resources, district sponsored professional development, classroom technologies, and socioeconomic factors. Districts in Oklahoma are afforded much in the way of local control, so the differences in these factors can be profound across district lines.

Data Collection

Data were collected from three primary sources—teacher and principal surveys, teacher and principal interviews, and individual teacher evaluations. The surveys and interview protocols were designed to produce data that is complementary to the data from the evaluation. I achieved this by exclusively using the Tulsa Model of Evaluation as the only teacher evaluation instrument; its design guided the construction of the surveys and interview protocols. All data sources for this study were integrally designed and chosen for cohesiveness of data.

Because of the private nature of the information and data to be gathered, participation was strictly voluntary. For recruitment of participants in the study, I relied on assistance from the Oklahoma State Department of Education (OSDE). A formal request was made to the OSDE for an email database of all principals in the state and all teachers in the state with five years or less experience. Principals were emailed in

September 2014. The email was a letter of invitation to participate and included an attached Participant Information Sheet with the purpose of the study, requirements of the study, and my personal contact information for any questions (see Appendix A). The letter included a hyperlink to the survey for principals who chose to participate. In January 2015, initial submission of invitation to participate was sent to all teachers by email. The email included an attached Participant Information Sheet, my contact information, and a hyperlink to the survey (see Appendix B). At the conclusion of the survey, teachers were offered the opportunity to participate in the interview and evaluation review.

Surveys

The first stage in data collection was the submission of the email invitation to participate in the study to all principal participants in September 2014 (see Appendix A). The invitation to participate for principals outlined the requirements for the study and included the survey link. The invitation summarized the study and guaranteed confidentiality and anonymity of responses. Participation in the survey indicated consent; the introductory page of the survey provided this information with a link to proceed. The survey was available through the online survey vendor Survey Monkey. This survey addressed the principals' general knowledge and perceptions of traditional and alternative routes to teacher certification. A demographic section was also included in the survey.

The second stage of data collection took place in January 2015 with the letter of invitation to potential teacher participants (see Appendix B). This invitation outlined the requirements for the study, and included the survey link. The invitation summarized the study, guaranteed confidentiality and anonymity of responses, indicated consent, and

provided for participants to indicate willingness to participate in the interview and evaluation review. The teacher survey was made available through the online survey vendor Survey Monkey. The survey was designed so teachers from either route would answer questions concerning their general knowledge and perceptions of their respective certification route and included a general component completed by both types of teachers. At the conclusion of the survey, teachers could choose to indicate willingness to participate in the interview and evaluation component of the study. The survey also included a demographic section to address the general characteristics of the teacher and to determine if the teacher met all inclusion criteria.

All surveys were requested to be completed and submitted within one week of initial submission. An inventory of submitted surveys was compiled one week after the requested due date and a general reminder to complete the survey was sent to all candidates. After two weeks of the survey being opened, I closed the survey and compiled the data.

Interviews

Upon completing the teacher participant inventory, I separated the potential teacher participants into two groups—AC and TC teachers. Two teachers from each certification background were randomly selected for participation in the interview process. In order for a teacher to be included in the interview process, the teacher's respective district must have granted approval and their respective principal must have consented to being interviewed and providing access to the evaluation documents. I was responsible for making contact and obtaining district approval and principal consent (see Appendix C). Teacher and principal participation was entirely voluntary and could not be

required by district personnel or superiors. In the event that a teacher was selected without a participating principal or district approval, a replacement teacher from the same certification group was randomly selected. This process was repeated until I had two teacher/principal interviews from both certification groups giving a total of four teachers and four principals to interview.

Contact with the teachers and principals was made by email and telephone to set up interview times. Interviews took place in February 2015. I interviewed teachers and their respective principals the same day with teachers being interviewed first; I wanted my first impression of the teacher to come from the teacher and not be influenced in any way by the responses of the principal. Before the interview with the teacher, I secured a signature on the letter of informed consent that provided permission to review the teacher's evaluation and any documentation associated with it. A letter of informed consent was secured from the principal prior to the interview as well (see Appendix D). Recorded interviews of the participating teachers and principals were conducted at their respective school sites and lasted 30 to 60 minutes per interview. I transcribed the interviews verbatim, and the transcriptions were verified by a peer transcriber.

Teacher Evaluations

When I made contact with the participating principal for an interview time, I requested a copy of the respective teacher's evaluation and associated documents. This was paper copy or digital copy. The evaluation procedure for the Tulsa Model has an accompanying online format offered by Oklahoma Teacher and Leader Effectiveness (OKTLE). Many districts utilize the OKTLE system for gathering data through the Tulsa Model, and evaluation data is digitally stored at those districts. Upon arrival for the

interview, I provided the principal with the respective teacher's consent letter that gave permission to obtain a copy of the evaluation and any associated documentation.

Evaluation data were gathered from individual teacher evaluations given in one school year. Oklahoma evaluation requirements differ based on whether a teacher is considered probationary or career. Probationary teachers have less than three years in the district and are evaluated twice throughout the year. The first evaluation must be completed by November 15th and the second by February 15th. Career teachers have at least three years in the district and receive a single evaluation to be completed by February 15th. Only one evaluation was used for each teacher in this study. I requested the most recent evaluation for all participants; evaluations from previous school years were not used.

Instrumentation

Instrumentation included researcher-designed surveys and open-ended, structured interviews as well as document analysis of individual teacher evaluation instruments. The surveys and interviews were designed and documents selected to provide detailed information for the research questions.

Two surveys were used in this study. The principal survey has two components—Part I is demographics (gender, race, school information, administrative experience, etc.) and Part II was designed to allow the principal to express perceptions of preparedness and effectiveness of teachers in relation to their certification routes (see Appendix E). The teacher survey contains three sections including demographics (gender, race, school information, teaching experience, etc.), a component on their certification route experiences, and a component addressing their current perceptions of personal teacher

effectiveness (see Appendix F). The survey was designed so teachers answer questions specific to their certification route experiences. These questions parallel each other in format, scope, and content.

The principal survey was designed to draw on the principals' perceptions of the differences of APP teachers and TC teachers during their first year of teaching and after their first year of teaching. Part I of the principal survey gathers demographic information. Part II consists of three components. The first component is two open-ended questions on the principal's general feelings on APP and TC. The second component is a Likert-style format with the principal distinguishing whether teachers from APP or TC are more developed *during* their first year of teaching on indicators from the 20 dimensions of the Tulsa Model. The third component of Part II parallels the second component except the principal distinguishes whether teachers from APP or TC are more developed *after* their first year of teaching on the same indicators.

The teacher survey is composed of three parts. Part I gathers demographic information. Part II was designed to draw upon the teachers' perceptions of their respective preparation programs and is comprised of three components. The first component is open-ended questions that seek general information on the teachers' preparation programs. The second component is a Likert-style format addressing how the different aspects of the teachers' certification programs prepared them to be an effective teacher. The final component of Part II is a Likert-style format asking which of the different aspects of the certification program provide the most benefit to the development of specific teacher indicators. The indicators measured were representative of the domains of the Tulsa Model, with 30% Classroom Management, 50% Instructional

Effectiveness, 10% Professional Growth and Continuous Improvement, 5% Interpersonal Skills, and 5% Leadership. Part III of the survey addresses the teachers' perceptions of how effective they are. It was designed to include all 20 dimensions of the Tulsa Model.

Two structured interview protocols were designed for teachers in this study: one for the APP teachers and one for TC teachers (see Appendix G). The two protocols parallel each other in scope using open-ended questions with different verbiage that addresses the particular group. This allowed the participants to respond to all questions without limitations. Both protocols were designed to align with the research questions. The interviews were designed to draw out the personal experiences and perceptions of the interviewee's preparation program and effects on their teaching experiences. The interview protocol for the principals used open-ended questions that aligned with the research questions addressing the principals' perceptions of APP and TC teachers (see Appendix H). This structured protocol was designed to draw out the perceptions of the principals' experiences with novice teachers and specific characteristics of APP and TC teachers.

The Tulsa Model of Evaluation

The Tulsa Public Schools' Teacher Observation and Evaluation System (Tulsa Model of Evaluation) was used to assist in the development of the surveys. In particular, the Tulsa Model uses 20 observable dimensions as a centerpiece to individual teacher evaluation. These 20 dimensions were addressed throughout the surveys to allow collection of data that could be linked to the actual teacher evaluations used as documents for review (see Appendix I).

This study used the principals' evaluations of the teachers as documents for review. I decided to limit evaluation to the Tulsa Model as it is the most widely used of the State Department of Education (OSDE) approved models. Two other models have been approved by the OSDE, but I deemed that using a single evaluation instrument was important for consistency. Of the 522 school districts in the state, 482 selected the Tulsa Model as their evaluation instrument in 2013.

Oklahoma law requires that administrators be trained specifically for the Tulsa Model before they can evaluate teachers with the instrument. The training is standardized and administered by a single training entity—Cooperative Council for Oklahoma School Administration. Although no data was available, I believed this practice would increase inter-rater/observer reliability with state-wide consistency in training. The first phase of training takes three days. The second phase focuses on calibration of the evaluation model. Before the administrator is certified to evaluate using the model, he or she must exhibit competency through examinations of both phases of the training.

The Tulsa Model was designed to measure teacher effectiveness. Tulsa Public Schools (TPS) developed this system in 2009 through assistance from the Bill and Melinda Gates Foundation. It was developed by a study group of national evaluation experts, TPS teachers, curriculum specialists, and principals using dozens of teacher evaluation instruments and research studies. The Tulsa Model is research-based; studies by the Northwest Regional Educational Lab and Harvard researcher Thomas Kane and his colleagues “confirm that the underpinnings of the Tulsa model are observable practices associated with increases in student achievement” (TPS, n.d., p. 1).

The Tulsa Model is a rubric-styled teacher evaluation instrument measuring the five Domains of Classroom Management, Instructional Effectiveness, Professional Growth and Continuous Improvement, Interpersonal Skills, and Leadership through 20 observable dimensions. These dimensions are captured through a minimum of two observations. Each dimension is positively correlated with growth in student achievement as measured by state assessment (TPS, n.d.).

The 20 dimensions are individually measured through a 5-point Likert-type scale, ranging from 1 to 5 (1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; and 5 = Superior). Each rating has an established description resulting in a rubric-style instrument. The five domains are each weighted which results in an overall effectiveness rating (see Table 1).

Table 1

Tulsa Model Domains/Dimensions

Domain	Relative Weight	Dimensions
Classroom Management	30%	Preparation
		Discipline
		Building-Wide Climate Responsibility
		Lesson Plans
		Assessment Practices
Instructional Effectiveness	50%	Student Relations
		Literacy
		Common Core Standards
		Involves All Learners
		Explains Content

		Explains Directions
		Models
		Monitors
		Adjusts Based upon Monitoring
		Establishes Closure
		Student Achievement
Professional Growth and Continuous Improvement	10%	Uses Professional Growth as an Important Strategy
		Exhibits Professional Behaviors and Efficiencies
Interpersonal Skills	5%	Effective Interactions/ Communication with Stakeholders
Leadership	5%	Leadership Involvements

Validity of the Tulsa Model has been substantiated by two validation studies. TPS participated in the pilot of the MET Validation Engine, a research project of the Bill and Melinda Gates Foundation. This project allowed TPS to determine the predictive validity and rater consistency of the rubric. The Validation Engine found the correlations between teachers' evaluation scores and their student achievement gains (MET Project, 2012). Thirteen dimensions were tested with each showing a positive correlation and six showing significance at the 0.05 level (see Appendix R). The MET Validation Engine found the Tulsa model captures practices that are empirically associated with gains in student achievement (TPS, n.d.).

The University of Wisconsin's Value-Added Research Center (VARC) also studied the Tulsa Model. This study used data from the previous year's state assessments. The VARC research team calculated the correlations between the evaluation scores through the Tulsa model and the value-added score. There were 729 instances with both types of data were present. The study showed that every dimension in the Tulsa model was positively correlated with the respective value-added scores (VARC, 2012). The overall correlation between value-added and teacher evaluation scores using the Tulsa evaluation rubric, averaged across grades and subjects, was 0.23 (VARC, 2012). A complete listing of coefficients for individual dimensions can be found in Appendix J.

Data Analysis

I analyzed all data including survey responses, interview responses, and individual evaluation results using the Creswell (2003) qualitative data analysis model. The Creswell model follows these steps: (a) organize and prepare the data for analysis; (b) read through all data and reflect on its overall meaning; (c) begin detailed analysis with a coding process—"chunking"; (d) describe the setting or people as well as categories or themes for analysis; (e) develop themes or categories; (f) label the descriptive themes or categories; (g) decide how the description and themes will be represented in the research narrative; and (i) make an interpretation or meaning of the data.

Because data effectively came from three different types of participants (TC teachers, APP teachers, and principals), data were analyzed separately in regard to the source. For example, data from interviews, surveys, and evaluations from TC teachers were analyzed exclusively within that particular participant group. The separation of data

by participant source was necessary to answer the research questions as the first two questions dealt with perceptions of the principals while the last question was related to perceptions of the two types of teachers.

Throughout the data analysis process, I employed the strategy of memoing which is recording reflective notes about what I have learned from the data. Memoing produced additional data from ideas and insights that emerged through the data analysis process. I transcribed data from interviews and memos for later analysis. A peer transcriber then checked the transcription data for accuracy.

The next step in the analysis was the coding and development of categories. In this process, I carefully read all transcribed data and divided it into meaningful analytical units. Each one of these units was then coded. Coding is marking the segments into an identifiable, descriptive name or category. Categories were not predetermined. Categories were developed through the relationships that emerged from the analysis process. Finally, I interpreted the data by examining the relationships that emerged in relation to the research questions. In order to control researcher biases, I employed a peer auditor to verify coding and categories.

Background and demographic information gathered in the surveys and interviews was reported in regard to the teachers' certification routes but not analyzed in relation to perceptions. For example, I sought any trends that emerged in regard to what types of people choose one route to certification over another. These data are reported in the appendices.

Ethical Considerations

This study met the demands of sound ethical conduct as the participants' privacy and confidentiality were maintained throughout. Although names of teachers were necessary to use during the interviewing of principals, no names were used in the final report. Each participant received a letter of invitation to participate that expressly acknowledged the participant's right to discontinue participation in the study at the request of the participant. In addition, the participating teacher gave permission for access of teacher evaluation documents and was informed the principal would be disclosing information pertaining to the teacher's perceived performance and preparation prior to the interview process. Prior to conducting the study, I received approval from the Institutional Review Board at Oklahoma State University (see Appendix S).

Triangulation of Data

Triangulation of data occurred through the multiple techniques of data collection (surveys, interviews, and document review) as well as multiple data sources (alternatively certified teachers, traditionally certified teachers, and principals). Investigator triangulation was employed through verification by a peer transcriber of interviews as well as a peer auditor to check coding and categorizing of data. According to Merriam (1998), triangulation can be a powerful technique in social sciences that facilitates validation of data through cross verification from two or more sources; confidence in the form of validity can result if different methods lead to the same result. Moreover, the presentation of multiple perspectives improved internal validity through the process of triangulation (Merriam, 1988).

Trustworthiness

Central to all empirical studies is the question: Can one trust the findings of the study? Unlike quantitative studies which rely on measures of reliability and validity to establish trust of the results, qualitative studies establish trust through transferability, dependability, confirmability, and credibility (Lincoln & Guba, 1985).

Transferability refers to evidence supporting the generalization of findings to other contexts—across different participants, groups, and situations. Detailed descriptions enhance transferability (Suter, 2012). The “thick” descriptions of data collected in this study supported transferability.

Dependability is similar to the concept of reliability in quantitative research (Suter, 2012). A common strategy for establishing dependability is employing triangulation of data across multiple techniques of data collection. I used three techniques of data collection (surveys, interviews, and document review) from multiple data sources (APP teachers, TC teachers, and principals).

Confirmability refers to neutrality and the control of researcher bias (Suter, 2012). This step must be taken to ensure that the findings are the result of the experiences and ideas of the participants rather than my own characteristics and preferences. The role of triangulation promotes confirmability by reducing the effect of investigator bias. Another effort to enhance confirmability was through my acknowledgement of why decisions were made and methods adopted. Detailed methodological description allows the reader to determine how far the data and constructs that emerge may be accepted (Shenton, 2004).

Finally, credibility refers to the believability of the findings. It is enhanced by evidence such as confirming evaluation of conclusions by research participants, convergence of multiple sources of evidence, control of unwanted influences, and theoretical fit (Suter, 2012). I attempted to establish credibility through the convergence of multiple sources of evidence (survey results, interview data, and individual teacher evaluation data) and by the theoretical fit of the data, analysis of data, and interpretation of results.

Limitations and Assumptions

As stated in Chapter I, I am a career educator and recognize that my experiences lend to some degree of bias. However, in addition to helping control issues with validity and reliability, using multiple methods of data collection and multiple perspectives helps control the bias often found in a single researcher (Suter, 2012). As the single researcher for this study, I strived to maintain objectivity and monitored my actions to maintain that objectivity throughout data collection, analysis, and reporting. Additionally, to improve this objectivity, I employed a peer transcriber for verification of interviews and coding; categorization of data was peer audited.

One area of personal bias that I need to disclose concerns the employment of quantitative data used in the study. I am a mathematician and find personal enjoyment in statistical data. Even as I chose a qualitative methodology for the study, my mathematical bias influenced the design and reporting of the surveys to incorporate numerical data in support of the qualitative claims. This design should not be viewed as a flaw, but rather as an attempt to add descriptive data that enhances the findings.

In this study, I assumed that all participants were truthful and candid in their survey and interview responses. Responses in regard to type of certification and years of experience can be verified for each participant. However, misinterpretation of questions and the resulting misleading responses on the part of the participant was a limitation I could not control.

There are two further limitations to the study that I want to address. First, the study was limited in that it addressed only the group of TC teachers, APP teachers, and principals who participated in the study. The participants were limited in years of experience and certification routes. Thus, views shared cannot be generalized to all teachers and all principals in Oklahoma or other states. Another limitation was that individual preparation programs could differ within the state's college of education programs; the assumption was that these within-group programs were similar in that they must meet the same state requirements. Differences in programs are likely to occur even though they follow these same requirements.

CHAPTER IV

PRESENTATION OF FINDINGS

This study investigated the perspectives of principals and teachers of the preparedness and the effectiveness of novice teachers certified through two certification routes in Oklahoma. There were four steps in data collection: (a) principal surveys sent to every site principal in the state; (b) teacher surveys sent to every teacher with five years or less experience in the state; (c) individual interviews with four teachers and each teacher's respective evaluating principal; and (d) evaluation reviews with each teacher and their respective evaluating principal.

In this chapter I report the data findings in the order I deemed most relevant to the study, rather than in chronological order. This is a qualitative study. The interview data is the centerpiece of the research. Although much of the data reported from the surveys is numerical, the survey data served to complement the interview data and provided a foundation of support for the findings. Rather than dismiss this data because it may appear quantitative, I believed that these data provided added foundational support to the interview findings. The numerical data is to be viewed only as descriptive data and was not included to imply evidence.

Interviews

Teachers who responded to the survey were given the opportunity to volunteer for the interview and evaluation review, and designated such on the survey. I separated the volunteers by Traditionally Certified (TC) teachers and Alternative Placement (APP) teachers. Teachers were randomly selected from the two pools, and I made contact via email with those selected until I had two willing teachers from each pool. From the four willing participants, I was able to obtain permission from their respective districts and each of their principals agreed to be interviewed as well.

Teacher Interviews

Research Question 3 asked, “How do TC and APP teachers in Oklahoma perceive their levels of preparedness for teaching?” The teacher interview protocol was designed to discover how these specific teachers felt they were prepared for that first year, what was beneficial or non-beneficial to their preparation, and how they felt they were developing as teachers. I also believed it would be important to explore their backgrounds to see if past experiences might influence their perceptions.

The interviews were all conducted within a two week span in February 2015. The interviews were conducted at the teachers’ sites and varied from being conducted in the teachers’ rooms to a provided office space. The interviews lasted between 45 and 60 minutes. Principal interviews were conducted during the same visit after the interview with the teacher.

Interview of Mrs. Musial

In her fifth year of teaching, Mrs. Musial is the most experienced of the four teachers I interviewed and is TC. She is married to a teacher, and her father taught in her subject area of music. She is in her first year teaching at her present school.

Mrs. Musial first said she believed her field experiences were helpful to her entry-level year, seeing a variety of age-groups in her field of instruction. After reflecting for a moment, she added that what she saw was not representative of her first year environment:

I'm not sure that I saw anything in my field experiences that helped in my first year teaching because most were . . . with ideal schools. I didn't see a lot of situations where it wasn't your ideal teaching environment where you didn't have many kids, or nothing to work with. And my first year of teaching was low income; it was not quite what we saw. We . . . didn't really see the Title I School.

I got the impression that she felt misled by her field experiences as they were in a suburban school setting. She described these schools as having class sizes that were ideal and resources that were readily available. Later in the interview she described wanting to give up on teaching during her entry-level year experience in a Title I school.

Mrs. Musial's internship experience was with two teachers in the same classroom and again was described as an "ideal" situation in a suburban school setting. She felt like her involvement in the internship was adequate. She said she watched for one week before being given one part of each class to work with for four months. She became animated when discussing the challenges of her internship and particularly in classroom management:

You can talk about it all day long and you can try to imitate it . . . where your peers act like students but it doesn't compare at all to actually doing it yourself.

And that was a challenge; I don't know how you can prepare for that.

She described the influence of the internship on her first year as "really beneficial." She attributed it to being under "wonderful teachers" who had a "great program." She said that she had a lot of confidence coming into that first year of teaching after her internship. But her first year was difficult and she actually did not know if she wanted teach anymore. Then she said the second year was much better and "everything was fine."

We spoke briefly about whether Mrs. Musial's college education courses were beneficial. She quickly responded that they were not but then mentioned one class that dealt with special education and said that it was very good. But she attributed that to the teacher and not the content.

She could not remember being assigned a mentor teacher but knew that there was a teacher who helped her that first year. She remembered a representative from her university who came a few times through the year to check on her. Being in her fifth year teaching, she found networking to be very important, using district teachers in her field, teachers she knew in college, and some she met at conferences.

When asked about the most beneficial experience to her first year of teaching, Mrs. Musial laughed and mentioned her father who also taught in the music field. She said, "I drove him crazy my first year." She finally expressed in a serious tone that the internship was "probably the biggest bang for my buck."

Professional development opportunities have been very important to her and she seeks them out. She said, "What I have [attended] has been very important to me not just

because there are things to learn and people to network with, but I also get energized. I get excited and I need that.” As Mrs. Musial described these professional development opportunities, I got the impression that instead of a learning opportunity, she viewed them as a time away from the classroom where she could be refreshed. She said that she needed it every few months. She described her current district’s in-service/professional development as being more beneficial than the experience she had at her previous school.

I asked how she had grown or changed during her first years of teaching. Mrs. Musial pondered before describing her five years of experience as helping her relate to students and classroom management.

I am connecting more with students a whole lot easier and faster. I would say I made huge strides in learning how to communicate effectively with students, parents and co-workers. I was well trained on what I was supposed to do as a teacher, but I had little experience with dealing with the people involved. I also got much better at classroom management . . . recognizing potential issues and addressing them before they get out of hand.

Finally, I asked her in what areas her certification route failed her and if there were any areas she needed more instruction or guidance. Displaying frustration, she talked of needing feedback. She mentioned the desire to have the university representative during her internship follow up through her first year of teaching instead of a new designee. She felt very strongly about this adding, “I was actually pretty upset about that.” She said that her college classes had prepared her very well for her “subject” and that she was well trained on the methods of delivery. But even with all the work they did on classroom management, it was the area where she felt least comfortable.

Interview of Mrs. Hornsby

Mrs. Hornsby was the second TC teacher I interviewed. She is a first year special education teacher who came back to her rural hometown to teach. Throughout the interview, she iterated negative opinions of the teacher education program and certification process. She began her program at one university and became very dissatisfied with the program and the professors. She transferred to another university where she expressed admiration for the professors but still was not satisfied with the program. She assigned blame to the “state” and its requirements of the program.

First, we talked about her field experiences which were not all in the special education field. She explained that the goal was to be in high school, middle school, and elementary level classes but they were unable to place her in an elementary level special education class so she spent time in a regular education kindergarten class. I gave Mrs. Hornsby an opportunity to talk about the benefits of the field experiences and she took the opportunity to express dissatisfaction with the preparation program.

As far as field experiences, I learned more when I was able to find a good teacher.

As far as the program itself, I don't think there was anything there that prepared me, or helped me with . . . preparing me for teaching. I have been in some field experiences with phenomenal teachers; and then I've been in some that were not so much; [it] depended on the teacher if I got anything out of it. There was one teacher in particular who was phenomenal, so I learned a lot under her, like behavioral management. I still utilize that today. Further than that, not really anything.

Mrs. Hornsby explained that with her special education area, she did eight weeks of internship at the high school level and eight weeks at the elementary level. She began in the high school setting and was given the classroom in just three days. She attributed this to having a prior relationship with the teacher she was under so there was a level of comfort present. She described the teacher as joining the classroom and sitting with the students. She assumed responsibilities such as making assignments, doing grades, and handling parent/teacher conferences. She said the only thing she did not take over was the IEP meetings for legal reasons, but sat in on all of them. She spoke very positively about the internship experience, and when asked why it was so positive for her, she described her supervising teacher as “phenomenal.”

When I asked her the challenges of her internship, she smiled and quickly responded, “middle school boys’ behavior.” After pausing for a moment, she began to express her frustrations with her preparation program’s inability to prepare her.

In college, they make you do behavioral management classes and things; those are bogus. You can’t tell me you are going to sit in front of me in a class and tell me how to control a classroom and control a situation. It’s not going to happen. Until I get out there and see it, I don’t know [the situation]. . . I mean, there was no preparation whatsoever. And they preach and preach and preach it. On our evaluations at the end of the program, we told them, “Yes, you have to provide us a behavior management course, but your textbook and your teacher who hasn’t been in a classroom in 40 years [are] not effective for me.” I have spoken with my classmates since graduation and that’s the thing we all struggle with.

When I asked her about positive influences of her full-internship, she said her supervising teacher was the most helpful. She liked that he allowed her to be “hands on,” allowing her to do everything except the IEP meetings.

Next, I asked Mrs. Hornsby to discuss the influence of the coursework she had in her program. Very curtly she replied, “Nothing. Nothing at all.” She softened a bit and went on to describe her professors as phenomenal. She said, “They were great; they cared; they tried, they did everything they could.” But she quickly added, “The components of the program that are required by the state, realistically, I walked away with nothing. . . I spent a lot of money and don’t use anything.”

Mrs. Hornsby has not been assigned a mentor teacher by her district; however, she talked of the importance of the other special education teacher in her building and the help the teacher has provided. She mentioned that she still keeps in touch with one professor from her college of education and has friends outside of her district that she calls on often.

She has not been able to experience any professional development opportunities other than district provided in-service in her first year. She described those meetings as not having much value beyond the “down time” where she could network with others and complete paper work.

I asked Mrs. Hornsby about the growth she had experienced in her first seven months of being a teacher. She spoke with conviction as she described those first weeks in the classroom:

When you come in as a teacher, you have a head this big (holding her hands apart), thinking you are going to be the best teacher ever and make no mistakes.

You think you are so prepared and you are excited. About Week Two, you have zero confidence left. And so I feel like as a teacher, I have learned to be a teacher. Because when I came in, I had the field experiences and internship, but I only had authority because someone else said I did. There was another teacher or administrator there saying, “Hey, you better like her; you better be nice to her.” So I feel like in just seven months I have learned how to be a teacher to these students.

She went on to describe how she uses “tough love” with her students and works to make sure they learn as individuals.

When I asked Mrs. Hornsby what the program did well for her, she talked about her methods classes. She was excited to discuss the benefit of seeing her fellow classmates teach and being able to teach lessons to them. She added, “I think more of the courses need to be taught in a methods format. They need to provide real life experiences, some hands on training . . . because sitting down and reading a textbook isn’t getting us anywhere.” This began another discussion of her dissatisfactions with the program. She talked of the paper work and that it was “the biggest waste of my time . . . and nobody even looked at it.” She also offered that she believed someone should be checking on new teachers when they exit the program. She said no one from her college or the state department had come out to see how she was doing. Her frustration with this was evident. She spoke of how the program teaches students how to make lesson plans and how they are ten pages which is not realistic. Finally, she talked about the fees associated with her certification: “They are making lots of money out of us, but they aren’t doing anything to prepare us.”

Interview of Mrs. Gibson

Mrs. Gibson is a second-year AC science teacher at a mid-sized rural high school where she graduated. I found her path to teaching interesting as she started her own business after graduating from college with a Business Administration degree. With her business struggling, she began substituting for the district in the spring of 2013. That fall, she continued substituting three to four times per week. In October, she was given the opportunity to work as a long-term substitute in the science department.

Of interest to me was how Mrs. Gibson became a science teacher with a business related degree. I asked her if she had worked in a science related field before, and she said “No.” She explained that she began as an engineering major and had accumulated approximately 20 hours of science and physics credits. This led me to ask how she received the alternative certification without a degree in her teaching field. She explained that there was an exception: the teacher must have either two years of work experience in the field or education beyond the bachelor’s degree. Mrs. Gibson took an intercession class while she was serving in the long-term substitute capacity. She explained that the accumulation of eight months as a substitute teacher, one year working in the mineral lease business, and the intercession class qualified her for alternative certification. I asked her about the work experience and how it may have benefited her in the class room. She began to say that it was of no benefit but then paused and stated, “The only thing I could say my work helped me with was dealing with lots of different people . . . I just learned a lot of communication skills with that.”

Another area of the APP that I was interested in exploring was the professional education component (PEC) and how it was viewed by Mrs. Gibson. What she explained

about the component I found compelling. Mrs. Gibson has decided to pursue her Master's in Education Leadership in lieu of the program coursework of the PEC. This means that she will not be taking classes in methods or instruction; instead, she will be taking courses such as legal aspects, supervision of instruction, and school finance. She said that since she was going to be taking 15 hours of courses, it made sense to pursue a Master's. I agreed from a common sense standpoint. However, I was concerned about her not taking classes designed to improve her instructional abilities. I asked her if the classes were benefiting her as a day-to-day teacher. She replied:

I don't really know that it has enhanced what I'm doing here much. It has opened my eyes up to a few things about the functioning of a school, especially the finance class. I found that interesting. But other than that, the day to day classroom, it hasn't done a whole lot for me.

I asked her if the classes were helping her much instructionally. She thought about it for a few seconds then replied, "Not instructional. Because the Master's is in Education Leadership so it's looking more at the big picture of the school, not the classroom."

Next we talked about mentoring which she confirmed she did not receive officially. She graduated from the school where she is teaching and talked about several of her former teachers looking after her. She said she felt very comfortable going to them for advice.

When I asked her about a single experience that was most beneficial to her first year of teaching, she struggled for an answer. Finally after thinking for several seconds, she offered the experience of being president of her college sorority. She said she had to manage 150 members and their campus house. She spoke of the responsibility involved

and learning to delegate, to interact with different personalities, to present and control meetings, and to recognize when others needed attention. She said, “A lot of those things I’ve felt I’ve carried over to the classroom with how I’m able to interact with my students.”

Mrs. Gibson has not sought out any out-of-district professional development opportunities so far. She said that opportunities have not really been presented to her from the district. When asked about the district provided in-service, she laughed as she explained that it has not provided much help and said she knows a lot of teachers feel the same way.

When asked how she had grown as a teacher, Mrs. Gibson talked of having a little more patience with her students:

When I came in, I felt the students would be a little more motivated because I was a very motivated student. So I didn’t understand . . . how having a C or D, they are fine with that. So I’ve really had to learn . . . how to try to motivate them a little bit more. During that first year, I struggled a lot with how I explain this better for them . . . so I had to learn a lot of ways of how to explain it differently, to hit as many levels as I can. And this of course goes into lesson planning because I realized I thought it would take one day whereas it’s really going to take three.

As she spoke of this, Mrs. Gibson exuded pride in being able to become more understanding of her students’ needs. Without field experiences or an internship, her impression of high school students was limited to her own experience.

The last thing we talked about was what the APP did well in preparing Mrs. Gibson to teach. Mrs. Gibson appeared very mature, well-spoken, and professional. But my question seemed to hit a nerve and she spoke very frankly about how she felt with the process:

Well (laughing), the “program” did not do anything. To me it was hoops to jump through and fees to pay. That’s really how I felt the program was like. You fill out your applications; pay a fee; they call you and say go do your background check; pay a fee; then they call you and say you [have] to come to a writing test; pay a fee; and when you pass that, you do the OGET and OSAT . . . along the way I have to go up and do an interview, and that interview literally took five minutes and the man sat down and asked me, “Why do you want to become a teacher?” That was the big interview. And pay a hundred dollar fee! So to me it was just hoops to jump through and to see how much you want to keep trying.

Her last statement was interesting to me. I believed she had the impression that the process was designed to have potential teachers complete a process of participation rather than preparation. I followed that with a question asking where she would have liked more instruction or guidance. She said it would have been nice if someone would follow up with her. She also mentioned that she thought a mentor should be required instead of suggested. Then she said if not a mentor, at least a contact that she could network with. She suggested a teacher who teaches the same subject in a similar school setting.

Interview of Mrs. Brock

The final teacher I interviewed was Mrs. Brock, who teaches middle school special education at a suburban district. She is an entry-level teacher. The APP does not

allow for certification in special education. So when I showed up for our interview and found out her subject area, I was initially disappointed and almost cancelled the interview. I decided to visit with her for a few moments to see if I could find more about her certification path and whether an interview would be warranted.

Mrs. Brock received an alternative certification through the OSDE known as the “Non-Traditional Route to Special Education Certification.” I found that it has similarities to the APP. The main difference is that a prospect is required to go through an intensive 150-hour program with 120 special education hours known as “Boot Camp.” Upon completion, the new teacher must commit to receiving a Master’s of Special Education degree within three years. After Mrs. Brock explained the program, I became even more interested to find out about her experiences.

Mrs. Brock has a degree in business management with a focus on human resources management. After working in the customer service field for a year, she became dissatisfied with the business world:

I hated it. I hated the Monday through Friday, 8 to 5 monotony. So I thought, “I’ve always wanted to teach. I’ll go to work at a school.” So I got a job as a paraprofessional and did that for a while. Then last year, the special education director recommended sending me through the boot camp so I could be a teacher. She spoke of her experience working as an aide for a special needs student at the high school. But because of physical limitations, she was moved to the middle school to manage the In-School-Suspension classroom where she finished the year. She also told me that she initially had been an education major before switching to business management and had work experience in a day care center as a “Master Teacher.”

I asked Mrs. Brock about her prior work experiences and the influences they had on her teaching. She said she was employed in the restaurant business in which she worked with many students who did not like school. She described her present students as the types of kids she had to work with in the restaurant business. She believed those experiences gave her insight on how to deal with her students.

I was curious about how the “Boot Camp” would compare to the PEC of the APP, so I asked her about the courses:

They were difficult. Hands down the hardest thing I’ve ever done as far as education. It was eight weeks. It was tough. But the classes were great. There’s a website that we used with modules that really taught me a lot. As a paraprofessional, I really wasn’t aware of the things that special education consists of. But after the boot camp, so much more made sense.

I asked her how the courses influenced her as a teacher. She said it was geared toward special education. There were a few “minor parts” about teaching in general, but the courses mostly dealt with disabilities and how to facilitate that within a classroom, legal aspects of special education, and IEP development. She then spoke of her lack of understanding of lesson planning.

I was super nervous about lesson planning. I had no clue. As a business major, I never had to do lesson plans. Give me a PowerPoint presentation, and I’ll give it. But a lesson plan I have no clue. We did a module over it one week, and when I walked out I didn’t feel like if my principal asked me for a lesson plan I could have given it.

Like the other teachers I interviewed, Mrs. Brock was not assigned a mentor. She said she requested one from her district supervisor and was told that funding was not available. She mentioned a few people that she has drawn upon during her first year of teaching. A university professor is working with her district through a grant and she described her as “helping out a lot.” Mrs. Brock frequently calls and emails her, and the professor visits monthly. She then expressed great frustration with feeling “lost” at the beginning of the school year.

It’s been really helpful because I felt really lost at the beginning. I was like, “I don’t know how I am going to do this.” I don’t know where to go or how to look for resources. So it has been really helpful that there was someone to look out for me.

She also mentioned her special education director has worked closely with her and has been readily available for support. Then she spoke of another teacher in her building that she calls upon at the site level when she does not know where to go, to find out how things work, or with questions about protocol. As she spoke of these two individuals, I sensed relief in her voice that she had them as resources. I felt that Mrs. Brock is detail-oriented and probably works hard to prepare for tasks. I believe the first weeks of school were difficult for Mrs. Brock as she felt “lost” in what to do.

Mrs. Brock expressed excitement when I asked her about professional development. She said her district does a good job of presenting opportunities and encouraging staff to attend. She spoke of four opportunities she has scheduled for the remainder of the school year. She was not as excited to speak on the district-provided professional development meetings she has attended. She said, “They weren’t beneficial

to me.” She said she wished they were geared more to her subject area, then added that she already knew the things that were presented.

I asked Mrs. Brock about her growth during her first year and she talked about knowing where to look for standards, how to make lesson plans, and that she had improved in classroom management. She said, “I feel like now I could actually help someone whereas before I was just lost, and felt really unsure.”

Finally, I asked her where the “Boot Camp” could improve. She quickly stated, “I need more on standards.” Mrs. Brock was very animated as she described that first week and not knowing where to find resources. She said she finally asked other teachers what they were talking about with “standards.” She felt very fortunate that she had the courage to ask her peers for help. We engaged in a conversation about how many new teachers who do not have that courage may work through a whole school year or more without the knowledge of where to seek resources on standards.

Summary of Teacher Interviews

The teacher interviews provided much in the way of understanding how these four teachers became teachers and what challenges they faced through the process. I found that many of the struggles and successes were shared by teachers of both routes. There were also challenges and positive experiences that were different for both routes.

One area I wanted to explore was whether the components of the traditional route were benefiting the TC teachers. The benefit of the internship and field experiences appear to be reliant on the supervising teachers being observed and worked under. Both TC teachers described the field experiences as positive when observing a strong teacher. They described their internships as positive, and they spoke highly of their supervising

teachers. They described the college coursework overall as not beneficial; however, both teachers spoke of courses that were helpful and attributed it to the way the classes were taught or the impact of the teacher.

With the AC teachers, I was interested in what factors helped them in that first year of teaching. They both spoke of the influence of life experiences that they were able to draw upon. These were social influences that they believed helped them in dealing with and adjusting to the challenges of teaching students. I found the work experiences rather surprising as I believed the APP would require a more stringent qualifying work experience than what was actually experienced. In particular, Mrs. Gibson was certified to teach chemistry while only working in the mineral lease field and substituting for chemistry classes. In this case, the PEC was not consistent with requirements. Mrs. Gibson's PEC is a Master's program that will not be providing instruction on pedagogy and methods but rather Education Leadership.

All of the teachers spoke of the struggles of the first year even though the TC teachers exuded confidence in the beginning. These two teachers spoke of their programs providing them with a confidence that disappeared those first few weeks of school. Classroom management was a recurring theme for teachers of both routes as they described their initial struggles. An area mentioned by the AC teachers was a feeling of being lost--not knowing what to do, where to go, or where to locate resources.

All four teachers described mentoring programs that were informal, and my impression was they were not effective. There was a desire for strong mentoring and the presence of an official mentor assignment was missed. Although the teachers talked of

networking opportunities and other experienced teachers that they draw upon, they did not experience a person who was officially watching and supporting on them.

The teachers desired feedback from their respective university or the APP. Several times it was mentioned that no one came to their school to see how they were progressing. I sensed they had a fear of approaching their administration for assistance and would have appreciated an outside resource to their struggles. Teachers from both routes mentioned frustration with their certification process and programs. I sensed they wanted their programs to be meaningful. They expressed that at times they felt they were “jumping through hoops” and I also got the impression that a couple of them believed the process was geared toward making money from them rather than preparing them to teach.

Principal Interviews

Research Questions 1 and 2 sought principals’ perceptions of the preparedness and development of TC and APP teachers. The principal interview was designed to explore the individual principals’ experiences with all teachers first then I sought the principals’ perceptions of the respective teacher interviewed in his or her building. The principal interviews lasted between 30 and 60 minutes and were all conducted in the principals’ respective offices. They were conducted after the corresponding teacher interviews during a two week span in February 2015. After the interview was conducted, the principals provided me with the teacher evaluation instruments.

Interview of Mr. Stan

Mr. Stan is Mrs. Musial’s principal. Mr. Stan has an assistant principal, but he conducts all teacher evaluations. He is in his first year as principal and has worked several years at the site as an assistant. Before I started the interview, he told me that he

currently has no AC teachers at his site and has not had any experience with them. I found this very surprising as the school is a large high school. I asked him if he had any explanation for this to which he did not. I thought it might be a result of the district being in the same city as a regional state university with a teacher education program. I introduced this concept thinking the district may have a selection of teachers from the university each year when they hire. He said it was possible but could not verify.

I first asked Mr. Stan about the preparation of entry-level teachers and his perception of their preparation. Mr. Stan spoke very slowly and methodically throughout the interview, pausing to think before he spoke. He said, “They are probably more prepared today than they were 20 years ago.” But then he began to speak on their lack of preparation:

I go to [the local university] once or twice a semester and speak to those beginning year teachers and I am really amazed at what they don’t know and what they don’t think about. I’m not pointing fingers at anybody; I just think teaching today is really tough. We have one entry-level teacher this year from [the local university] and probably three as a whole; I think they are more prepared. Do I think they need a mentor or someone to guide [them]? I really do.

This led into a conversation about mentors. He said his district does not officially assign mentors:

I make sure they know who they can go talk to. And if they are an English teacher, I make sure someone I feel comfortable with looks out for them. They would tell you, “No.” But informally we do. Another thing I did this year is have

the new teachers do walk-throughs every nine weeks . . . it gives them an idea of what experienced teachers are doing.

The next topic for Mr. Stan was his perception of the development of novice teachers. Although I did not feel like he addressed my question, he brought up an interesting notion describing how new teachers adopt the practices of their own teachers. They teach how they were taught. He said he thought many of the faults of young teachers fall on administrators by not going into depth about expectations. I described the five domains of the Tulsa Model and asked Mr. Stan if he believed they were developing differently in any of the domains. Again, I did not feel like he addressed my question but he talked at length about young teachers:

I would probably say knowledge of the subject level is superior, but classroom management is at the other end because kids have changed. You have to keep your thumb on them. I think the colleges are really preparing them knowledge-wise . . . I don't want to sit here and say I'm putting the blame on these colleges for kids not coming out prepared, because I think they are doing a better job. But I'm also not going to lie to you. I'm going to tell you I can tell numerous teaching and coaching issues where they need to be educated on conduct . . . Someone needs to tell them that's not how we do things. I think we can prevent a lot of problems by having a mentor.

I asked if he had any suggestions for APP or the college of education programs that would be a benefit to novice teachers. He said he liked what one professor is doing at [the local university]. He said he is inviting educators to his classroom to give real experiences. He believed the prospective teachers need more "hands-on" classroom

experiences. Mr. Stan reasoned, “They are not prepared to make the day-to-day decisions that teachers are put into these days.” I asked him if he thought 20 years ago the kids were better at making the decisions and if it might be generational. Mr. Stan recalled making many mistakes as a young teacher. After pausing to think, he spoke with a passion that he had not shown previously during the interview:

I don’t know. I was almost going to say they are more immature now than they were 20 years ago. Kids are changing . . . I see a change in kids coming out of college in that it seems like they don’t know what they want . . . They want to change [their minds]. In my generation, we did everything we were told to do, no questions asked, not concerned about more money, not concerned about time. It seems like this generation is demanding a little more.

Mr. Stan spoke highly of Mrs. Musial. Although this is her first year with the district, her prior teaching experience is welcomed by Mr. Stan. He spoke of her being very professional and doing a good job with instruction and managing the classroom. He identified only one area of weakness being her ability to relate to students. He felt that this was a product of her personality and he has spoken with her about working on this area.

Interview of Mr. Rogers

Mr. Rogers is the principal of Mrs. Hornsby. He has been principal of the rural high school for eight years. I found Mr. Rogers to be distracted, and although friendly, I knew his mind was on his school and what he felt he needed to be doing rather than on the interview. He did not pause much during the interview, answering questions quickly.

I started the interview by asking him what he had seen in the preparation of entry-level teachers. Mr. Rogers explained that he felt personality was the key factor. He added maturity as an important quality as well. He believed that the entry-level teachers have good content knowledge. But he expressed some dissatisfaction with “intangibles”:

But the intangible part of it, the understanding that school doesn't just exist from 8 to 3:15 . . . there's activities that go on. If they don't have the mindset of being involved, it makes it tough on everybody.

I asked Mr. Rogers about the development of the novice teachers, and he again brought up personality. He then made an effort to discuss his stance on AC teachers:

The difference going through the teacher education certification programs and being alternatively certified, is the people in the teacher education programs, their plans are to go out and be teachers. They have prepared themselves to do that, and as entry-level teachers they have that. When you get alternatively certified teachers, and they have a degree in something else, that they were planning on using in something besides education, their mindset is not always on the preparation of education. It's, “I'm going to do this until something better comes along.” I think that has a lot to do with it.

Next, I asked him about mentoring and whether Mrs. Hornsby was assigned one. He told me she was not. But he was quick to point out the resources available to Mrs. Hornsby and described the situation at their site having two special education teachers with the other having ten years' experience. He said, “That helps a bunch.” He also mentioned the teacher that she replaced and how she retired but lives in the community

and is an available resource. Finally, he discussed that because Mrs. Hornsby is from the community, she knows parents and that is an important asset.

Next, I asked him about his perceptions of the AC teachers and whether they were prepared for the classroom. He began by stating, “The alternatively certified people typically that I’ve seen are not ready to be in the classroom. They’re just not.” He said he has five AC teachers in his building and described each one in detail. As he talked about them, he mentioned his perceptions of their abilities to handle classroom management. I noticed that he talked favorably of those who he believed could handle the classroom. For those with classroom management issues, he had a tone which I interpreted as being unimpressed with them. I asked him if he believed that the AC teachers would eventually get to a place where he could not tell the difference between them and the TC teachers. He replied, “Some of them will. The lady who does science, she’s going on 12-15 years now; you would never know. My two young ones I’m not sure will ever develop.” I followed with the question, “Do you think it depends a little on the individual?” He replied, “It does. A lot.”

Because he had several AC teachers in his building, I was curious about the influence certification had on Mr. Rogers’ hiring process. He said, “Our applicant pool is just dwindling. It’s almost to the point where you can’t be picky. We aren’t putting as many through the teacher education programs as we used to.” He went on to talk about the problems he was having as it related to his rural location. He said that he believed the larger schools (Tulsa, Oklahoma City, Lawton areas) were getting their hires first and then the other graduates were filtering out to the rural areas. He said that rural areas were “not growing their own anymore.” He discussed how the kids from the rural areas were

enjoying the lifestyles they find in their college towns and were not wanting to come back “home.”

My final question was if Mr. Rogers had any suggestions for the APP or college of education programs that he felt would be beneficial to teachers. He quickly responded, “Classroom management . . . on anybody. It’s just one of those things that . . .” He paused for a moment without finishing which was something he had not done in the interview and added, “Classroom presence. I think we are missing a lot of professionalism. The level of professionalism has decreased quite a bit.”

Mr. Rogers has been very impressed with Mrs. Hornsby. He did not speak any negatives toward her as he described how she was from the community. He spoke of her being very mature in high school and always felt like she would be someone they would hire when she chose to pursue special education. He did mention that she is in a unique situation because their special education teachers co-teach so she is in classrooms working with other teachers.

Interview of Mr. Bob

Mr. Bob is the principal of Mrs. Gibson. Mr. Bob is a young man, appearing to be in his twenties. He has been principal at the mid-sized rural high school for three years and taught for only three years before taking over as principal. His teaching certification came via the APP.

First, we talked about what he has seen with entry-level teachers’ preparations for the classroom. He started by saying they have shown a lack of consistent preparation. He expounded further to say that they have been unable to have a routine that is “rigorous

and effective.” He believed most beginning teachers have a hard time handling “in-class” teaching and managing their time effectively to allow for adequate preparation.

Next, I asked him how he felt they were developing as effective teachers. Mr. Bob explained they struggle with giving adequate and proper course work. He also mentioned struggles with classroom management.

With the topic of mentoring teachers, Mr. Bob acknowledged their importance by stating, “They are effective in identifying to a teacher what you want in a classroom and being able to show them how to get there.” I asked Mr. Bob how he handles assigning mentor teachers. He spoke of an informal process of making sure an experienced teacher works with a younger teacher. From the interview with Mrs. Gibson, I got the impression that Mr. Bob did not take the time to make sure this occurred nor followed up to ensure his young teachers were being mentored.

Next, we touched on the preparation and development of teachers in relation to routes to certification. Mr. Bob seemed a little defensive as he spoke of not seeing differences between teachers of the two routes:

I cannot tell a difference between a traditional and an alternative teacher. Some of the best teachers I have [are from both routes] and some of my least effective have been both as well . . . The only advantage to a traditional teacher is they are familiar with terminology and vocabulary being used in the beginning. After the probationary year, the teacher is well adapted.

When I asked about his hiring preferences, Mr. Bob surprised me with his response. I sensed that he was really making a case for the APP teachers being not only equal to the TC teachers, but perhaps viewed in a higher regard:

If all things are equal and I have a candidate that is alternatively certified in a non-tested subject and has a positive experience in a work force or managerial experience, I will select them over a beginning teacher [who] has just completed college.

We discussed this further, and he explained that he likes the experience and maturity that the APP teachers bring to his school. He also mentioned that he does not look at a teacher's route to certification once the teacher has an established "track record" of experience.

Finally, I asked Mr. Bob if he had any suggestions for the preparation programs. He expressed frustration in the State Department of Education for "constant change" in evaluation and testing. He said there is not a clear guideline to follow.

Mr. Bob spoke highly of Mrs. Gibson. He expressed that she is doing a "wonderful" job and he is very excited to have her. He mentioned how difficult it is to find science teachers especially in his geographical location. Although she has gone through many of the same struggles that most novice teachers experience, he believed her maturity has served her well, and she has worked hard to overcome them.

Interview of Mrs. Lou

Mrs. Lou is the second year principal of Mrs. Brock. She has been an educator for over 20 years. Mrs. Lou works without an assistant principal at her suburban middle school. The interview was scheduled after school, and when I got to her office, a situation occurred for which she was called out. I had to wait several minutes for her to return; when she did, she briefly explained the situation. We agreed to conduct the interview very quickly because she was going to be needed again.

First, I asked Mrs. Lou about her perceptions of the preparation of entry-level teachers. She said that it has varied greatly. She described some as very prepared and having an understanding of what it takes to be in the classroom. Then she spoke of some who were not ready to deal with students and parents but know their subject matter. I asked her about the development of these novice teachers and her experiences. She said, “Many are eager to learn to be an effective teacher. Most of the time, they ask and are willing to take the professional development classes to improve.”

When I asked her about the importance of mentoring, she replied emphatically, “Absolutely essential!” She explained that she felt like it was important for both AC and TC teachers but then added that she did not feel like schools were doing an adequate job providing it.

Next, we talked about the preparation and development of teachers from the two routes. She felt that TC teachers are much more prepared to deal with students and parents. She discussed how the TC teachers have many hours of preparation while the AC teachers have not experienced “life” in the classroom. Mrs. Lou discussed development without distinguishing between the two routes using the term “both” to relate her perception that all novice teachers were in need:

Development of both types of teachers requires time and effort by the school and the mentor. Both [routes] need to be willing to spend the time talking to veteran teachers while developing their own style of teaching.

In looking at differences she has seen between teachers of the two routes, Mrs. Lou felt that both types of teachers “will develop their own style of teaching and become better

teachers as time passes.” She added that the AC teachers may develop slower due to the lack of previous classroom experiences.

Mrs. Lou said that she does not distinguish between teachers of different routes when considering them for hire. She said she “weighs both equally if I feel their life experience and knowledge of the subject matter is equal.” My final question was to ask if she had any suggestions for the APP or college of education programs. She only spoke to the APP expressing a need for education in dealing with parents and classroom management skills before they actually start teaching. I took note that she did not take an opportunity to add any suggestions to the TC programs.

Mrs. Lou talked very highly of Mrs. Brock, and I could tell that she was very happy to have her as a special education teacher. She spoke of her as being very mature and hard working. She particularly bragged on her for successfully completing the “boot camp” while enduring some difficult personal circumstances. Mrs. Lou did not believe very many people would overcome what Mrs. Brock had to go through to complete the program.

Summary of Principal Interviews

Overall, the principals who were interviewed saw some deficiencies in preparation from teachers of both routes. Much of this was attributed to individual differences. Personality and level of maturity were mentioned as key factors in how prepared novice teachers were and in relation to their development.

Another area readily agreed upon was the need for mentoring. The principals were quick to express the importance of a strong mentor. However, after reading the transcripts, I was bewildered at how something they all spoke so strongly of is handled in

such an informal manner. With no legal requirement to establish a formal mentoring program, the principals and their respective districts were participating in varying forms of informal mentoring. Standard practice appeared to be the process of informally asking a teacher to “watch” over the new teacher or not to address it at all which left the teacher to seek out his or her own mentor or rely on more experienced teachers to know they should be watching out for the novice teachers. The question I kept asking myself was, “If mentoring is so important, why are the districts and principals not taking a more active role in creating a more formalized program for these teachers?”

The principals had differing ideas of the APP and TC programs. Mr. Bob was defensive of the AC teachers while Mr. Rogers did not appear to be supportive of the effectiveness of them as a whole. Mrs. Lou admitted that she saw differences between the two types of teachers but also believed that the individual was a factor that must be considered. Some of the key points made were: (a) APP teachers did not choose teaching but rather they just “fell back on it”; (b) TC teachers are more prepared to deal with students and parents; (c) APP teachers may develop slower; (d) the APP has a need for training in dealing with parents and classroom management; and (e) the life experiences and maturity of APP teachers is a positive.

Principal Surveys

Prior to conducting interviews with the participants, surveys were sent to principals and teachers to gather perceptions of the preparation and preparedness of novice teachers from Oklahoma TC and APP. These surveys provided foundational information for the interviews.

Surveys were emailed to 1,598 principals. Principals participated at 21.2% with 327 responding; 59 surveys were returned for being sent to an undeliverable address. Table 2 displays the submission and response statistics of the respondents. Appendix K shows the demographics of the survey.

Table 2

Principal Survey Respondents

Dates	Responded	Incomplete Surveys	Complete Surveys
9/1/14 to 9/9/14	147	17	130
9/10/14 to 9/16/14	180	25	155

Principal Survey Question 8 (Descriptive Differences in Routes)

Question 8 of the survey asked, “What differences do you see in teachers who have been TC and those certified through APP?” Of the 272 responses to this question, six were deemed unusable because the respondents said they did not have experience with APP teachers. I read through the responses twice to determine what themes emerged. I established that most respondents took one of five paths to answer the question: (a) respondents either identified areas where APP teachers were lacking or made generally negative comments about them; (b) they made positive statements about TC teachers or identified reasons that they are more prepared or effective than APP teachers; (c) they made positive statements about APP teachers or identified positive attributes about them; (d) they made general statements concerning an absence of differences or identified similarities between the routes; or (e) they made negative statements about TC teachers. To begin the coding process, I copied all responses to a

Microsoft Excel file. I color coded fragments of responses into the five categories; many responses had multiple codings. Finally, I grouped the fragmented statements by category and analyzed them as groups.

The first set of coded statements regarded negative statements about APP teachers or areas those teachers were perceived as lacking. These statements were placed in a category called *APP Negative*. Of the 266 usable responses, 102 instances of APP Negative occurred. These statements were then grouped into subsets. The subsets are listed below along with the number of instances each occurred.

- | | |
|---|----|
| 1. Lack of classroom management skills/discipline | 43 |
| 2. Lack of student teaching/mentoring | 15 |
| 3. Lack of understanding of school/education issues | 14 |
| 4. Need more time to develop | 10 |
| 5. Lack of instructional techniques/methodology | 10 |
| 6. Lack of general preparation | 10 |
| 7. Lack of training | 9 |
| 8. Lack of understanding of child development | 8 |
| 9. Others (deficiencies in classroom planning, lack of pedagogical knowledge, poor classroom presentation skills, and lack of understanding of curriculum alignment/data/assessment). | |

The second theme I noticed was that of positive statements in relation to TC. These statements were grouped in a category named *TC Positive*. Coding produced 102 positive statements for TC, categorized in the subsets below.

- | | |
|---|----|
| 1. More prepared or better at classroom management/discipline | 39 |
|---|----|

2. More school/education understanding	21
3. Generally more prepared	14
4. Benefited from student teaching/mentoring	13
5. Benefited from training	9
6. More understanding of child development	8
7. More readiness for the classroom	6
8. Others (better understanding of pedagogy, curriculum alignment/data/assessments, instructional techniques/methodology, and planning techniques).	

There were 46 responses describing positive attributes of APP teachers. I named this category *APP Positive*. These were grouped into the listed subsets.

1. They bring real world experience to the classroom	9
2. Better content knowledge	9
3. Flexible; motivated; creative	7
4. Bring a different perspective	6
5. Aware of their commitment	3
6. Mature; punctual	3
7. Others (loyal, possess innate teacher skills, hard-working and capable).	

In addition to the categorized areas listed above, some respondents added positive statements about the APP teachers including: “just as equipped”; “very good teachers”; “excellent teachers”; “some of my best”; “exceptional”; and “very qualified.”

Another theme that emerged dealt with respondents who saw little or no differences in the two routes. There were 38 statements that related to this category, *No*

Difference. Three subsets emerged from the No Difference group: (a) statements concerning similarities in both routes; (b) the individual is the most important factor; and (c) experience is the most important factor.

There were 13 responses concerning similarities in both routes, either in relation to their abilities or areas in which they were deficient. Four of the respondents explained effective and non-effective teachers existed in both routes. Examples of what was lacking in teachers from both routes were curriculum alignment understanding, management experience, and preparation. Other comments made concerned teachers of both routes addressed issues such as expectations and class management.

Another variation of No Difference responses was the emphasis on the individual rather than the route. Fifteen respondents commented on this. Six simply said “it depends on the individual.” Others remarked on personalities, love for children, passion for teaching, teaching as a gift, desire, dedication, background (degree or experience), or determination as being a major factor in success rather than route to certification.

Another subset of No Difference responses made the case for experience rather than route being the greatest factor toward becoming a quality teacher. Some comments were:

1. Nothing matches the experience of being in a classroom.
2. The best education is to actually be in a classroom.
3. Teachers learn more on the job than through college coursework.
4. Both routes need professional development and coaching.
5. With experience and hard work, both routes can be successful.
6. Lesson plans and curriculum can be taught quickly to AP teachers.

7. AP teachers just need time/experience to catch up.

A small number of negative comments were made about TC (*Negative TC*).

Those comments were the following:

1. Real world experience cannot be taught.
2. TC teachers can have a sense of entitlement.
3. TC teachers may not benefit from the internship.
4. TC teachers can have similar struggles in classroom management, etc.
5. Colleges of education are not preparing teaching candidates.
6. TC teachers can get fixated on the methods they were taught in college.

The responses of Question 8 from the survey showed that many of the principals who responded perceived a difference in the two certification routes. The difference was primarily a stronger presence of teaching qualities such as classroom management, understanding of education processes, and instructional techniques in TC teachers. The lack of training and student teaching of the APP was perceived by many to be the reason for the differences. However, some principals recognized the positive attributes that APP teachers can bring to teaching through their previous work experiences and many discussed the importance of the individual. Several principals also affirmed that APP teachers can become effective teachers with time devoted to training, hard work, and experience.

Addressing Research Question 1 with Respect to Survey Question 8

Because Research Question 1 asked, “What are practicing principals’ perceptions of teacher preparedness of TC and APP entry-level teachers in Oklahoma?” I looked for responses that were less general and dealt more with the preparedness or readiness of

beginning teachers. Although all responses dealt with the differences of the two routes, only 68 responses mentioned areas of preparedness of teachers based on their routes to certification.

There were 38 responses dealing directly with initial preparedness of TC teachers. Nine said that they were more prepared in general than APP teachers with six stating that student teaching was the reason for the increased preparation while four attributed it to training. Areas that they were more prepared in were classroom management (6 responses); lesson plans (4 responses); school/education understanding (3 responses); setting up the classroom; organization; foundational knowledge; teaching strategies; and child development.

Respondents mentioned 30 instances relating to the lack of preparedness of APP teachers. Seven said they generally were not as prepared. Eleven stated it was because of a lack of student teaching/classroom experiences while three attributed it to a lack of training. Other respondents attributed a lack of preparedness to the absence of college coursework or mentoring. Areas mentioned as being less developed initially were classroom management (8 responses); lesson planning (4 responses); school/understanding (2 responses); relationship skills; standards; presentation of lessons; data analysis; and curriculum alignment.

Other general comments concerning the preparedness of the routes were:

1. Colleges are not preparing students.
2. Both are underprepared.
3. AP is just as equipped.
4. The education courses are important.

5. Student teaching is the biggest factor.
6. Preparation is the biggest factor.

Addressing Research Question 2 with Respect to Survey Question 8

Research Question 2 asked, “What are practicing principals’ perceptions of the development of teacher effectiveness qualities for novice TC and APP teachers in Oklahoma?” A few responses specifically addressed the needs of APP teachers. Respondents called for more mentoring and assistance in developing classroom management strategies. One respondent believed that APP teachers typically needed additional professional development. Other responses addressed that APP teachers are behind in general knowledge and exposure to instructional strategies and they may take longer to adapt to the classroom environment. One respondent took a more positive viewpoint saying that lesson plans and curriculum could be taught quickly to APP teachers because they were not “loaded down with set practices, theories, etc.”

A few respondents addressed this question with the consideration that teachers from both routes have the same needs. Professional development and coaching were stated as being needed for teachers from both routes. The importance of experience was also recognized: “The best education is to actually be in the classroom. The right person can be trained through workshops and professional development.”

Although most principals recognized a deficiency in initial preparedness of the APP teachers, they felt that with the right tools, APP teachers could develop their teaching skills. They believed that APP teachers needed time to develop and that development could be enhanced by the right professional development and mentoring.

Principal Survey Question 9 (Superiority)

Question 9 from the survey asked, “In your opinion, is one route (Traditional Certification, Alternative Placement) superior to the other? Why or why not?” There were 270 usable responses with three respondents stating “no opinion.”

There were 148 respondents to Survey Question 9 who perceived that TC was the more superior route (TC Positive). The most popular reason for this was the presence of student teaching (32 responses). Twenty-two respondents said they were generally more prepared. College coursework was also a popular reason with 15 responses. The training received by TC teachers was mentioned 14 times. Other reasons were talent, participation in observations, dedication and commitment to profession, the presence of mentoring, passion for teaching, career focus, and motivation. Respondents said TC teachers were superior in classroom techniques/methods (13 responses); classroom management (12 responses); school/education understanding (6 responses); and understanding in child development, planning techniques, curriculum, assessment, pedagogy, content, and basic fundamentals.

Some respondents believed that TC teachers were stronger in the beginning of the teaching career. One respondent stated TC teachers were “generally better at entry-level.” Another echoed with TC were “better at beginning of career.” One respondent said TC “seem to adapt to classroom experiences better at the beginning.” However, one rationalized with “over time it levels out.”

Of the usable responses, 85 respondents stated neither route was superior (No Difference). Of those, 24 said it depends on individual qualities such as (a) teaching as a calling; (b) individuals’ different qualities; (c) the desire, passion, or traits of the

individual; and (d) teaching as an innate quality. Teaching was described as “a gift”; “a talent”; “a passion”; “a God-given gift”; and “innate.” One respondent said that professional development and proper coaching will foster that “gift.”

Seventeen comments were made concerning both routes being good and bad or said there were advantages/disadvantages to both. Twelve respondents went on to state something positive about APP teachers using phrases like “provide real world/life experiences”; “APP are great”; “fresh perspective”; “content experience”; “excellent”; “awesome”; and “effective.” Some comments stating neither was superior were given with conditional statements:

1. Depends on the university’s program;
2. Depends on knowing subject matter; first two weeks mean more than college coursework;
3. Depends on willingness to work, seek help, and make students the focus;
4. Depends on the support;
5. If the teacher works hard with the principal, gets professional development, and dedicates themselves, the route does not matter.

Another respondent followed with “nothing replaces experience.” Finally, two respondents who said neither route had superiority contradicted themselves by adding that APP teachers needed to work hard to catch up, and they needed exposure, mentoring, and patience.

There were 37 principals who did not believe that either route was superior, but attributed effectiveness to other factors. Fourteen commented on individual characteristics such as talent, personality, and innate abilities. There were five comments

about the existence of good and bad teachers in both routes and positive and negative traits in both types of teachers. Ten respondents made positive statements about TC teachers such as “better prepared to start”; “better classroom management in first year”; “student teaching is a positive”; and “better initially.” Seven respondents followed their comments about superiority depending on other factors with positive statements about APP teachers such as “highly effective”; “valuable perspectives”; “offer real life experiences”; and “bring fresh ideas.”

Some of the respondents who said “it depends” addressed issues of initial preparedness. These respondents believed that APP teachers were not inferior but needed some initial help.

1. Traditional is better only during the first year due to classroom management.
2. APP teachers will be there after a year or two.
3. APP teachers just need to familiarize themselves with Oklahoma’s school culture.
4. Traditional are more prepared for the first year but that doesn’t necessarily mean better over time.
5. Both need help at the start.

Several comments made in regard to Question 9 were not categorized above but were still relevant to the study:

1. It depends how the teacher views teaching, their work ethic, their calling, etc.
2. A combination of the two routes would be best.
3. Development of teachers is achieved by various means; we are only developing their innate qualities.

4. APP can be beneficial but it takes a lot of work up front.
5. If they are “called,” we can get them there.
6. I place weight on the individual’s commitment to the profession.
7. Mentoring and administrative support is important for all new teachers.
8. In the long run, it’s the individual commitment of the person to the field.
9. APP works well when the person has some observing, substituting, or volunteering experiences.

Addressing Research Question 1 with Respect to Survey Question 9

Question 9 did not specifically ask about the preparedness of beginning teachers, yet 39 respondents addressed this issue in their responses. Several respondents cited TC teachers as being more prepared for their first year of teaching. Several factors were attributed to this including training (5 responses), student teaching (3 responses), classes/coursework (3 responses), experience (2 responses), and observations. TC teachers were described as generally more prepared by 15 principals. Specifically, respondents said they were more prepared in the rigors/challenges of teaching (4 responses), classroom management/discipline (4 responses), child development, expectations, readiness, and an understanding of how a school day is run. Some notable comments concerning TC teachers being more prepared were:

1. It gives them a better starting point.
2. They are more equipped to enter the classroom and require less help.
3. The experience they gain through their program is needed to help them through the first year.
4. They are better prepared at the beginning of a teaching career.

5. In the beginning, they seem more adept at classroom experiences.

No respondents to Question 9 claimed that APP teachers had more preparedness in the entry-year. Still, some made a case that the routes were not the most important factor involved. Two respondents noted that classroom experience was more important than the route. Another respondent claimed that both routes needed help initially. And some respondents made it a point to note that TC teachers had advantages early on but that advantage went away with time. One respondent said, “Neither is superior other than the first year in which TC is more prepared but will not always turn out to be the better teacher.”

Many principals felt like TC was the more superior route in regard to the teachers’ initial preparedness for teaching. The most noted reasons for this were the training and student teaching experienced during the TC program. A smaller number of principals perceived that neither route was superior because over time, the factor of experience evened out any advantages TC has over APP.

Addressing Research Question 2 with Respect to Survey Question 9

In respect to the development of teacher qualities, respondents to survey Question 9 addressed this issue from two main views: (a) what teachers from both routes need, and (b) what APP teachers need to progress. One respondent said teachers from both routes can be successful if the individual has a willingness to work, seek help, and have students as the focus. Another mentioned the candidates must be willing to work with their principal, seek professional development, and be dedicated to teaching.

The deficiencies of the APP appeared in the perceptions of several respondents; however, many see the deficiencies alleviated over time. One respondent stated, “APP

teachers eventually become more like the TC in style after a year or two.” Others saw APP teachers requiring more work up front in understanding students, how education works, understanding Oklahoma’s school culture, and classroom management.

In regard to Research Question 2 which was concerned with the development of the teacher qualities, responding principals were more likely to see no superiority in programs as compared to preparedness. The principals were more likely when asked to determine superiority of routes rather than differences of routes to see APP teachers becoming equal with the TC teachers provided the candidates were willing to work hard to get there.

Principal Survey Questions 10 and 11 (Development of Teacher Effectiveness)

Survey Questions 10 and 11 were designed to address Research Question 2 relating to the development of teacher effectiveness qualities for novice teachers in Oklahoma. The questions were Likert-style questions in which the principals rated their perceptions of teachers from the two routes of certification on 19 teacher qualities *during* teachers’ first year of teaching (Question 10) and *after* their first year of teaching (Question 11). The design of these questions presented many different opportunities to analyze data both intra-question and between-question. Question 10 had 284 respondents while Question 11 had 285. Appendix L presents the results of Questions 10 and 11. It should be noted that two figures were added to the tables in Appendix L, *Total APP %* and *Total TC %*. Total APP % is the sum of the percentages of APP Always and Most APP for each quality. Total TC % is figured respectively.

In examining the qualities surveyed, I determined the qualities could be described in two different manners. The first are qualities that are directly related to classroom

instruction, management, and planning. These qualities are measured in the Tulsa Model of Evaluation under the domains Classroom Management and Instructional Effectiveness.

These qualities are listed below and collectively will be known as

Classroom/Instructional Dimensions:

1. Long and Short Term Instructional Planning
2. Imbeds Literacy in All Content
3. Gives Clear and Precise Demonstrations
4. Modifies Assessment and Curriculum for Individual Students
5. Gives Clear Directions in Varying Modes of Delivery
6. Positive Student Relations
7. Instructional Preparation
8. Understands and Incorporates State Standards
9. Monitors and Adjusts Curriculum Delivery
10. Assessments Utilized to Develop, Refine, and Evaluate Instruction
11. Classroom Management
12. Involves All Students
13. Summarizes in a Variety of Ways.

A second group of qualities on the survey are those that would be considered more individual traits or characteristics dealing with areas such as initiative, communication, and leadership. These qualities are measured in the Tulsa Model under domains Professional Growth and Continuous Improvement, Interpersonal Skills, and Leadership. These qualities will be referred to collectively as *Individual Qualities Dimensions* and are listed below:

1. Seeks Professional Growth Opportunities
2. Leads Others to Challenge and Reject Negative Attitudes
3. Promotes School Initiatives
4. Professional Behavior
5. Seeks New Strategies to Support Outcomes
6. Communication with Stakeholders.

Questions 10 and 11 by Likert Selections

The initial area I wanted to analyze was during first year (Question 10) to after first year (Question 11) by Likert selections: (a) Alternative Placement Teachers are always more developed (*APP Always*); (b) Most Alternative Placement Teachers are more developed (*Most APP*); (c) *No Difference*; (d) Most Traditionally Certified Teachers are more developed (*Most TC*); and (e) Traditionally Certified Teachers are always more developed (*TC Always*). The Likert selection, APP Always, demonstrated little or no separation in scores when considering each of the 19 qualities from Question 10 to Question 11. APP Always received a low percentage of the responses for each quality. The only quality that received over 1% of the responses was “Seeks Professional Growth Opportunities” for Questions 10 and 11 respectively.

The Likert selection Most APP showed four qualities with a noticeable separation in scores when investigating Question 10 to Question 11 response rates: (a) Seeks Professional Growth Opportunities; (b) Leads Others to Challenge and Reject Negative Attitudes; (c) Professional Behavior; and (d) Seeks New Strategies to Support Outcomes. All of these qualities were in the group Individual Qualities Dimensions. The separation in scores in “Seeks Professional Growth Opportunities” could be attributed to the fact

that the APP teachers were taking classes because of their PEC during that first year. Or it could be that professional development was made a priority by district officials for APP teachers during that first year and priority diminished after. A noticeable reason for the greater separation in scores in these qualities between survey questions was that for Question 10 these were also the four highest rated qualities under Most APP. Therefore, they had more room to show a decrease after the first year. I believe the fact that these were the highest rated qualities for this selection is more important than the separation in scores between survey questions. Principals gave the APP teachers higher ratings in the Individual Qualities Dimensions than in the Classroom/Instruction Dimensions.

One might logically conclude that over time, teachers with different routes would become more similar in effectiveness, and research agrees with that logic (Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004; Sanders & Horn, 1994; Sanders & Rivers, 1996). In the Likert selection No Difference, four areas showed little (less than 10%) separation in scores: (a) Positive Student Relations; (b) Promotes School Initiatives; (c) Professional Behavior; and (d) Communication with Stakeholders. In relation to the other qualities, these were also the four highest rated first year qualities so they had less room to grow. With the exception of “Positive Student Relations,” the other three were qualities in the group Individual Qualities Dimensions. All other qualities showed over a 10% positive separation in scores to Question 11. The three largest separations in scores dealt with incorporating state standards, planning, and modifying assessments and curriculum which were Classroom/Instruction Dimensions implying that during the first year, TC teachers were perceived as stronger than APP teachers in these areas, but became more akin after the initial year.

In the Likert selection Most TC, every quality exhibited a decrease after the first year. The small decrease in “Seeks Professional Growth Opportunities” could be attributed to a perception by principals that APP teachers needed more professional development early in the career. There was a small decrease in “Classroom Management” also which could affirm that principals perceived this quality of TC teachers as remaining a strength even after the initial year. Other areas with small decreases were all from the group Individual Qualities Dimensions such as student relationships, promoting school initiatives, professionalism, motivation, and communication. This suggests that many principals still believed that TC teachers held an advantage in these qualities after the first year.

In the Likert selection Always TC, all areas showed a decrease after the first year. Each was less than 10% except for “Classroom Management” which showed a decrease of 15.84%. The initial year perception of “Classroom Management” was heavily slanted to TC teachers with 23.94% believing that TC teachers were always more developed. Principals perceived that the gap after the first year between APP teachers and TC teachers diminished with fewer believing that all TC teachers held an advantage.

During the first year of teaching, principals selected No Difference and Most TC as the two most popular selections for most teacher qualities. After the first year, No Difference grew in every quality. These principals perceived that after the first year of teaching, TC teachers and APP teachers became more similar in effectiveness. Furthermore, they believed APP teachers and TC teachers were more similar in the qualities from the group Individual Qualities Dimensions than in the group Classroom/Instructional Dimensions.

Questions 10 and 11 by Teacher Qualities

My next step was to look at each individual teacher quality between Questions 10 and 11. To fully gauge the trends, I added percentages for the APP and TC Likert selections respectively to get *APP Total* and *TC Total* (see Appendix L). In inspecting the figures, I discovered four trends in the qualities from Question 10 to Question 11: (a) qualities showing a smaller separation in scores for No Difference; (b) qualities showing a smaller separation in scores for TC Total; (c) qualities showing a larger separation in scores for TC Total; and (d) qualities showing a larger separation in scores for APP Total.

Figure 1 displays the average ratings given by principals in the Individual Qualities Dimensions and Classroom/Instructional Dimensions for Questions 10 and 11. Each quality was examined individually and grouped to obtain an average for the two Dimensions as seen in Figure 1.

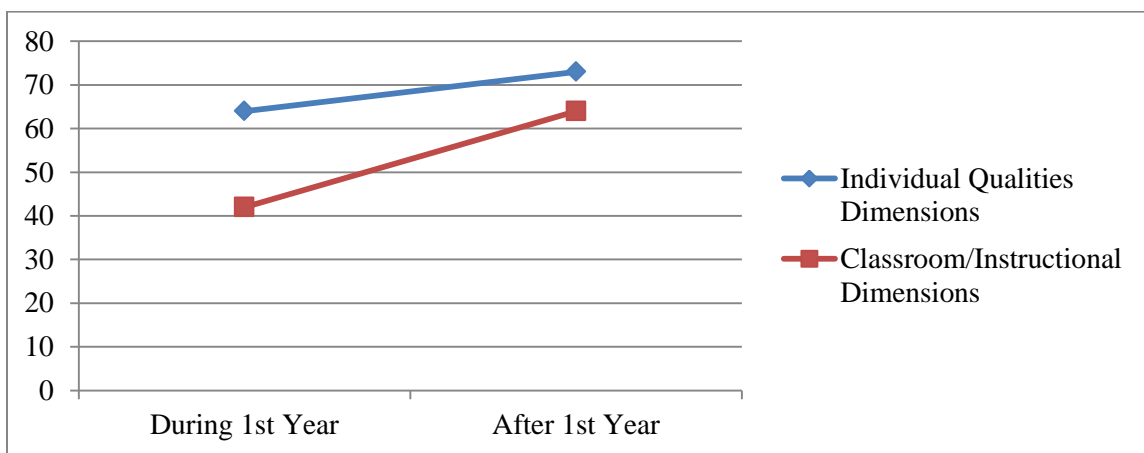


Figure 1. Individual Qualities and Classroom/Instructional Averages for “No Difference”

Every quality increased in the selection No Difference after the first year. Most of the qualities showed an increase of around 20 percentage points with a median of 21. The

five qualities showing a 10% or less increase were in the group Individual Qualities Dimensions. Consequently, they were also the five highest rated qualities for Question 10 under No Difference. The smaller separation in scores between questions had more to do with the principals' higher perception of the routes having no difference in the first year for these qualities than having little separation in scores. Again, the responding principals viewed many of the Individual Qualities Dimensions as having less increase than the Classroom/Instructional Dimensions.

Figure 2 exhibits the average ratings given by principals in the two Dimension groups. Ratings of the qualities for Questions 10 and 11 were explored individually and displayed in Figure 2 as a Dimension average.

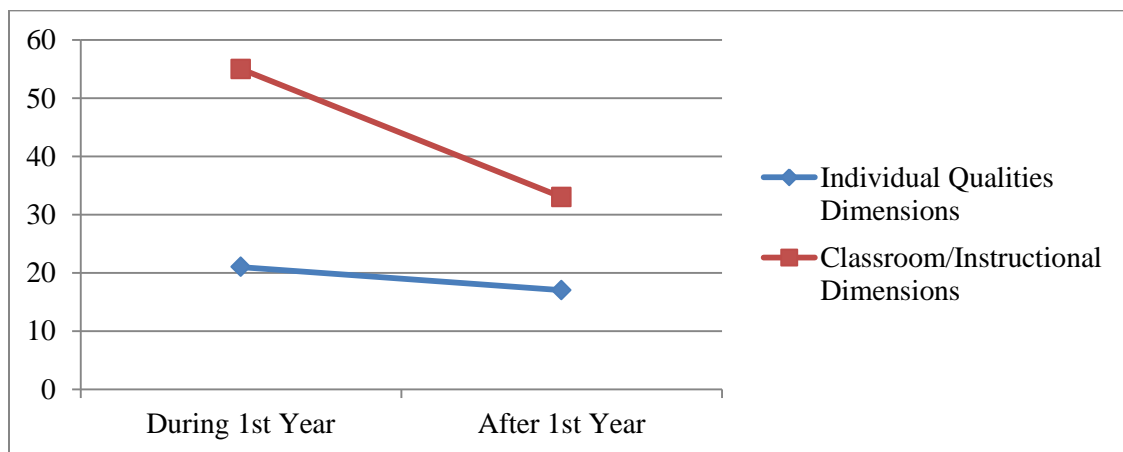


Figure 2. Individual Qualities and Classroom/Instructional Averages for “TC Total”

For TC Total, every quality decreased after the first year with a range of difference in percentage points from 2 to 35. Three qualities showed a decrease of over 25 percentage points: (a) Long and Short Term Instructional Planning; (b) Modifies Assessment and Curriculum for Individual Students; and (c) Understands and

Incorporates State Standards. These qualities were in the group Classroom/ Instructional Dimensions and also were the highest rated qualities for Question 10 for TC teachers.

The decrease revealed that these principals believed that during the first year, TC teachers were much stronger than the APP teachers in these areas, but APP teachers could grasp the concepts behind the qualities during that first year and learn them quickly. Seven qualities showed less than 10 percentage points of difference and all were from the Individual Qualities Dimensions. Related data showed that these were also qualities with higher first year ratings in No Difference and lower TC figures.

Unlike No Difference and TC Total numbers which showed a consistent increase or decrease in figures from Question 10 to Question 11, APP Totals had some areas that showed increases and some decreases although most were minimal. Four areas showed a decrease of 5 percentage points or more: (a) Seeks Professional Growth Opportunities; (b) Leads Others to Challenge and Reject Negative Attitudes; (c) Professional Behavior; and (d) Seeks New Strategies to Support Outcomes. The relevance of the larger decrease was that during the first year, these four qualities were the highest rated for APP Totals being the only four with over 10 percentage points. An even greater importance was that the four qualities were from the Individual Qualities Dimensions.

In summary, the responding principals gave all qualities higher TC totals than APP totals for both questions except for “Seeks Professional Growth Opportunities” which may be attributed to the PEC requirement of the APP. APP totals were highest in areas that did not concern classroom teaching practices such as “Leads Others to Challenge and Reject Negative Attitudes”; “Professional Behavior”; and “Seeks New Strategies to Support Outcomes.” TC totals were highest in areas that were directly

related to classroom instruction and preparation such as “Long and Short Term Instructional Planning” and “Modifies Assessment and Curriculum for Individual Students.” The highest TC total after the first year was “Classroom Management.” Every quality showed an increase in No Difference from Question 10 to Question 11 as APP totals and TC totals decreased after the first year. This showed that after the first year, these principals perceived the gap between the two decreases in every quality.

Principal Responses by Teaching Certification Type

I was interested to see if there were any contrasts in responses for different groups of principals. My first inquiry was whether principals who had received their teaching certification through AC would answer the questions as a whole differently than those acquiring teacher certification via TC. Table 3 gives a numerical tallies and percentages of the responses from Question 8. Table 4 provides like data for Question 9.

Table 3

Responses to Principal Survey Question 8 (Descriptive Differences in Routes) by Principals' Teaching Certification

Response	% of Responses by Principals' Teaching Certification	
	Alternative Certificate	Traditional Certificate
No Differences	40	24
Negative Comments on APP	31	41
Positive Comments on TC	28	42
Positive Comments on APP	25	15
Negative Comments on TC	4.5	1.9

Note: APP is Alternative Placement Program teachers. TC is Traditionally Certified teachers.

The figures in Table 3 show that the principals with alternative teaching certificates gave more favorable reviews to APP teachers than did the principals with traditional teaching certification. They also were more likely to say that they saw little or no differences in the routes.

Table 4

<i>Responses to Principal Survey Question 9 (Superiority) by Principals' Teaching Certification</i>		
Response	% of Responses by Principals' Teaching Certification	
	Alternative Certificate	Traditional Certificate
Neither is Superior	47	27
Traditional is Superior	36	61
Depends on Other Factors	17	13
APP is Superior	0	0

For Question 9, the principals with alternative teaching certificates believed that neither route was superior at a much higher rate than those with traditional certification. Whereas only 36% of those with alternative certificates saw TC as the superior route, 61% of principals with traditional certification saw TC as superior. As noted earlier in the chapter, no principals from either route stated that APP was superior.

For Questions 10 & 11, I isolated the survey responses of principals with an alternative teaching certification and from principals with traditional teacher certifications for each teacher quality. Total APP and Total TC figures were calculated. Using the data from Appendix L, I analyzed response rates for each question by

certification route and then by each quality. Table 5 presents the mean percentages for Total APP, No Difference, and Total TC for Questions 10 and 11 by each principal type.

Table 5

Mean Percentages of Principal Survey Questions 10 and 11(Development of Teacher Effectiveness) by Principals' Teacher Certification

Response	Mean % of Responses of Principals by Teacher Certification Type	
	Alternative Certificate	Traditional Certificate
Total App		
Question 10	10.61	6.22
Question 11	9.10	3.99
No Difference		
Question 10	56.00	49.96
Question 11	73.80	70.02
Total TC		
Question 10	33.39	52.84
Question 11	17.10	26.01

Note: APP is Alternative Placement Program teachers. TC is Traditionally Certified teachers.

In looking at Question 10 by responding principals with TC certificates, I found they gave AP teachers higher percentages in areas such as leadership, professionalism, and innovation. The highest mark given to APP teachers was in “Seeks Professional Growth Opportunities” which is consistent with earlier findings. I found they were more likely to give higher ratings to TC teachers and lower ratings to APP teachers in qualities identified as Classroom/Instructional Dimensions.

Taking the same principal group and looking at their responses to Question 11, I found a shift toward No Difference in each teacher quality from Question 10 to Question 11. For TC teachers, qualities identified as Classroom/Instructional Dimensions again were rated highest. In considering the means for Total TC from both questions, there was

a drop from 52.8% to 26.0% between the two questions. The difference of 26 percentage points can be accounted for in the separation in scores in No Difference which increased from Question 10 to Question 11 by 29 percentage points.

During the first year of teaching, APP teachers were rated highest by the principals with alternative teaching certificates in Individual Qualities Dimensions such as seeking professional growth, leadership, professionalism, motivation, and communication. This was consistent with what responding principals with traditional certification perceived. The AC principals rated TC teachers lowest in promoting school initiatives, professional behavior, and communication. In checking the means of Question 10 for the two groups of principals, I found that AC principals thought more highly of the APP teachers during their first year with Total APP coming in at 6.22% for TC principals versus 10.61% for AC principals. TC principals also gave the TC teachers more respect with a Total TC of 52.84% as compared to 33.39% for Total TC by the AC principals. Most of this difference was found in the No Difference selection.

For Question 11, responding AC principals mostly saw No Difference in all qualities after the first year. The lowest figures in the No Difference selection were “Imbeds Literacy in All Content” and “Seeks Professional Growth Opportunities.” However, “Imbeds Literacy” was the highest Total TC while “Seeks Professional Growth” was the highest Total AP. The shift to No Difference was mostly in Total TC with a separation in scores of 17 percentage points. Reviewing Question 11 for both groups of principals showed similar figures in No Difference with higher rates given to respective teacher groups.

Earlier in the chapter, the qualities surveyed in Questions 10 and 11 were divided into two groups, Classroom/Instructional Dimensions and Individual Qualities Dimensions. I let these two groups guide my analysis of qualities looking at each individually then as a group.

In looking at the Individual Qualities Dimensions, I found that for most of the qualities of this group, the participating principals rated their respective teacher certification routes higher than did the other principal group. For example, in “Leads Others to Challenge and Reject Negative Attitudes,” AC principals rated APP teachers higher than TC teachers while TC principals rated the TC teachers highest. These rankings were consistent in both questions. For “Promotes School Initiatives,” No Difference percentages were similar across principal groups with principals ranking their respective teacher certification routes higher. For “Professional Behavior,” AC principals ranked Total APP at 28% versus 9% for Total TC during the first year. While TC principals ranked the two very closely (13% Total APP versus 17% Total TC) during the first year, APP figures decreased after the first year with the separation in scores materializing in No Difference. Total TC was steady losing only 2.5 percentage points. For “Seeks New Strategies to Support Outcomes,” AC respondents gave Most APP 28% during the first year and 21% after. TC respondents gave Most 16% and 7% respectively. No Difference figures were similar between the two. In the quality “Communication with Stakeholders,” the AC principals rated APP teachers higher than what the TC principals perceived. Both principal groups saw No Difference a majority of the time for both questions.

The exception was the quality “Seeks Professional Growth Opportunities” in which both groups of principals showed a greater number of APP teachers than the TC teachers, except for TC principals after the first year. AC principals showed a greater percentage of APP teachers being more developed in this quality than did the TC principals, especially during the first year. No Difference percentages were similar for the two groups of principals during the first year.

The most noticeable trend for the Classroom/Instructional Dimensions was for AC principals to provide a greater number of responses in No Difference than the TC principals. For “Long and Short Term Instructional Planning,” I found that the responding AC principals showed a greater percentage of No Difference responses during and after the first year. APP selections were consistently low for all respondents on both questions. With the quality “Imbeds Literacy in All Content,” AC principals presented a greater amount of No Difference. However, both principal groups displayed a greater increase in No Difference after the first year. These shifts were mostly accounted for in losses to TC figures. For “Gives Clear and Precise Demonstrations,” AC principals gave higher marks for No Difference than did TC principals, especially during the first year (53% to 36%). For “Positive Student Relations,” principals gave slightly higher marks to teachers of their same certification route with an exception for AC principals during the first year. But No Difference rankings were very similar for the principal groups. For “Modifies Assessment and Curriculum for Individual Students,” more AC principals chose No Difference than the TC principals which gave higher marks to the TC teachers. The greatest contrasts were during the first year. For the quality “Gives Clear Directions in Varying Modes of Delivery,” AC principals shifted more to No Difference from Most

TC after the first year. Both groups of principals gave low marks (under 10%) for APP teachers in both questions. For “Involves All Students,” AC principals had a higher number in No Difference, especially during the first year.

Another trend with the Classroom/Instructional Dimensions was similarly low numbers for APP teachers by both groups of principals. For “Instructional Preparation,” TC principals ranked Always TC much higher during first year (13% to 5%). After the first year, the difference in Total TC by TC principals shifted to No Difference. APP figures were similar for both groups of principals. With the quality “Understands and Incorporates State Standards,” APP teachers were rated low by both groups. Both groups saw a large shift of TC figures to No Difference after the first year. For “Monitors and Adjusts Curriculum Delivery,” both principal groups rated APP teachers low. TC principals rated TC teachers higher than did the AC principals. Both groups shifted votes to No Difference after the first year. For “Summarizes in a Variety of Ways,” both groups of principals gave APP very small ratings. TC principals rated TC teachers higher than did the AC principals. “Long and Short Term Planning” and “Gives Clear Directions in Varying Modes of Delivery” were two other qualities that were ranked low for APP teachers by both groups of principals.

In “Assessments Utilized to Develop, Refine, and Evaluate Instruction,” percentages were similar although AC principals gave APP a little more respect. The largest separation in scores was in Always TC during the first year (3% for AC principals and 11% for TC principals).

Both groups of principals ranked TC teachers higher in “Classroom Management” than APP teachers, especially during the first year. This trend has been consistent throughout the survey. Both groups saw a large drop in Always TC after the first year.

Principal Responses by District Type

I was also interested to see if there would be any noticeable differences in general perceptions of the two routes for principals of different types of districts. Charter schools only had only one respondent so that data was not included in the analysis. Table 6 shows the data for Question 8 by district type.

Table 6

<i>Responses to Principal Survey Question 8 (Descriptive Differences in Routes) by District type</i>			
Response	% of Responses by Principals' District Type		
	Rural	Suburban	Urban
No Differences	28	10	47
Negative Comments on APP	36	45	32
Positive Comments on TC	17	18	11
Positive Comments on APP	3	2	0
Negative Comments on TC	38	41	32

Note: APP is Alternative Placement Program teachers. TC is Traditionally Certified teachers.

Of the surveyed principals from the three district types, the urban principals had a much higher number of responses showing no differences. These principals also had the lowest number of negative APP comments, lowest number of positive TC comments, and lowest number of positive comments on APP. The suburban principals had the lowest percentage of responses in No Difference. They had the highest percentages in Negative Comments on APP, Positive Comments on TC, and Positive Comments on APP. Rural

principals who participated responded with rates that were between urban and suburban principals in every category except Negative Comments on TC where they ranked highest although only 3%.

For Question 9, I separated responses into the three categories *Neither Superior*, *Traditional is Superior*, and *Depends on Other Factors*. Table 7 shows the percentages of each response by district type.

Table 7

Responses to Principal Survey Question 9 (Superiority) by District type

Response	% of Responses by Principals' District Type		
	Rural	Suburban	Urban
Neither is Superior	30	29	14
TC is Superior	57	59	12
Depends on Other Factors	14	42	15
APP is Superior	0	0	0

Note: APP is Alternative Placement Program teachers. TC is Traditionally Certified teachers.

Responses by rural and suburban principals were similar for the three categories. The urban principals gave a higher percentage of Neither Superior and a smaller percentage of Traditional is Superior than the other two groups of principals. This was consistent with results from Question 9 where urban principals gave a higher number of No Difference comments than did the other two groups.

Teacher Surveys

I requested email addresses from the OSDE for all teachers in the state with less than five years' experience; 9,821 teachers were emailed invitations to participate in the

survey. Over 300 emails were bounced or had previously opted out of receiving surveys from Survey Monkey. There were 1,148 teachers who responded with a response rate of 11.7%. The survey presented qualifying questions on the first page. In order to qualify, a teacher must have indicated certification through the Oklahoma Alternative Placement Program or through Traditional Certification via an Oklahoma college of education. In addition, the teacher needed five years or less experience. After disqualifications and removing the surveys that were not completed, I compiled 529 qualifying surveys. Table 8 presents the submission and response statistics of the survey. Appendix K displays the demographic data from the 529 usable teacher surveys.

Table 8

Teacher Survey Respondents

Dates	Responded	Incomplete Surveys	Disqualified	Usable Surveys
12/30/14 to 1/7/15	651	39	320	292
1/8/15 to 1/15/15	497	33	227	237

After qualifying to continue the survey, the teachers participated in three sections: (a) demographics; (b) their perceptions of their program’s preparedness and effectiveness; and (c) an opportunity to indicate further participation via interview. The perceptions section was designed with two parts. The first part addressed the teachers’ particular route to certification while the second part was completed by both teacher groups and addressed teacher effectiveness.

Prior Teaching Experiences

To gauge the experiences of the teachers, I first asked them about prior teaching experiences they may have had before their initial time in the classroom. One of the important factors in my research was whether the preparation of TC teachers provided any advantage over the APP teachers. To understand the impact of the differences in preparation, I needed to understand what background experience in education the teachers might have had before their initial experience as a classroom teacher.

Of the 214 APP respondents, 79 said they had prior teaching experience. Therefore, 63% of APP teachers had no experience in the classroom prior to their first day teaching. Of the respondents who said they had experience, the types of experience and duration of those experiences varied greatly. The most frequent type of experience was prior work as a teacher assistant or paraprofessional with 21 having varying experiences in these areas. Seventeen respondents had served as a substitute teacher. Fifteen respondents taught previously at the university or college level. Eight had spent time teaching in a private school setting. Other less frequently noted experiences were teaching adult education classes and teaching out of state. The out of state teachers could be problematic to my research because it was not determined if they had participated in an out of state teacher education program. However, because of the small number who indicated prior teaching out of state, the effect should not be substantial.

Another area that I wanted to examine about the APP respondents was their rate of completing the PEC of the program. The PEC had been completed by 57% of respondents. There were 63% of respondents with no prior teaching experience; thus, this

component of the APP would appear to become more important for these novice APP teachers.

I also wanted to gain an understanding of the experiences and backgrounds of the TC respondents. First, I asked for their degree area and college of education program; 52% of the teachers had degrees in either elementary education or early childhood education. A complete list of degrees and programs represented is listed in Appendix M.

Finally, I was interested in what types of instructional experiences TC teachers had prior to their college of education programs. Twenty-two percent of respondents claimed to have this prior experience. Similar to APP teachers, TC teachers had a strong representation in the areas of substituting, teacher assisting, and paraprofessional work. Several respondents worked in head-start programs, child care facilities, and tutoring programs. The other experiences listed were minimal in number but very diverse with representations including university level teaching, adult education and training, and summer camps and programs.

Teacher Question 4 (Effectiveness of Aspects of Preparation)

Research Question 3 asked, “How do TC and APP teachers in Oklahoma perceive their levels of preparedness for teaching?” Question 4 of the teacher survey was designed to explore the teachers’ perceptions of individual teaching effectiveness and the effectiveness of different aspects of their preparation programs and experiences. I was able to study the responses by teacher certification route and also by teachers’ years of experience (Years 1 through 5). The question was modified minimally between the APP survey and the TC survey to reveal contrasts in the programs. Both surveys asked questions concerning perceived teacher effectiveness, effectiveness of the Resident

Teacher program, prior job experience, and classroom experience. The APP survey asked about the effectiveness of the PEC of the APP while TC teachers were asked about the education courses of their respective colleges of education. The questions were Likert-style with a rating of 1 being “Strongly Disagree” and 5 being “Strongly Agree” (see Appendix N).

Figure 3 displays the average ratings of the APP and TC teachers on their perceptions of “I am an Effective Teacher.” The ratings were figured for the teachers by year with a final “Overall” rating.

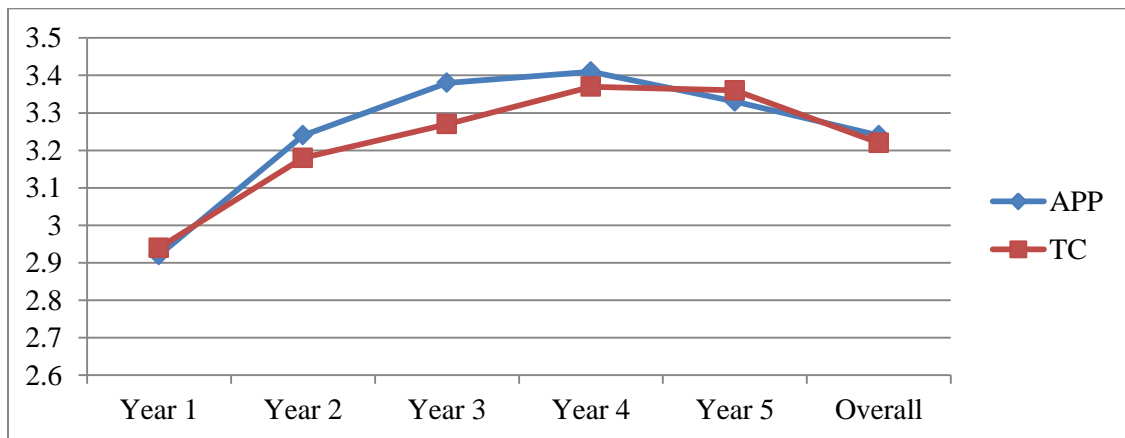


Figure 3. Perceptions of Being an Effective Teacher by APP and TC Teachers

The main question at hand was the perception of the responding teachers of being an effective teacher. Ratings for the two groups by certification were similar with an average rating of 3.24 by APP teachers and 3.22 by TC teachers. For the first year teachers, the two groups showed average ratings that were very similar. For the second and third year teachers, the APP teachers perceived a higher level of effectiveness with the ratings merging closer together in Year 4 and Year 5.

The second area to be rated dealt with perceptions of the teachers' preparation as a Resident Teacher (First Year Teacher). Figure 4 exhibits the perceptions of "Preparation as a Resident Teacher" for the APP and TC teachers from Year 1 to Year 5. The figure provides the average ratings for the two teacher groups by Year and "Overall" ratings for APP and TC.

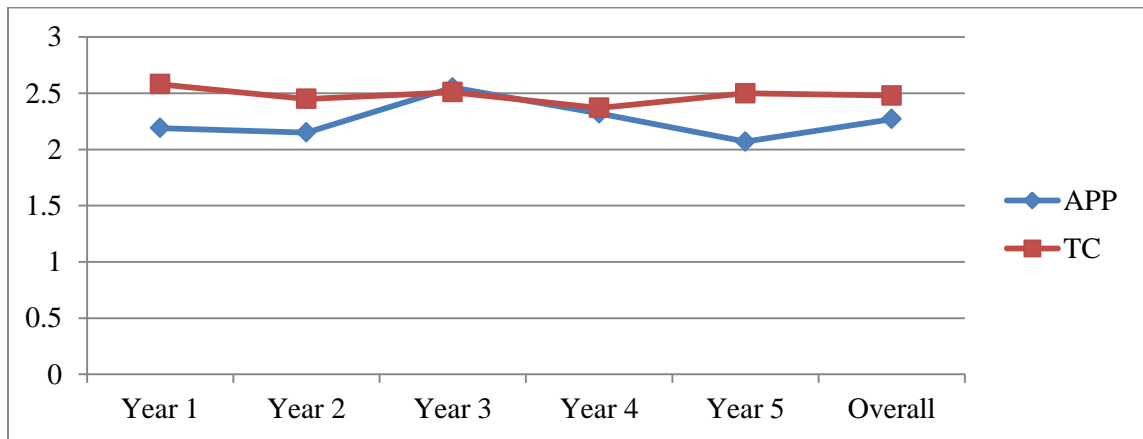


Figure 4. Perceptions of Preparation as a Resident Teacher by APP and TC Teachers

Responding TC teachers rated themselves as more prepared "Overall" and during their first year. I also wanted to know if there would be a noticeable contrast in ratings of the two types of teachers for each year. The discrepancy between teacher types for the Year 3 teachers and Year 4 teachers was smaller than Year 1 and Year 2. However, in Year 5 the TC teachers again had higher self-ratings.

Another area rated was the perceptions of the coursework of the two programs. The APP teachers rated the PEC of the program and TC teachers rated the education courses of their college of education program. Figure 5 shows average ratings of the groups' perceptions by year and an "Overall" average.

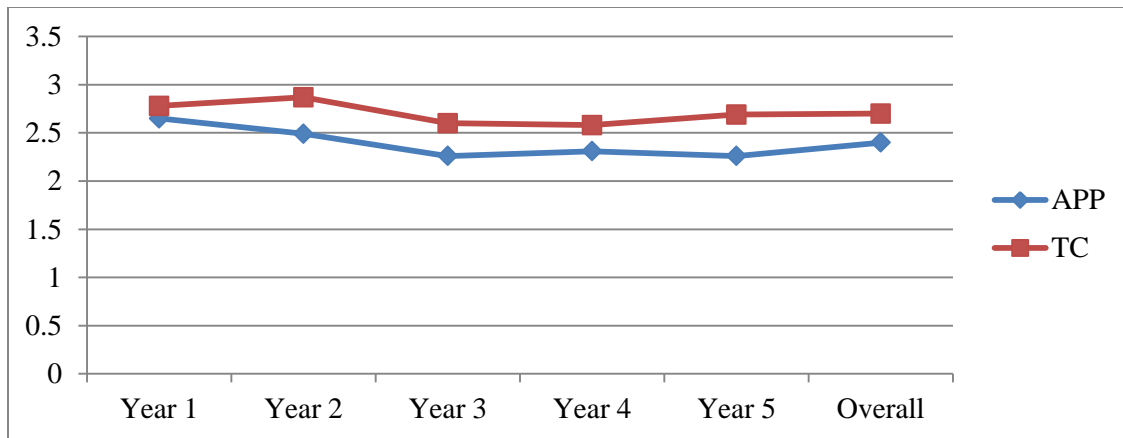


Figure 5. Perceptions of Education Courses and Professional Education Component

Each TC teacher group by year rated their college of education courses as more helpful than the APP teachers of the respective years rated the PEC. The smallest separation in scores came in Year 1 while the largest came in Year 5. The Year 1 APP teachers rated the PEC higher than did teachers from Years 2 to 5. Because the teachers had three years to complete this component, some may not have begun working on it until after Year 1. However, because they rated it highest during Year 1, many of them may have started working on this component during this time and found value in it. But that value may have waned as they gained classroom experience.

Prior work experience was rated by the APP teachers as being more helpful to effectiveness than what the TC teachers perceived. This trend was consistent for each group of teachers by year. I found no noticeable trend in the differences for the teacher groups when reviewing years of experience.

Finally, I had teachers rate their prior teaching experience and how it helped them become more effective. Figure 6 provides an average rating of prior experience for APP and TC teachers over Years 1 to 5 and an “Overall” average.

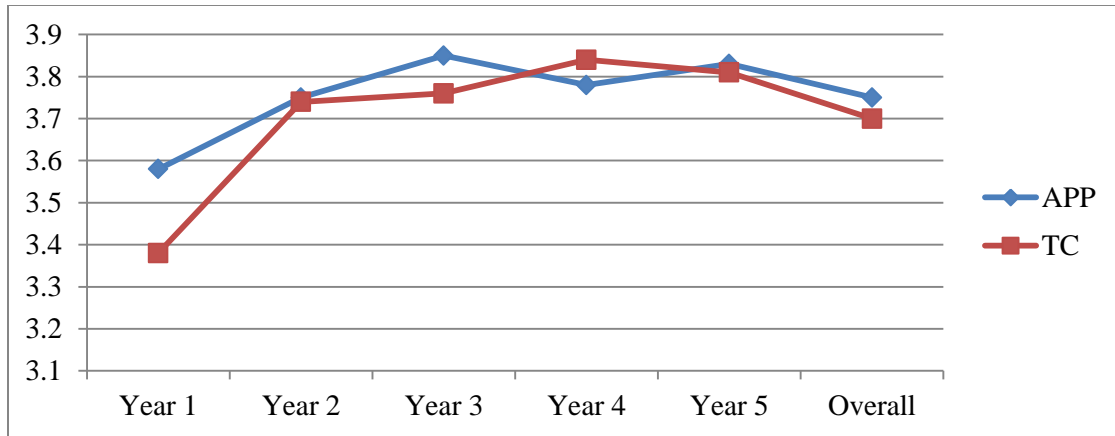


Figure 6. *Perceptions of Effectiveness of Teaching Experience*

The APP teachers rated their prior teaching experience higher in each year other than Year 4 and higher overall than did their TC counterparts. By Year 5, both groups had similar ratings for the value of experience. The importance of this part of Question 4 was the value respondents gave this experience over the PEC, college coursework, and prior job experience by rating teaching experience highest of the three. I found it evident that respondents showed more value to what experience in the classroom did for their effectiveness than the professional development received or prior work experiences.

Question 4 showed how the two participating teacher groups viewed their effectiveness and how they valued different components of their preparation experiences. In addition, I was able to explore how these perceptions changed during the first five years of experience. To summarize, three main concepts emerged from the data gathered from this survey question. First, perceptions of overall effectiveness were similar for the two groups of teachers who were surveyed and perceived effectiveness grew with experience. Next, these TC teachers were more likely than the APP teachers to feel prepared during the first year of teaching. Finally, participating APP teachers valued their

teaching experiences at a higher level than did the TC teachers although both groups rated the experiences as strong.

Teacher Survey Question 5 (Effects of Preparation Program on Dimensions)

Question 5 of the survey was designed to see what areas of the preparation programs or teaching experiences were most valuable to the teachers. The question presented 20 skills with instructions for the teacher to choose the area of their preparation program or teaching experience that they felt provided the most benefit to each teacher skill. Using the results from the surveys, I classified the 20 skills into four domains from the Tulsa Model of Evaluation. Data are represented as percentages of teachers choosing areas of preparation or experiences for each teaching skill (see Appendix O). In addition, I analyzed the results by years of experience (Year 1 through Year 5).

First, I analyzed overall results for the two teacher types. Both teacher groups said that their first year experience was the most beneficial. When I separated responses by years of experience, I found that in Years 4 and 5, both APP and TC teachers believed that Post-1st Year experience was the most valuable. For these APP teachers, the PEC of the program was the least valuable while the TC teachers found the least value in their field experiences.

Earlier in this chapter, I discussed two different groups comprised of the five domains of the Tulsa Model of Evaluation: Classroom/Instructional Dimensions and Individual Qualities Dimensions. For Question 5 of the teacher survey, I analyzed the five domains individually. Domain 1 and Domain 2 make up the Classroom/Instructional Dimensions while Domain 3, Domain 4, and Domain 5 comprise the Individual Qualities Dimensions. There were no Domain 5 skills measured in this survey question.

Domain 1 from the Tulsa Model of Evaluation is Classroom Management. Skills measured in this domain dealt with areas such as lesson planning, controlling behavior, and using assessment practices. For this domain, both teacher groups saw the most value in their first year experience while Post-1st Year experience showed the most influence in Years 4 and 5. For these APP teachers, non-educational work experience received ratings that showed it has value to them although not as highly beneficial as their teaching experiences. The responding TC teachers rated their coursework higher than their field experiences, internships, and prior work experience.

Domain 2 deals with instructional effectiveness which consists of skills such as employing different teaching methods, showing the ability to monitor and adjust instruction, and understanding standards. Both teacher groups saw their first year experience as most helpful overall with the Year 4 and Year 5 teachers assigning the most value to Post-1st year experience. The APP teachers who participated rated non-educational work experiences as third with the PEC being least valuable. The TC teachers rated their coursework as being the second most beneficial overall with little benefit taken from prior work experience.

Domain 3 is Professional Growth and Continuous Improvement. For this domain, the two teacher types perceived things much differently. The APP teachers placed the most value on first year experience with prior work experience being the second most valuable. The TC teachers said their college coursework was the most valuable. The PEC of the APP is the equivalent component to the college coursework of the TC program. It appeared that the PEC was not perceived as important to Domain 3 in the way that the college coursework was for TC teachers. For these APP teachers, the content was

introduced through prior work experiences. Professionalism and improvement skills was refined during that first year of teaching by the APP teachers while TC teachers believed they received the content through their college of education.

Domain 4 is Interpersonal Skills. APP teachers participating in the survey believed they were receiving these skills from prior work experience. First year experience was also perceived as beneficial especially by the Year 3 and Year 4 teachers. The TC teachers rated their first year experience as most beneficial overall and the Year 4 and Year 5 teachers gave the most value to their Post-1st year experiences. The TC teachers rated their prior-work experience as very low in value.

The survey presented “Other Experiences” as an option for respondents to choose as most beneficial. Several responses such as additional professional development, prior work in a school setting, and working in other teaching or training capacities were listed as examples. Other “life experiences” was described numerous times. Networking and mentoring were deemed as important several times as well. One other to note was the importance of watching and observing an educator family member. APP teachers who were surveyed believed these other experiences were more influential in their teaching effectiveness than did the responding TC teachers.

Question 5 provided information on what areas responding teachers from the two different certification routes believed have aided them in preparation for teaching. Overall, first year experience was perceived as the most beneficial area to the effectiveness of both groups of novice teachers. For the Year 4 and Year 5 teachers, their overall experiences beyond that first year became more important. For these APP teachers, non-education work experience was deemed as important especially in Domains

3 and 4 dealing with professionalism and interpersonal skills. The surveyed APP teachers perceived the PEC as the least valuable. The TC teachers ranked their coursework as more beneficial than their internship and field experiences in their college of education preparation program.

Teacher Survey Question 6 (Teachers’ Perceptions of Current Effectiveness)

Unlike Questions 4 and 5, Question 6 of the survey was presented to both teacher groups in an identical manner. The question asked the respondent to rate himself or herself on 25 activities of teacher effectiveness in a Likert-scale format with 1 being Strongly Disagree and 5 being Strongly Agree. The 25 activities were categorized into one of the five domains of the Tulsa Model of Evaluation for reporting. Data are reported by teacher type and by years of experience (see Appendix P).

Figure 7 displays the average ratings of the teachers on perceptions of the activities of effectiveness for Years 1 to 5. In addition, an “Overall” rating is provided.

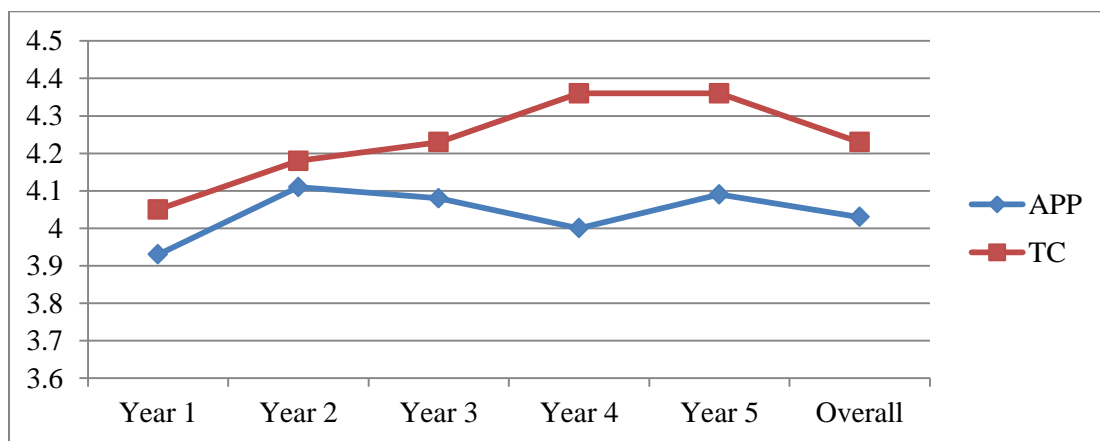


Figure 7. Overall Ratings of Teacher Effectiveness by Year

Responding TC teachers perceived themselves with a higher rating overall and higher in each of the teacher groups by years than did the responding APP teachers. This is contradictory to the results of Question 4 in which APP teachers rated themselves higher than did the TC teachers on the statement, “I am an effective teacher.” In Question 6, teachers rated themselves on different activities of effectiveness. Therefore, the APP teachers were more likely believe they were “effective” than the TC teachers, but were less likely to rate themselves higher by the individual activities of effectiveness than the TC teachers.

For Figure 8, I grouped the effectiveness activities into the five Domains of the Tulsa Model. Average ratings of the perceptions of the APP and TC teachers were calculated and displayed in the figure.

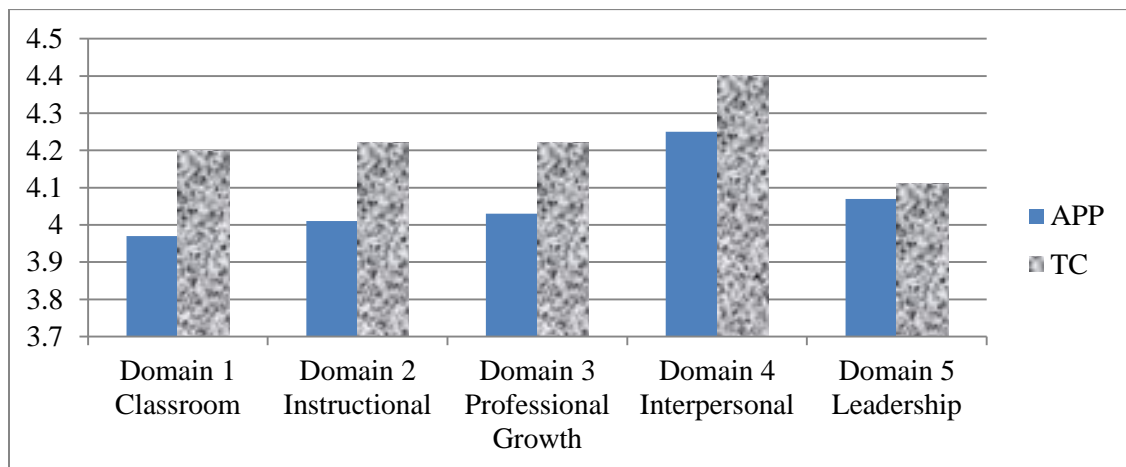


Figure 8. Overall Ratings of Teacher Effectiveness by Domain

TC teachers perceived themselves higher in each domain than did the APP teachers. Both teacher groups rated themselves highest in Interpersonal Skills (Domain 4). The APP teachers rated themselves lowest in Classroom Management (Domain 1) and

Instructional Effectiveness (Domain 2). The TC teachers rated themselves lowest in Leadership (Domain 5).

I expected that Year 1 teachers would rate themselves lower in regard to the other teacher groups by year. However, I wanted to see if any domains would have higher gains in ratings to Year 2 by teacher certification route. Figure 9 displays the separation in gains between Year 1 and Year 2 for both groups of teachers in each domain and “Overall.”

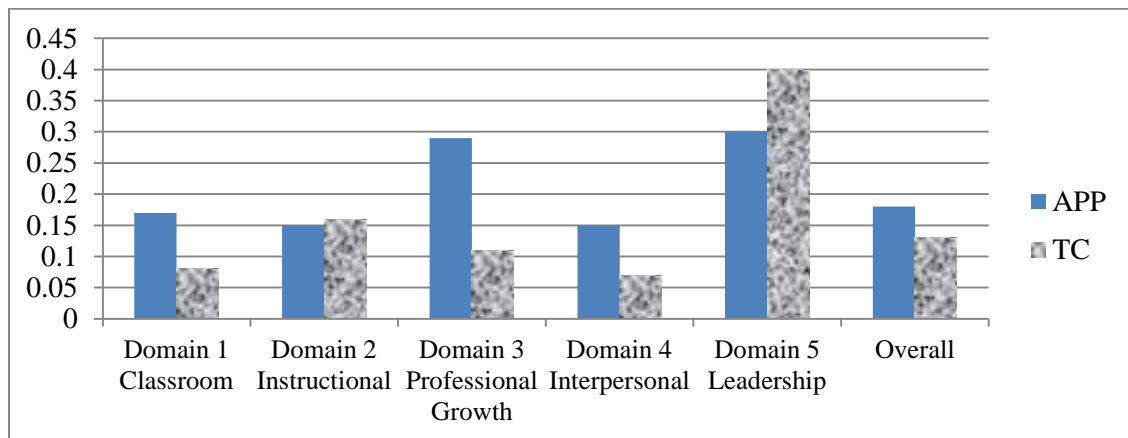


Figure 9. Separation in Gains between Year 1 and Year 2 by Teacher Type

The APP teachers saw higher gains than the TC teachers in Domains 1, 3, and 4. TC had a small gain in Domain 2 while a larger gain occurred in Domain 5; this could be attributed to the fact that the entry-year TC teachers rated this domain lower than the other 4 domains. Overall, the APP teachers showed the most gain between Years 1 and 2. This could be attributed to the APP teachers rating themselves lower in Year 1 than the TC teachers thus having more room to grow. The largest separation in gains occurred in Domain 3.

Another question was “How would the teachers perceive themselves after Year 5?” For Figure 10, I displayed the average rating of perceptions by the APP and TC teachers for each domain and “Overall.”

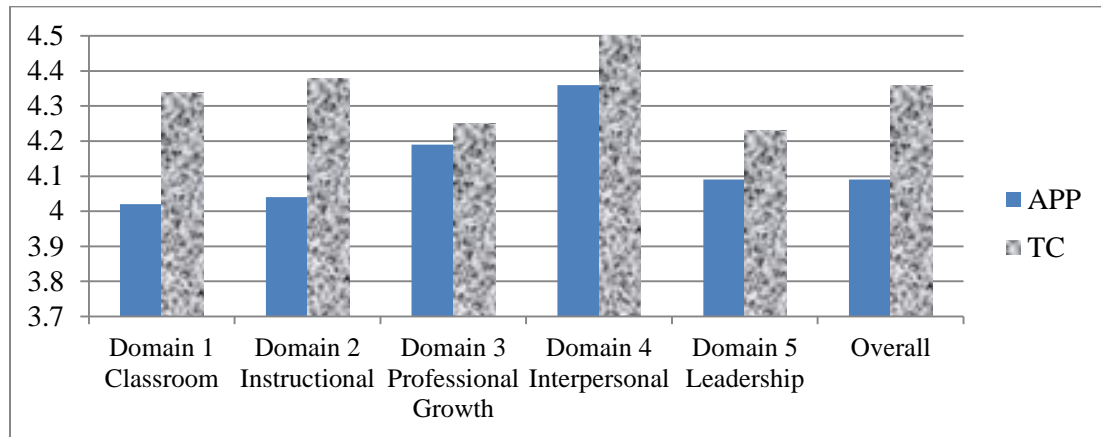


Figure 10. Year 5 Ratings by Teacher Type

For each domain, responding TC teachers perceived themselves higher than the APP teachers. The largest separation in ratings occurred in Domains 1 and 2 which make up the Classroom/Instructional Dimensions. The smallest discrepancy was in Domain 3 (Professional Growth and Continuous Improvement).

Upon further analyzing the data, I finally considered whether the contrast between teacher types grew substantially. In other words, I wanted to know if the separation in scores occurring in Year 1 for APP and TC teachers changed by Year 5. Figure 11 was constructed by figuring the difference in average scores between the two groups for Year 1 and Year 5 for each Domain and “Overall.”

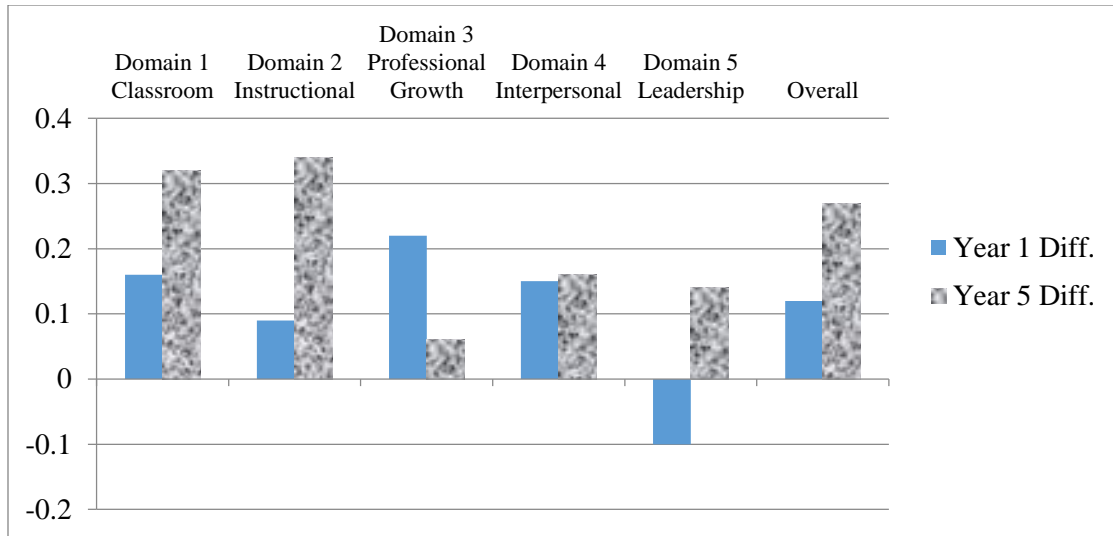


Figure 11. Separation in APP and TC Ratings for Years 1 and 5

Overall, the TC teachers had higher perceptions of effectiveness for Year 1 by 0.12 than did the APP teachers. That discrepancy increased to 0.27 by Year 5. Domain 2 (Instructional Effectiveness) showed the greatest increase from Year 1 to Year 5 with the separation in scores widening by 0.25. Domain 5 (Leadership) had a large increase as well; however, this may be attributed to being the only domain in which TC was lower than APP in Year 1 (as represented by a negative separation of scores for Year 1 in Domain 5 in Figure 11). By Year 5, TC was rated higher than APP for Domain 5. For Domain 4 (Interpersonal Skills), the gap held fairly steady while the gap for Domain 3 showed the only decrease. Note that Domains 1 and 2 which comprise the Classroom/Instructional Dimensions showed some of the most substantial increases in the discrepancies between the perceptions of the two teacher groups' effectiveness.

These TC teachers rated themselves higher than the APP teachers during each year and showed a larger increase in perceived effectiveness over the term of five years.

With the exception of Year 1 teachers for Domain 5, this group of TC teachers rated themselves higher than the surveyed APP teachers for each Year of each domain.

Teacher Survey Summary

For Question 4, the APP teachers who responded perceived themselves as being generally more effective than did the responding TC teachers. This was contradictory to the results of Question 6 in which the TC teachers rated themselves higher in each activity of effectiveness. The surveyed APP teachers grew more over five years in the qualities but the TC teachers still showed higher ratings on the qualities by Year 5.

Both teacher groups found value in their first year of experience and as they progressed to Years 4 and 5, their Post-1st year experience became very beneficial. The college coursework of the TC teachers was viewed as much more important than the PEC of the APP respondents. Prior work experience was valued considerably by the APP teachers.

Although both teacher groups rated themselves low in the Classroom/Instructional Domains, the gap between their perceived effectiveness widened from Year 1 to Year 5. It appears that the TC teachers felt they improved at a higher rate than did the APP teachers for Domains 1 and 2 which make up Classroom/Instructional Dimensions.

Teacher Evaluations

Gathering meaningful data from the teacher evaluations proved to be a challenge because I had only four evaluations of different teachers conducted by four different principals with varying degrees of experience, philosophies, and dedication to the process. Mr. Stan, for example, stated that he would not give a rating of Superior (5) because it leaves no room for growth. In looking at the evaluation by Mr. Rogers, every

dimension was given an Effective (3) or Not Observed. He shared with me that he does not have the time to commit to the process that it deserves. Every principal had a different method of leaving feedback ranging from leaving zero comments, to providing selective comments, to providing comments on every dimension. Nonetheless, I provided statistical data in Table 9 from the evaluations and I discuss the comments later in the section.

Table 9

Evaluation Data Results

Average Rating	Teacher			
	Musial	Hornsby	Gibson	Brock
Domain 1: Classroom Management	3.83	3.00	4.00	3.80
Domain 2: Instructional Effectiveness	3.70	3.00	3.30	3.20
Domain 3: Professional Growth and Continuous Improvement	3.50	3.00	4.50	3.50
Domain 4: Interpersonal Skills	3.00	3.00	4.00	3.00
Domain 5: Leadership	4.00	3.00	5.00	3.00
Overall Evaluation Rating	3.70	3.00	3.75	3.37

Note: Superior (4.8-5.0); Highly Effective (3.8 to under 4.8); Effective (2.8 to under 3.8); Needs Improvement (1.8 to under 2.8); Ineffective (under 1.8)

The data from Table 9 provided little to consider in regard to certification route. All teachers received an Overall Rating in the Effective range. I decided against analyzing Mrs. Hornsby's evaluation statistics because her principal gave each evaluated dimension an Effective (3) offering no basis for developing relationships. Next, I examined which domains were rated highest for each teacher. Mrs. Musial's highest ratings were in Leadership and Classroom Management. Mrs. Gibson received her

highest marks in Leadership and Professional Growth. Mrs. Brock's highest ratings were Classroom Management and Professional Growth. However, the high rating in Classroom Management for Mrs. Brock could be attributed to her prior experience as a paraprofessional and work in a daycare setting. For Mrs. Musial and Mrs. Brock, they received their lowest ratings in Interpersonal Skills. Mrs. Musial's principal mentioned in the interview that if she had any problems at all they were with her ability to relate to the students. The domain that received the highest average rating among the four teachers was Leadership while the lowest was Interpersonal Skills.

Because I did not get any useful data from the ratings of the evaluations, I was hopeful that comments would provide something useful. Inconsistencies in reporting comments made it difficult to draw conclusions as well. Comments for Mrs. Musial were sparse, only coming on the first page of the evaluation and consisting of short phrases such as "revises plans according to student data" and "successfully uses a variety of activities." Mrs. Hornsby's evaluation provided the most useful comments although they were limited to only seven of the dimensions. Some of the more valuable comments were "discipline is appropriate" and "interacts well with students." Mrs. Gibson's evaluation contained comments that were cited directly from the Tulsa Model handbook and were of no use. Finally, Mrs. Brock's evaluation only contained two comments: (a) walks through co-taught classroom and assists all students to better understand the lesson; and (b) consistent with time and schedule.

Other than providing insight on the principals and the way they conducted evaluations, I found the evaluation portion of data collection provided no meaningful value to the study. The variations and inconsistencies in the manner in which the

evaluations were conducted did not provide any insight on how teachers from the two routes to certification are prepared or develop.

Summary

This study sought to address three research questions dealing with the principals' and teachers' perceptions of the preparedness and development of teachers from two different routes to certification—TC and APP. After analyzing and triangulating data that included teacher interviews, principal interviews, principal surveys, teacher surveys, and teacher evaluations, I found several recurring themes throughout the data.

Participating principals perceived a difference in the TC and APP teachers. The greatest disparity was seen in respect to preparedness in which the principals attributed to the training and student teaching experiences of the TC program. Although these principals recognized a discrepancy in the development of teacher qualities for teachers of the two teacher groups, this discrepancy was not as profound as with preparedness. Many of the principals believed that over time, the differences in the two teacher groups diminished based on other factors especially experience. They believed that the APP teachers could be as effective as TC teachers with training, hard work, and experience in the classroom. The principals who participated in this study believed that TC was the more superior route in preparedness but not superior in the development of qualities of teacher effectiveness.

Principals who responded to the survey believed that TC teachers were stronger than APP teachers in teacher qualities and especially in those qualities that pertain to classroom management and instructional effectiveness. These principals consistently rated the TC teachers higher in these classroom qualities. However, the differences

diminished after the first year. They believed the discrepancy in TC and APP teachers was less in leadership, communication, and professionalism qualities than in qualities related directly to classroom management and instruction.

Surveyed principals were more likely to rate their respective teacher certification routes higher than what was rated by the other principal group. Principals with a TC teacher certification rated the TC teachers higher than what principals with AC teacher certifications rate the TC teachers. Principals with AC teacher certifications gave more favorable ratings to APP teachers than ratings given by the principals with TC teacher certifications. These AC principals were also more likely to see “No Difference” between the two routes.

Many strengths and weaknesses were identified for both certification routes. The participating principals recognized that major differences in preparation pertain to the TC teachers’ ability to handle classroom management, their more advanced understanding of education, and understanding of child development. This was attributed to the training and student teaching experiences they received through their TC program. APP teachers were praised for their “real world experiences,” content knowledge, flexibility, maturity, and creativity. Some principals downplayed the effectiveness of the TC programs stating that classroom experience was the most important factor involved.

Many influences in a teacher’s development were identified; but regardless of their route to certification, classroom experience was valued the most by the teachers who participated and was noted as important by many principals. For the TC teachers, the internship was an important aspect of their preparation, and APP teachers placed great value in their life experiences; but after a few years of teaching, both groups of teachers

believed classroom experience was more valuable in their development as effective teachers than any components of their preparation programs.

The principals and teachers participating in the study believed that entry-level teachers struggle regardless of certification route. Throughout the data collection, I found it evident that during the first year of teaching, issues of classroom management and a lack of understanding of general education processes were present for new teachers as a whole. Although the TC teachers were perceived to have an advantage in preparedness, principals and teachers from both routes expressed that the first year is often a struggle for new teachers. Even the interviewed TC teachers spoke of losing confidence within the first few weeks of their entry-year.

Classroom management was a concern for teachers and principals alike. Teachers in the study recognized that classroom management was an area that they needed and wanted assistance with. The principals were consistent throughout the data collection stating that classroom management was a major concern for new teachers. Even the TC teachers who had the benefit of an internship and coursework in classroom management noted their struggles at the onset of the entry-year.

Some principals participating in the study believed the influence of the individual may be the greatest factor in whether a teacher develops effectiveness. Although the principals believed that TC was the route that prepared teachers best, many presented the notion that eventually the individual was what mattered most. Factors of the individual including work ethic, commitment to the profession, desire, and willingness to seek help were all mentioned as qualities of the individual that will determine a teacher's ability to

develop effectiveness qualities. Many principals expressed confidence in teachers who were willing to work hard and commit to the profession regardless of their certification.

Trends of the Tulsa Model dimensions and domains in relation to the preparation and development of novice teachers became very evident in the data collection. The Tulsa Model consists of five domains: (a) Classroom Management; (b) Instructional Effectiveness; (c) Professional Growth and Continuous Improvement; (d) Interpersonal Skills; and (e) Leadership. Principals consistently rated the TC teachers more prepared in each domain. However, the disparity was greatest in the domains of Classroom Management and Instructional Effectiveness. The principals perceived that after the first year of teaching, there was more similarity in the two teacher groups in each domain. The contrast was less substantial in the domains of Professional Growth, Interpersonal Skills, and Leadership. It was a consistent theme that principals believed that TC teachers were more prepared and more developed in the domains of Classroom Management and Instruction Effectiveness than their APP counterparts.

This case study uncovered the factors that the participating teachers and principals believed provided novice teachers with the best preparation and development of the twenty dimensions of the Tulsa Model of Evaluation and how TC and APP related to this preparation and development. Cotton (2000) stated that identifying factors was not enough but one must learn how they interact. The Tulsa Model Framework was validated as the theoretical framework as the data confirmed the presence of these factors in the most prepared and developed teachers.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is presented in three parts. First, I present a summary of the findings of the data collection outlined in Chapter VI. Next, I discuss the implications of the findings presenting recommendations for changes in the Traditional Certification program of Oklahoma, the Alternative Placement Program in Oklahoma, and in Oklahoma school districts. Finally, I discuss recommendations for further research.

Summary of Findings

The prevailing finding of this study was that principals participating in the study perceived Traditionally Certified (TC) teachers to be more prepared for the entry-level year in teaching than they did teachers from the Alternative Placement Program (APP) of Oklahoma. The principals attributed the combination of preparation activities including an internship, college coursework, and observations as integral to the TC teacher having an advantage during those first months in the classroom.

Five main themes emerged from this study, as seen in the responses to the surveys and the interviews conducted with the teachers and their principals: (a) the principals saw a disparity in TC and APP teachers yet believed the gap decreased after the first year; (b) participating teachers valued their classroom experience above all else; (c) the struggles

of an entry-level teacher was not limited to APP teachers; (d) classroom management was a concern for everybody; and (e) the effect of the individual mattered.

Principal Perceptions

Research Question 1 asked, “What are practicing principals’ perceptions of teacher preparedness of TC and APP entry-level teachers in Oklahoma?” Data collected throughout the study showed that participating principals believed TC teachers were more prepared for the first year of teaching than APP teachers. The principals felt the requirements of the TC program provided teachers with an advantage over the APP teachers and that the internship and other field experiences were major contributors to this advantage. These principals believed that it was valuable for novice teachers to have spent some time in a classroom setting.

Research Question 2 asked, “What are practicing principals’ perceptions of the development of teacher effectiveness qualities for novice TC and APP teachers in Oklahoma?” Again, data showed that participating principals felt TC teachers developed effectiveness qualities quicker than their APP counterparts. These principals believed the greatest discrepancies in the development of teacher qualities for teachers of the two routes were in Classroom Management (Domain 1) and Instructional Effectiveness (Domain 2) of the Tulsa Model of Evaluation. For the other three domains, they felt the discrepancy in qualities between the two teachers was not as substantial. These domains included qualities in leadership, interpersonal skills, and professionalism. However, many of the principals believed that the differences in teachers of TC and APP backgrounds became less noticeable or even nonexistent over time.

Over half of the principal respondents believed the traditional route was superior. No respondents perceived APP as the more superior route. The most popular reasons for the superiority of the traditional route were attributed to the TC teachers' internship experience and the coursework TC teachers acquired in college. The most popular evidences of superiority were instructional techniques and classroom management. The respondents who believed that neither route had superiority expressed that other factors were more important than the certification route such as the impact of the individual and the individual's traits.

Principals felt that teachers who experienced the TC route to certification were more prepared for the entry-year. However, the perceived experience in the classroom was a major factor in the development of effectiveness qualities along with the characteristics of the individual teacher. Therefore, over time the development of the teacher was more reliant on these factors rather than the route to certification.

Value of Experience

The two programs of certification had several different components to them. The study showed that participating TC teachers considered their internship very valuable to their preparation. The surveys and interviews provided conflicting data concerning the TC teachers' college coursework. Surveys showed that the coursework was deemed more beneficial than internships and field experiences. However, interviewed teachers described that some courses were beneficial, namely methods courses, but most were not beneficial at all. The APP teachers felt strongly about the importance of their life experiences and prior work experience. However, teachers from both routes placed the most value in their teaching experiences.

APP teachers who had prior experience as a paraprofessional, substitute teacher, or other school-related experience cited these experiences as beneficial to their preparation and development. Survey results from the TC teachers placed the internship experience as one of the most valued experiences of their preparation program. Interviewed teachers also expressed the value of their teaching experience as very important. Regardless of the time frame (seven months to over four years), these teachers expressed experience in the classroom as the most beneficial factor to their development as an effective teacher.

The teacher survey provided an opportunity to see how teachers with experience levels ranging from one to five years perceived their prior teaching experience. For teachers of both routes, as teachers accumulated experience, they placed more value on prior teaching experiences than other components of their preparation and development.

Principals who participated recognized the importance of teaching experience as well. Many principals recognized the TC program as providing a more effective route to preparation but were not as likely to express it as superior to APP. These principals identified several factors that are better indicators of a teacher's development of effectiveness qualities. They believed that individual traits, professional development, and other factors interacted with the teacher's classroom experience to result in contrasts in the effectiveness levels of TC and APP teachers to subside over time. Participants of the study believed that experience in the classroom was more valuable than any components of the APP or TC programs.

Entry-Level Teachers Will Struggle

Research Question 3 asked, “How do TC and APP teachers in Oklahoma perceive their levels of preparedness for teaching?” Preparation practices did not equate to preparedness. Although principals participating in the study believed that TC teachers were more prepared, and data from the participating teachers showed that the TC teachers believed they were more prepared initially than the APP teachers, entry-level teachers from both routes struggled. Teacher surveys showed that entry-year experience was more valuable than any prior experiences including work experience, internships, or college coursework. The teacher interviews provided much insight into how teachers feel about that first year. The TC teachers expressed that they believed they were prepared and felt “confident” in their preparation. However, they expressed that they quickly realized they were not ready for the challenges that faced them. The two TC teachers I interviewed both expressed a feeling of wanting to quit or wondered what they had gotten into. The APP teachers spoke of the challenges but never spoke of “giving up.” Perhaps the TC teachers were led into a false sense of security by their preparation program while the APP teachers had no preconceived notions of what to expect. Regardless, perceptions were that the first year of teaching was the most difficult time for a teacher especially the beginning of that first year. Participants believed that neither the TC programs nor the APP provided enough training to adequately prepare the teachers for the onset of their new careers.

Classroom Management

Data from the surveys and interviews revealed a great concern for classroom management. Principal surveys showed that TC teachers were stronger in classroom

management. The principal interviews, however, revealed a concern in this area for all novice teachers. Although the teacher surveys confirmed that TC teachers have more confidence in classroom management, teachers expressed in the surveys and interviews that classroom management was a perceived area of weakness regardless of preparation. Throughout data collection, it became obvious to me that classroom management was an area that novice teachers were perceived to be unprepared for regardless of their preparation program. Entry-level APP teachers were perceived to be unprepared for classroom management because they had received no training and were learning it through experience and whatever support was provided by their district. Entry-level TC teachers were perceived to be unprepared for classroom management because their college coursework was not effective and the field experiences and internship had not proven to be effective in preparing the teachers to handle classroom management.

The Individual Matters

Principals participating in the study believed that even though the TC teachers may be more prepared initially, their development often hinged on other factors such as life experiences, work ethic, commitment to the profession, personality, and desire. Throughout the principal surveys and interviews, the importance of the individual was signified as an integral factor in the development of the teacher. Principals repeated their confidence in the effects of work ethic and commitment to the profession. They expressed confidence that if a teacher would work hard at becoming an effective teacher and commit to becoming an effective teacher, the principals would provide them with the tools to be successful. The principals expressed that they wanted teachers who were committed to the profession, possessed work ethic, and were motivated, creative, and

innovative, amongst other individual qualities. They believed that a teacher with these qualities would improve over time because they would work to be effective, not because of their route to teaching. Differences in the programs may exist which allowed TC teachers to be more prepared initially, but the perception was that the overall development of a teacher sometimes rested on the qualities and commitment of the individual teacher.

Implications of Findings

This study did not have a purpose of finding a reason to eliminate a route to teacher certification in Oklahoma. With the teacher shortage reaching a near crisis situation, this would serve our state no purpose. Rather, I hoped to determine areas of strengths and weaknesses of TC and APP novice teachers and provide recommendations that would improve our state's education system.

Recommendations for Traditional Certification

The colleges of education and the Oklahoma Commission for Teacher Preparation (OCTP) should revisit the standards by which colleges base their programs. Although coursework was deemed by TC teachers as a strength to their preparation as reported in the surveys, the interviews revealed that many courses and methods of presenting the courses were ineffective. Often this was attributed to the professor teaching the course, but the teachers seemed to speak most positively about methods classes. One interviewed principal echoed this sentiment stating that courses needed to have more "real life" experiences. There seemed to be a struggle between theory and application with teachers and principals desiring more coursework in application. The state's college of education programs are aligned by the Oklahoma Professional Competencies for Licensure and

Certification (OPCLC) for which each teacher candidate provides a portfolio based upon the 15 competencies. One interviewed TC teacher specifically expressed disdain for the portfolio process of the OPCLC. I recommend that the competencies of the OPCLC be revisited in regard to the balance of theory and application.

The importance of internships and field experiences has been documented by past research (Darling-Hammond (2006); Grossman & Richert (1988); Wilson, Floden, & Ferrini-Mundy, (2001)). Darling-Hammond (2006) warned that the field experiences should be carefully constructed and coordinated with campus coursework. In this study, the internships and field experiences were deemed as strengths of the TC program, but the interviews revealed some weaknesses in process. Namely, they did not always offer a “well-rounded” experience. After reviewing the transcribed notes, I reflected on the experiences of Mrs. Musial’s field experiences and internship and how they related to her first year of teaching. Mrs. Musial was not prepared for the environment she was placed in. I do not think she recognized the limitations of her internship as she spoke highly of it throughout the interview. But the suburban school she was placed in and the fact that she was only given a small part of the curriculum to teach gave her some unrecognized limitations. She admitted that classroom management was an issue during her entry-level year. She was dealing with different students under difference circumstances and with different resources. Her perceived confidence in what she would be doing was quickly dashed as she realized that the environment she observed in the internship and field experiences was not her reality. The placement of novice teachers in a field experience or internship where resources, parent involvement, and class numbers are “ideal” could give the teachers a false sense of security in what teaching is. The program may do an

adequate job of providing diversity in grade-level observations, but it was unclear how a college education program decides what schools will be observed. I believe it would serve the teachers better for the OCTP to require the colleges to ensure observations in schools that are low-performing or “Title I” schools. As Mrs. Musial discovered, doing her observations and internship in “ideal” schools gave her a confidence in her ability that was quickly dashed when she began teaching in a school that was not as “ideal.”

Finally, the involvement of the universities with the newly placed teachers in this study was found to be inconsistent. The TC teachers desired and welcomed feedback. I believe they needed an avenue outside of their school district to express their struggles. As new teachers, they were hesitant to seek that help within their district. They were hired to be teachers and as aspiring professionals, believed they should have been prepared. The OCTP and colleges should ensure a program to provide this assistance throughout the entry-level year.

Recommendations for the Alternative Placement Program

Going into this study, I really did not know the requirements of the APP. After researching, I became very interested in the prior work experience requirement of the program. I assumed, for example, that a chemistry teacher would have first-hand work experience in the chemistry field. I found this was not the case. The prior work experience requirement was not stringent and appeared to be a “gray area” providing the Oklahoma Teacher Competency Review Panel variance in deciding the relationship of the work experience to the teaching field. I believe the work experience requirement should be revisited and either defined and followed or completely eradicated altogether from the requirements. Another aspect of the APP that I failed to understand was how the

determination was made for a degree program to be considered related to a field of teaching. Mrs. Gibson is teaching in a field of science with a business related degree. How does business translate to chemistry? The requirements of the APP require a major in a field of study corresponding to an area of Oklahoma Certification (OSDE, n.d.b). If the need was to provide an easier route to certification, then the Oklahoma State Department of Education (OSDE) should not demand a requirement that was treated without substance.

My study revealed an alternative route to special education certification in Oklahoma where the candidates completed an eight-week “boot camp” of courses in theory and methods. This program seemed to be more rigorous and provided more substance than the APP-required professional education component (PEC). However, the study revealed two problems with the PEC. First, it does not have to be completed for three years. This allows novice teachers in the classroom with no theory, methodology training, or pedagogical background. Second, the component is vague in requirements. The APP does not outline a program of courses. One interviewed APP teacher revealed that she was working on her Master’s in Education Leadership. She will have no classes in methods. I suggest the APP require a “boot camp” type program where the teaching candidates can at least enter that first year of teaching with some background in theory, methods, and pedagogy. Additionally, the literature review revealed that the APP teachers are not required to pass the Oklahoma Professional Teacher Exam (OPTE) which tests professional knowledge and skills initially. The APP teachers have three years to pass the test. TC teachers must pass the OPTE before being awarded their initial licensure. I do not understand why the TC teachers are being held to a higher standard of

knowledge of these skills than the APP teachers. I believe the APP teachers should be required to pass the OPTE prior to teaching in an addition to the proposed “boot camp” program. I also believe the new teachers should be required to complete a Master’s program in education within three years as required in the special education alternative program.

The APP teachers received no support in their first year of teaching outside the district-level. McKibbin and Ray (1994) stated that for AC programs to be most effective the teachers should be followed for two to five years after completing the program. I believe the OSDE should contract with universities to assign a resource for each entry-level APP student. The study revealed that the participating APP students had many of the same challenges as well as some different challenges than their TC counterparts. The APP teachers struggled to find resources and had less knowledge of general education issues than the TC teachers. The assignment of a university representative to these new teachers would be welcomed by the teachers and their administrators alike.

District-Level Recommendations

A common theme through the study was the recognized importance of a strong mentoring program and the absence of a strong mentoring program for the development of novice teachers. Oklahoma is not currently requiring districts to participate in a Residency-Teacher Program for entry-year teachers. As an unfunded program, I found many districts have chosen not to participate. Instead, administrators are using an informal process to assign mentors to entry-level teachers or not assigning mentors at all. District-level officials should implement policy outlining a detailed mentoring program and mentor training. The OSDE should push for the Residency-Teacher Program to

become a requirement again and outline the requirements of the program to ensure every entry-level teacher participates in a formalized mentoring program.

Another area I explored was the importance of professional development for novice teachers. Each district handles professional development differently and policies for implementation vary greatly based on funding and available resources. Some districts have the means to provide expensive opportunities while other districts must limit opportunities to what is provided at the district-level. However, the importance of professional development cannot be ignored. District-provided in-service opportunities were not held in high regard by the teachers. This should be addressed. School districts in Oklahoma have required trainings that must be provided each year. District personnel should strive to make their additional training experiences beneficial to all teachers and especially the novice teachers in their districts. A rigorous and detailed orientation-type program for new teachers addressing site, district, state, and federal policies would serve these entry-level teachers well.

Recommendations for Future Research and Reflection

This study opened up several questions I did not anticipate through the proposal process. Going into the study, I did not have any preconceived notions of how principals would view the APP teachers. The first step in data collection was the principal survey; upon my initial analysis, it became immediately evident that most of the principals who responded do believe there is a disparity.

I also did not anticipate the problems that occurred with the evaluation data. I was surprised at the lack of uniformity of the principals' teacher evaluation methods. With the changes to evaluation methods as spurned by the TLE law, I believed that

principals were taking the task seriously. I found that some principals are still “going through the motions.” The new TLE requirements have serious implications for teachers and should be viewed as a tool to improve instruction. From what I witnessed, some principals are still doing the minimum requirement. In addition, their rationale for scoring the individual dimensions was far from uniform.

I was not prepared to discover the APP’s ability to allow certification that did not seem in line with requirements. Mrs. Gibson’s story was particularly alarming. She is teaching science, and in particular chemistry, with a degree in Business. Her work experience was in the mineral lease business which is vastly different than science instruction. Although she seemed to be doing well and her principal was very pleased with her, I wondered if this was the norm. Were requirements for acceptance to APP that relaxed or was this an anomaly?

Although I am sure there are districts in Oklahoma that utilize a formal mentoring program with entry-year teachers, I cannot help but have concerns that the four districts where I interviewed participants do not have mentoring programs. I remember my own Resident Teacher program that involved an onsite mentor teacher, the site principals, and a representative from my college of education. We met a few times during that first year. They recommended skills and strategies for me to work on. They provided a support system designed to help prevent failure. That program is not being used today, and until I began this study, I had not realized how important it was.

My impression was that many principals equate classroom management to effective teaching. As I visited with some of the principals during interviews, comments were made that led me to believe that if a teacher was viewed as strong in classroom

management, then they were viewed as a strong teacher. The surveys indicated this as well, along with many comments that were made about teachers not being prepared or effective and then were followed with a comment about struggling with classroom management.

One of the themes that emerged as I started coding and analyzing data was the pattern that TC teachers are stronger in certain effectiveness qualities than APP teachers. The contrasts in the two types of teachers was reported as more evident in areas concerning classroom instruction/management/teaching than in the qualities concerning communication/leadership/professionalism. I initially had not planned on reporting data based on the five domains or the groups (Classroom/Instructional Dimensions and Individual Dimensions). The decision to discern between these groups was driven by the patterns that I began to notice.

An area that I wanted to explore but was unable to secure the data was the relationship of student achievement and the teacher's route to certification. At the time of the study, Oklahoma did not employ a value-added teacher evaluation system. However, the state is in the process of adding this component to the TLE system of evaluation. With the data to be available by 2016, future research could explore the relationship of student achievement and route to certification.

My analysis of survey responses by alternatively certified (AC) principals and TC principals showed that the principals often rated teachers of like certification higher. AC principals did not rate APP teachers higher than the TC teachers; however, they did give APP teachers higher marks than TC principals. APP teachers were rated higher in most *Individual Qualities Dimensions* than the *Classroom/Instructional Dimensions* by both

principals, and AC principals were more likely to see no difference than did the TC principals. One of the interviewed principals had an alternative teaching license and was defensive of teachers from the APP route. I believe this could merit further research. Is there a difference in expertise and knowledge of principals by certification route? Are both effective leaders? Do they have a bias toward teachers of their same route? These are questions I would like to see explored.

This study does not examine the retention rates of TC and APP teachers in Oklahoma. Although many studies nationwide have been conducted over teacher retention, I believe this would be a worthy topic to explore further as the Oklahoma programs differ from many other programs throughout the nation.

I had hoped that the evaluation component of data collection would provide meaningful data on effectiveness qualities and their relation to certification routes. As explained in Chapter IV, limitations in the number of evaluations collected and inconsistencies in the methods and philosophies by which the evaluations were conducted provided for a lack of meaningful data. However, I do believe that the Tulsa Evaluation Model could be a valuable instrument for determining the perceptions of principals. A study involving multiple evaluations provided by a small number of principals could provide more consistent data. Additional research into the principals' perceptions and conducting/completion of evaluations (regardless of but also in consideration of training) might reveal data that could change perceptions of the effectiveness of the TLE evaluation system.

Finally, with the deficiencies found in the Oklahoma TC programs and the APP, I wondered about the leadership at the top of these programs. Who are the people who are

setting up the standards by which the programs are operating? What are their backgrounds? What is their focus? Often, change must come from the top down and I believe exploring the decision-makers would be a beneficial study.

Conclusion

Although several themes emerged from the study, three specific research questions were addressed. First, the study sought to explore the perceptions of principals of the preparedness of TC and APP entry-level teachers in Oklahoma. The principals participating in the study believed that the TC teachers were more prepared for the first year of teaching. Next, the study sought to investigate how those principals felt TC and APP teachers developed in their first five years of teaching. Again, these principals believed the TC teachers developed teacher effectiveness qualities at a higher rate than APP teachers. In particular, the principals felt that there was greater disparity in the Tulsa Model Domains of Classroom Management and Instructional Effectiveness. However, they felt the discrepancies in teachers of the two routes diminished over time. The final research question sought to determine how teachers of the two routes perceived their preparedness for teaching in regard to their preparation route. The teacher survey provided much information on the perceptions of APP and TC teachers with respect to their preparation programs. Over half of surveyed APP teachers entered the profession having no prior teaching experiences of any kind. This places even more importance on the influence of their past experiences, the supports provided through the APP, and the districts that hire them. Teachers from both routes expressed many challenges during that first year of teaching especially in classroom management. TC teachers appeared to feel confident in their abilities initially but experienced onset struggles despite that

confidence. APP teachers often experienced feelings of being “lost.” They struggled with knowing what to do, where to go, and where to look for resources. The findings of the study revealed areas in both routes to certification that could be improved upon. It is my hope that this study could be used to begin a dialog for change in TC and the APP of Oklahoma.

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APPENDICES

APPENDIX A

Letter to Principal Participants and Information Sheet

September 1, 2014

Dear _____,

My name is Chris Karch, and I am superintendent of Calvin Public Schools in Calvin, Oklahoma. I am also a doctoral candidate at Oklahoma State University where I am completing my dissertation on perceptions of teacher preparedness of Alternatively Certified and Traditionally Certified Teachers in Oklahoma.

I am asking your help in gathering data for my dissertation. As an administrator active in hiring teachers, I believe it is important that I hire the best person for that position. With every applicant search, I am faced with many questions about the applicants, especially those who are new to the profession. I am interested in how principals perceive the preparedness, performance, and effectiveness of Oklahoma teachers who have been certified through Alternative Placement and those who go through the traditional route of teacher education preparation programs. I am asking you to complete a survey designed to gather your perceptions of preparedness and effectiveness of novice teachers in Oklahoma.

I have attached a Participant Information Sheet that will provide further information about the study. Your participation in the study is voluntary. Please do not complete this survey during your school district's time. If you agree to complete the survey, follow this link <https://www.surveymonkey.com/s.aspx> and complete the survey by September 9, 2014. By clicking the URL, you are indicating that you freely and voluntarily agree to participate in the online survey portion of this study and you also acknowledge that you are at least 18 years of age.

Your participation in this research is completely **CONFIDENTIAL**. Information obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission as required by law.

Completion of the survey should take no longer than 15-20 minutes. I look forward to your participation. Should you have any questions, please feel free to contact me at (***) ***-*** or via email at *****@okstate.edu. Again, thank you for your participation and support.

Sincerely,

Chris Karch

Participant Information Sheet

Title: Teacher Certification Types and Teacher Preparedness and Effectiveness in Oklahoma

Investigator(s): Christopher G. Karch; B.S. Northeastern State University, Oklahoma; M.A. Northeastern State University, Oklahoma; Doctoral Candidate, Ed.D. School Administration, Oklahoma State University, Oklahoma.

Purpose: This study seeks to determine if novice teachers in Oklahoma have levels of preparedness and teacher effectiveness that vary by certification routes, in particular, Alternative Placement and traditional certification through Oklahoma colleges of education. Teacher shortages, criticisms of the current education system and teacher preparation programs, and need for increased minority representation have all contributed to a need for alternative methods of educator certification. The Oklahoma Alternative Placement program has characteristics differing from other state alternative certification programs. This study will produce results unique to the Oklahoma Alternative Placement program and Oklahoma colleges of education.

What to Expect: This research study has different levels of participation for the two types of participants. Principal participants will be asked to participate in a survey which will take 15-20 minutes to complete. Initial contact with principals will be made by email. Potential participants will be contacted two times by email asking for their participation.

Teacher participants will be asked to participate in either or both of two levels: 1) survey and 2) interview and teacher evaluation review. Surveys will take 15-20 minutes to complete. The interview and evaluation review will take 45 to 60 minutes. Of the teachers agreeing to the interview and evaluation review, four total teachers will be randomly selected. The Letter of Informed Consent will provide consent for interview and review of their most recent teacher evaluation. In order for a teacher to be included in the interview process, the teacher's respective district must grant approval and their respective principal must consent to being interviewed and providing access to the evaluation documents. The researcher will be responsible for obtaining district approval and principal consent. Teacher and principal participation is entirely voluntary and cannot be required by district personnel or superiors.

Principal surveys and interviews are designed to find their perceptions of preparedness and effectiveness of novice teachers certified through Alternative Placement and traditional certification in Oklahoma. The teacher surveys and interview are designed to find the perceived levels of preparedness they received from their specific teacher preparation program and their perceived effectiveness as a teacher.

Risks: The risks associated with this study are no greater than those of everyday life. The participants will not be asked to sign anything, thereby affirming participant confidentiality and anonymity. Review of the teacher evaluations may be considered sensitive information. I assure all participants complete confidentiality and will provide information on procedures to safeguard this confidentiality to mitigate any potential stress.

Participation in this study is completely voluntary. Teachers who volunteer to be interviewed must have district-provided permission as well as a supervising principal who will participate. The researcher will be responsible for obtaining permission from the district and supervising principal. The decision of the teacher to participate or to leave the study should not affect employment status in any way.

Benefits: Potential benefits from participation for the subject will be the opportunity to learn about their own perceptions of their preparedness and effectiveness to teach. Learning about these perceptions may help participants better understand areas of potential growth. This knowledge may help participants recognize areas of strengths and deficiencies. Participants may also be able to assess areas of preparedness and effectiveness they are interested in further improving upon. The potential benefit is improvement of the programs offered through Alternative Placement and Oklahoma Colleges of Education. Another potential benefit to society will be the sharing of information gathered from this study. Researching the perceptions of preparedness and effectiveness may better assist organizations (state agencies, colleges of education) with similar training goals.

Compensation: There is no compensation for participating in this study.

Your Rights and Confidentiality: The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Data will be destroyed three years after the study has been completed. Audio and video tapes will be transcribed and destroyed within 30 days of the interview.

The survey will be conducted online through Survey Monkey. Note that Survey Monkey has specific privacy policies. If you have concerns you should consult this service directly. Survey Monkey's privacy statement is provided at <https://www.surveymonkey.com/mp/policy/privacy-policy/#respondents>.

Contacts: You may contact the researcher at the following address and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study: Chris Karch, PO Box 126, Calvin, OK 74531, ***-***-**** or Bernita Krumm, Ph.D. (Advisor), 310 Willard Hall, SES, Stillwater, Ok 74074, ***-***-****. If you have questions about your rights as a research volunteer, you may contact Dr. Tamara J. Mix, Interim IRB Chair, 219 Cordell North, Stillwater, OK 74078, ***-***-**** or irb@okstate.edu.

If you choose to participate: Please click <https://www.surveymonkey.com/s.aspx> if you choose to participate. By clicking the URL, you are indicating that you freely and voluntarily agree to participate in the online survey portion of the study and you also acknowledge that you are at least 18 years of age.

APPENDIX B

Letter to Teacher Participants and Information Sheet

January 1, 2015

Dear _____,

My name is Chris Karch, and I am superintendent of Calvin Public Schools in Calvin, Oklahoma. I am also a doctoral candidate at Oklahoma State University where I am completing my dissertation on perceptions of teacher preparedness of Alternatively Certified and Traditionally Certified Teachers in Oklahoma.

I am asking your help in gathering data for my dissertation. As an administrator active in hiring teachers, I am very interested in how teachers perceive the levels of preparedness and effectiveness of Oklahoma's Alternative Placement program and our state's colleges of education. First, I am asking you to complete a survey designed to gather your perceptions of preparedness and effectiveness of your respective certification program. Secondly, I ask that you would agree to be interviewed and allow me to review your teacher evaluation data if randomly selected for that particular stage of the data collection. **You may choose to participate in the survey only; the survey, interview and evaluation review; or not participate at all.**

I have attached a Participant Information Sheet that will provide further information about the study. Your participation in the study is voluntary. Please do not complete this survey during school hours. If you agree to complete the survey, follow this link <https://www.surveymonkey.com/s.aspx> and complete the survey by January 15, 2015. By clicking the URL, you are indicating that you freely and voluntarily agree to participate in the online survey portion of this study and you also acknowledge that you are at least 18 years of age. After completing the survey, you will have an opportunity to indicate willingness to participate further in the study.

Your participation in this research is completely CONFIDENTIAL. Information obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission as required by law.

Completion of the survey should take no longer than 15-20 minutes. I look forward to your participation. Should you have any questions, please feel free to contact me at (***) ***-**** or via email at ****@okstate.edu. Again, thank you for your participation and support.

Sincerely,

Chris Karch

Participant Information Sheet

Title: Teacher Certification Types and Teacher Preparedness and Effectiveness in Oklahoma

Investigator(s): Christopher G. Karch; B.S. Northeastern State University, Oklahoma; M.A. Northeastern State University, Oklahoma; Doctoral Candidate, Ed.D School Administration, Oklahoma State University, Oklahoma.

Purpose: This study seeks to determine if novice teachers in Oklahoma have levels of preparedness and teacher effectiveness that vary by certification routes, in particular, Alternative Placement and traditional certification through Oklahoma colleges of education. Teacher shortages, criticisms of the current education system and teacher preparation programs, and need for increased minority representation have all contributed to a need for alternative methods of educator certification. The Oklahoma Alternative Placement program has characteristics differing from other state alternative certification programs. This study will produce results unique to the Oklahoma Alternative Placement program and Oklahoma colleges of education.

What to Expect: This research study has different levels of participation for the two types of participants. Principal participants will be asked to participate in a survey which will take 15-20 minutes to complete. Initial contact with principals will be made by email. Potential participants will be contacted two times by email asking for their participation.

Teacher participants will be asked to participate in either or both of two levels: 1) survey and 2) interview and teacher evaluation review. Surveys will take 15-20 minutes to complete. The interview and evaluation review will take 45 to 60 minutes. Of the teachers agreeing to the interview and evaluation review, four total teachers will be randomly selected. The Letter of Informed Consent will provide consent for interview and review of their most recent teacher evaluation. In order for a teacher to be included in the interview process, the teacher's respective district must grant approval and their respective principal must consent to being interviewed and providing access to the evaluation documents. The researcher will be responsible for obtaining district approval and principal consent. Teacher and principal participation is entirely voluntary and cannot be required by district personnel or superiors.

Principal surveys and interviews are designed to find their perceptions of preparedness and effectiveness of novice teachers certified through Alternative Placement and traditional certification in Oklahoma. The teacher surveys and interview are designed to find the perceived levels of preparedness they received from their specific teacher preparation program and their perceived effectiveness as a teacher.

Risks: The risks associated with this study are no greater than those of everyday life. The participants will not be asked to sign anything, thereby affirming participant confidentiality and anonymity. Review of the teacher evaluations may be considered sensitive information. I assure all participants complete confidentiality and will provide information on procedures to safeguard this confidentiality to mitigate any potential stress.

Participation in this study is completely voluntary. Teachers who volunteer to be interviewed must have district-provided permission as well as a supervising principal who will participate. The researcher will be responsible for obtaining permission from the district and supervising principal. The decision of the teacher to participate or to leave the study should not affect employment status in any way.

Benefits: Potential benefits from participation for the subject will be the opportunity to learn about their own perceptions of their preparedness and effectiveness to teach. Learning about these perceptions may help participants better understand areas of potential growth. This knowledge may help participants recognize areas of strengths and deficiencies. Participants may also be able to assess areas of preparedness and effectiveness they are interested in further improving upon. The potential benefit is improvement of the programs offered through Alternative Placement and Oklahoma Colleges of Education. Another potential benefit to society will be the sharing of information gathered from this study. Researching the perceptions of preparedness and effectiveness may better assist organizations (state agencies, colleges of education) with similar training goals.

Compensation: There is no compensation for participating in this study.

Your Rights and Confidentiality: The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Data will be destroyed three years after the study has been completed. Audio tapes will be transcribed and destroyed within 30 days of the interview.

The survey will be conducted online through Survey Monkey. Note that Survey Monkey has specific privacy policies. If you have concerns you should consult this service directly. Survey Monkey's privacy statement is provided at <https://www.surveymonkey.com/mp/policy/privacy-policy/#respondents>.

Contacts: You may contact the researcher at the following address and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study: Chris Karch, PO Box 126, Calvin, OK 74531, ***-***-**** or Bernita Krumm, Ph.D. (Advisor), 310 Willard Hall, SES, Stillwater, Ok 74074, ***-***-****. If you have questions about your rights as a research volunteer, you may contact Dr. Tamara J. Mix, Interim IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu.

If you choose to participate: Please click <https://www.surveymonkey.com/s.aspx> if you choose to participate. By clicking the URL, you are indicating that you freely and voluntarily agree to participate in the online survey portion of the study and you also acknowledge that you are at least 18 years of age.

APPENDIX C

Principal Interview Invitation Letter

January 20, 2015

Dear _____,

My name is Chris Karch, and I am superintendent of Calvin Public Schools in Calvin, Oklahoma. I am also a doctoral candidate at Oklahoma State University where I am completing my dissertation on perceptions of teacher preparedness of Alternatively Certified and Traditionally Certified Teachers in Oklahoma.

I am asking help in gathering data for my dissertation. As an administrator active in hiring teachers, I am very interested in how teachers perceive the levels of preparedness and effectiveness of Oklahoma's Alternative Placement program and our state's colleges of education. A teacher under your supervision, _____, has volunteered to be interviewed and allow me to review his/her most recent teacher evaluation data. In order for the data to be complete, I need to interview his/her direct supervisor. I ask that you would agree to be interviewed about your perceptions of the preparedness and effectiveness of novice teachers. In addition, I ask that you make available the said teacher's evaluation data. You will be provided their consent to this review.

I have attached a Participant Information Sheet that will provide further information about the study. Your participation in the study is voluntary. **Please reply to this email and indicate if you will participate or not.** If you agree to participate, I will seek approval to conduct this research from your district. If approval is granted, I will contact you to schedule a time and place for the interview after normal school hours.

Your participation in this research is completely CONFIDENTIAL. Information obtained in connection with this study that can be identified with you and the teacher participant will remain confidential and will be disclosed only with your permission as required by law.

The interview should take no longer than 45-60 minutes. I look forward to your participation. Should you have any questions, please feel free to contact me at (***) ***-**** or via email at ****@okstate.edu. Again, thank you for your participation and support.

Sincerely,

Chris Karch

Participant Information Sheet

Title: Teacher Certification Types and Teacher Preparedness and Effectiveness in Oklahoma

Investigator(s): Christopher G. Karch; B.S. Northeastern State University, Oklahoma; M.A. Northeastern State University, Oklahoma; Doctoral Candidate, Ed.D. School Administration, Oklahoma State University, Oklahoma.

Purpose: This study seeks to determine if novice teachers in Oklahoma have levels of preparedness and teacher effectiveness that vary by certification routes, in particular, Alternative Placement and traditional certification through Oklahoma colleges of education. Teacher shortages, criticisms of the current education system and teacher preparation programs, and need for increased minority representation have all contributed to a need for alternative methods of educator certification. The Oklahoma Alternative Placement program has characteristics differing from other state alternative certification programs. This study will produce results unique to the Oklahoma Alternative Placement program and Oklahoma colleges of education.

What to Expect: This research study has different levels of participation for the two types of participants. Principal participants will be asked to participate in a survey which will take 15-20 minutes to complete. Initial contact with principals will be made by email. Potential participants will be contacted two times by email asking for their participation.

Teacher participants will be asked to participate in either or both of two levels: 1) survey and 2) interview and teacher evaluation review. Surveys will take 15-20 minutes to complete. The interview and evaluation review will take 45 to 60 minutes. Of the teachers agreeing to the interview and evaluation review, four total teachers will be randomly selected. The Letter of Informed Consent will provide consent for interview and review of their most recent teacher evaluation. In order for a teacher to be included in the interview process, the teacher's respective district must grant approval and their respective principal must consent to being interviewed and providing access to the evaluation documents. The researcher will be responsible for obtaining district approval and principal consent. Teacher and principal participation is entirely voluntary and cannot be required by district personnel or superiors.

Principal surveys and interviews are designed to find their perceptions of preparedness and effectiveness of novice teachers certified through Alternative Placement and traditional certification in Oklahoma. The teacher surveys and interview are designed to find the perceived levels of preparedness they received from their specific teacher preparation program and their perceived effectiveness as a teacher.

Risks: The risks associated with this study are no greater than those of everyday life. The participants will not be asked to sign anything, thereby affirming participant confidentiality and anonymity. Review of the teacher evaluations may be considered sensitive information. I assure all participants complete confidentiality and will provide information on procedures to safeguard this confidentiality to mitigate any potential stress.

Participation in this study is completely voluntary. Teachers who volunteer to be interviewed must have district-provided permission as well as a supervising principal who will participate. The researcher will be responsible for obtaining permission from the district and supervising principal. The decision of the teacher to participate or to leave the study should not affect employment status in any way.

Benefits: Potential benefits from participation for the subject will be the opportunity to learn about their own perceptions of their preparedness and effectiveness to teach. Learning about these perceptions may help participants better understand areas of potential growth. This knowledge may help participants recognize areas of strengths and deficiencies. Participants may also be able to assess areas of preparedness and effectiveness they are interested in further improving upon. The potential benefit is improvement of the programs offered through Alternative Placement and Oklahoma Colleges of Education. Another potential benefit to society will be the sharing of information gathered from this study. Researching the perceptions of preparedness and effectiveness may better assist organizations (state agencies, colleges of education) with similar training goals.

Compensation: There is no compensation for participating in this study.

Your Rights and Confidentiality: The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Data will be destroyed three years after the study has been completed. Audio tapes will be transcribed and destroyed within 30 days of the interview.

The survey will be conducted online through Survey Monkey. Note that Survey Monkey has specific privacy policies. If you have concerns you should consult this service directly. Survey Monkey's privacy statement is provided at <https://www.surveymonkey.com/mp/policy/privacy-policy/#respondents>.

Contacts: You may contact the researcher at the following address and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study: Chris Karch, PO Box 126, Calvin, OK 74531, ***-***-**** or Bernita Krumm, Ph.D. (Advisor), 310 Willard Hall, SES, Stillwater, Ok 74074, ***-***-****. If you have questions about your rights as a research volunteer, you may contact Dr. Tamara J. Mix, Interim IRB Chair, 219 Cordell North, Stillwater, OK 74078, ***-***-**** or irb@okstate.edu.

APPENDIX D

Letter of Informed Consent

OKLAHOMA STATE UNIVERSITY

INVESTIGATOR:

Christopher G. Karch; B.S. Northeastern State University, Oklahoma; M.A. Northeastern State University, Oklahoma; Doctoral Candidate, Oklahoma State University, Oklahoma.

PURPOSE:

This study seeks to determine if novice teachers in Oklahoma have levels of preparedness and teacher effectiveness that vary by certification routes, in particular, Alternative Placement and traditional certification through Oklahoma colleges of education. Teacher shortages, criticisms of the current education system and teacher preparation programs, and need for increased minority representation have all contributed to a need for alternative methods of educator certification. The Oklahoma Alternative Placement program has characteristics differing from other state alternative certification programs. This study will produce results unique to the Oklahoma Alternative Placement program and Oklahoma colleges of education.

PROCEDURES:

If you are a consenting teacher participant, you are asked to participate in an interview and provide consent for me to review your teacher evaluation for the current school year. The interview will take 45 to 60 minutes. **Your signature on this consent form provides consent for the researcher to review your most recent teacher evaluation and to obtain copies of related documents.** Your principal will provide the evaluation documents after being interviewed. However, you should understand that your participation is voluntary and is not required as a condition of your employment.

If you are a consenting principal participant, you will be asked to participate in an interview and provide the consenting teacher's evaluation for the current school year. The interview and evaluation review will take 45 to 60 minutes.

The teacher interviews are designed to find the perceived levels of preparedness they received from their specific teacher preparation program and their perceived effectiveness as a teacher. The principal interviews are designed to find the perceptions of principals of preparedness and effectiveness of teachers certified through Alternative Placement and traditional certification in Oklahoma.

RISKS OF PARTICIPATION:

The risks associated with this study are no greater than those of everyday life. The participants will not be asked to sign anything, thereby strengthening participant confidentiality and anonymity. Review of the teacher evaluations may be considered sensitive information. I assure all participants complete confidentiality and will provide information on procedures to safeguard this confidentiality to mitigate any potential stress. All participants will be de-identified; however, because of the qualitative nature of the study, complete anonymity of responses may not be possible.

Participation in this study is completely voluntary. Teachers who volunteer to be interviewed must have district-provided permission as well as a supervising principal who will participate. The researcher will be responsible for obtaining permission from the district and supervising principal. The decision of the teacher to participate or to leave the study will not affect employment status in any way. District personnel and principals will not be provided any information concerning a teacher's decision to participate or to leave the study.

BENEFITS OF PARTICIPATION:

Potential benefits of participation for the subject will be the opportunity to learn about your own perceptions of preparedness and effectiveness to teach. Learning about these perceptions may help participants better understand areas of potential growth. This knowledge may help participants recognize areas of strengths and deficiencies. Participants may also be able to assess areas of preparedness and effectiveness they are interested in improving upon. The potential benefit is improvement of the programs offered through Alternative Placement and Oklahoma Colleges of Education. Another potential benefit to society will be the sharing of information gathered from this study. Researching the perceptions of preparedness and effectiveness may better assist organizations (state agencies, colleges of education) with similar training goals.

CONFIDENTIALITY:

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. However, it may be possible through your responses to be identified due to the qualitative nature of the study. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Data will be destroyed three years after the study has been completed. Audio and video tapes will be transcribed and destroyed within 30 days of the interview.

COMPENSATION:

There is no compensation for participating in this study.

CONTACTS:

You may contact the researcher at the following address and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study: Chris Karch, PO Box 126, Calvin, OK 74531, ***-***-**** or Bernita Krumm, Ph.D., 310

Willard Hall, SES, Stillwater, Ok 74074, ***-***-****. If you have questions about your rights as a research volunteer, you may contact Dr. Tamara J. Mix, Interim IRB Chair, 219 Cordell North, Stillwater, OK 74078, ***-***-**** or irb@okstate.edu.

PARTICIPANT RIGHTS:

I understand that my participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time, without penalty from either the researchers or my employer.

CONSENT DOCUMENTATION:

I have been fully informed about the procedures listed here. I am aware of what I will be asked to do and of the benefits of my participation. I also understand the following statements:

I affirm that I am 18 years of age or older.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy of this form will be given to me. I hereby give permission for my participation in this study.

Signature of Participant

Date

I certify that I have personally explained this document before requesting that the participant sign it.

Signature of Researcher

Date

APPENDIX E

Teacher Certification Types and Teacher Effectiveness and Preparedness in Oklahoma

Principal Survey

Dear Principal:

Thank you for choosing to participate in this survey. Your participation is completely CONFIDENTIAL. Information obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission as required by law. Completion of the survey should take no longer than 15-20 minutes. Should you have any questions, please feel free to contact me at (***) ***-**** or via email at ****@okstate.edu. Again, thank you for your participation and support.

Sincerely,

Chris Karch

Part I: Demographics

1. What is your gender?
 - Male
 - Female
2. What best describes your ethnic background? (please select the best option)
 - White (not of Hispanic origin)
 - Black (not of Hispanic origin)
 - Hispanic or Latino
 - Native American (American Indian, Eskimo, Aleut)
 - Asian or Pacific Islander
 - Other
3. How many years of administrative experience do you have?
 - Fewer than 5 years
 - 5-9 years
 - 10-19 years
 - 20 years or more
4. What level of school are you currently an administrator? (Check all that apply)
 - Elementary
 - Middle School
 - High School
 - Other (please specify)

5. How would you describe the school you are an administrator at?
 - Urban
 - Suburban
 - Rural
6. What is the highest level of education you have completed?
 - Baccalaureate
 - Master's
 - Doctorate
7. Select any certifications you have received through alternative certification or Alternative Placement. (Check all that apply)
 - Teaching Certificate
 - Administrator's Certificate
 - Counselor's Certificate
 - Special Education Teaching Certificate
 - None

Part II: Perceptions of Preparedness and Effectiveness of Novice Teachers

Directions: Answer the following questions based upon your general feelings/perceptions of teachers and certification routes.

8. What differences do you see in teachers who have been traditionally certified and those certified through Alternative Placement?
9. In your opinion, is one route (traditional certification, Alternative Placement) superior to the other? Why or why not?
10. The following represents qualities of teacher effectiveness. In your experiences as an administrator, do you believe that teachers with different routes of certification (traditional and Alternative Placement) exhibit different levels of abilities in the following areas **DURING THEIR FIRST YEAR OF TEACHING**? For each quality, check the box corresponding with the most appropriate response in your opinion.

	Alternative Placement teachers are always more developed.	Most Alternative Placement teachers are more developed.	No difference.	Most traditionally certified teachers are more developed.	Traditionally certified teachers are always more developed.
Long and Short Term Instructional Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Imbeds Literacy in All Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives Clear and Precise Demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks Professional Growth Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leads Others to Challenge and Reject Negative Attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifies Assessment and Curriculum for Individual Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives Clear Directions in Varying Modes of Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Student Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes School Initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and Incorporates State Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors and Adjusts Curriculum Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks New Strategies to Support Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments Utilized to Develop, Refine, and Evaluate Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes in a Variety of Ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication with Stakeholders

11. The following represents qualities of teacher effectiveness. In your experiences as an administrator, do you believe that teachers with different routes of certification (traditional and Alternative Placement) exhibit different levels of abilities in the following areas **AFTER THEIR FIRST YEAR OF TEACHING**? For each quality, check the box corresponding with the most appropriate response in your opinion.

	Alternative Placement teachers are always more developed.	Most Alternative Placement teachers are more developed.	No difference.	Most traditionally certified teachers are more developed.	Traditionally certified teachers are always more developed.
Long and Short Term Instructional Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imbeds Literacy in All Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives Clear and Precise Demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks Professional Growth Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leads Others to Challenge and Reject Negative Attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifies Assessment and Curriculum for Individual Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives Clear Directions in Varying Modes of Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Student Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes School Initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and Incorporates State Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Monitors and Adjusts Curriculum Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks New Strategies to Support Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments Utilized to Develop, Refine, and Evaluate Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes in a Variety of Ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication with Stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part III: Conclusion

Thank you for your participation in this survey. If you have any questions about this survey or how it will be used or would like information concerning the results of the study, contact me at ****@okstate.edu.

APPENDIX F

Teacher Certification Types and Teacher Effectiveness and Preparedness in Oklahoma

Teacher Survey

Dear Colleague in Education:

Thank you for choosing to participate in this survey. Your participation is completely CONFIDENTIAL. Information obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission as required by law. Completion of the survey should take no longer than 15-20 minutes. At the end of the survey, you will have a chance to indicate your wishes in regard to participating further in the study. Should you have any questions, please feel free to contact me at (***) ***-**** or via email at ****@okstate.edu.

Sincerely,

Chris Karch

Qualifying Criteria

Thank you again for agreeing to participate in this survey. Before you continue, please answer the following questions to ensure that you meet the qualifying criteria for participation.

- A. Did you receive your Oklahoma teaching certification through the Alternative Placement Program or did you graduate from an Oklahoma college of education?
 - Yes
 - No
- B. Are you in your 5th full year of teaching or less?
 - Yes
 - No

*(If respondent answers yes to both questions, he or she will be directed to Part I of the survey. If he or she answers no to either question, he or she will receive the following message and the survey will close: **Thank you for your willingness to participate in this study. Unfortunately, you do not meet the qualifying criteria for inclusion in this study.**)*

Part I: Demographics

- 1. What is your gender?
 - Male
 - Female
- 2. What best describes your ethnic background? (please select the best option)
 - White (not of Hispanic origin)
 - Black (not of Hispanic origin)

- Hispanic or Latino
 - Native American (American Indian, Eskimo, Aleut)
 - Asian or Pacific Islander
 - Other
3. What is your highest degree earned?
- Baccalaureate
 - Baccalaureate in Education (Elementary, Early Childhood, Mathematics, Special Services, Science, etc.)
 - Masters
 - Masters of Education
 - Doctorate
4. What level of school are you currently teaching? (Check all that apply)
- Elementary
 - Middle School
 - High School
 - Other (please specify)
-
5. How would you describe the school you are teaching at?
- Urban
 - Suburban
 - Rural
6. How many years of teaching experience do you have including the current year?
- 1
 - 2
 - 3
 - 4
 - 5
 - Over 5 --- *(If a respondent selects this response, he or she will receive the following message and the survey will close: **Thank you for your willingness to participate in this study. Unfortunately, you do not meet the qualifying criteria for inclusion in this study.**)*
7. Primary teaching content area:
- Early Childhood
 - Elementary
 - English/Language Arts
 - Mathematics
 - Science
 - Special Education
 - Social Studies
 - Other (please specify)
-
8. How did you receive your Oklahoma Certification/Licensure?
- Oklahoma Alternative Placement Program
 - Traditional method (graduated from an Oklahoma College of Education)
 - Other (please specify)
-

*(If the respondent selects “Oklahoma Alternative Placement Program”, he or she will be directed to Part II. If the respondent selects “traditional method”, he or she will be directed to Part III. If the respondent selects “Other”, he or she will receive the following message and the survey will close: **Thank you for your willingness to participate in this study. Unfortunately, you do not meet the qualifying criteria for inclusion in this study.** Respondents to Part II and Part III will be directed to Part IV.)*

Part II: Perceptions of Preparedness and Effectiveness of Alternative Placement Teachers

Directions: Answer the following questions based upon your general feelings/perceptions of your teacher preparation and experiences.

1. Did you have prior teaching experience before becoming Alternatively Certified/Licensed by the State Department of Education of Oklahoma?
 - Yes
 - No
2. If so, give details on where, what type of school setting, how long, etc.
3. Have you completed the professional education component (college semester hours or approved professional development) the Oklahoma Alternative Placement Program?
 - Yes
 - No
4. For the items below, please select the most appropriate response on the following scale to indicate your level of agreement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
I am an effective teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt prepared to teach as a Resident Teacher (1 st year teacher).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional education component (professional education courses) of the Alternative Placement Program helped me become a more effective teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My non-educational work experience has helped me become a more effective teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The experience I have gained in my time teaching has	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

helped me become a more effective teacher.

5. For the items below, please select the most appropriate response to indicate which provided the MOST benefit in each area.

	Non-Educational Work Experience	Professional Education Component of Alternative Placement Program	1 st Year Experience (Mentorship)	Post-1 st Year Experience (if applicable)
Ability to plan for delivery of lessons relative to short-term and long-term objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to clearly define and control expected behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to develop daily lesson plans designed to achieve identified objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to acknowledge student progress and use assessment practices that are fair and based on identified criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to optimize the learning environment through respectful and appropriate interactions with students, conveying high expectations for students, and an enthusiasm for the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to embed the components of literacy into all instructional content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and optimize the delivery focus of State Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to use active learning, questioning techniques, and/or guided practices to involve all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to teach objectives through a variety of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to give directions that are clearly stated and related to the learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to demonstrate or model the desired skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

or process.

Ability to determine if students are progressing toward stated objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to recognize when to change instruction based on the results of monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to summarize and fit into context what has been taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to develop and use modified assessments and curriculum for special education students and other students experiencing difficulties in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands behaviors and efficiencies associated with professionalism in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively interact and collaborate with stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of content area knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to relate content area knowledge to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to utilize technology to enhance instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part III: Perceptions of Preparedness and Effectiveness of Traditionally Certified Teachers

Directions: Answer the following questions based upon your general feelings/perceptions of your teacher preparation and experiences.

1. What Baccalaureate degree do you hold and from what University was it issued?

2. Did you have prior teaching experience before becoming certified/licensed by the State Department of Education of Oklahoma?

- Yes
- No

3. If so, give details on where, what type of school setting, how long, etc.

4. For the items below, please select the most appropriate response on the following scale to indicate your level of agreement.

Strongly Agree Agree Undecided Disagree Strongly Disagree Not Applicable

I am an effective teacher.

I felt prepared to teach as a Resident Teacher (1st year teacher).

The professional education component (professional education courses) of the Alternative Placement Program helped me become a more effective teacher.

My non-educational work experience has helped me become a more effective teacher.

The experience I have gained in my time teaching has helped me become a more effective teacher.

5. For the items below, please select the most appropriate response to indicate which provided the MOST benefit in each area.

	Non-Educational Work Experience	Coursework from College of Education	Field Experiences	Full Internship	1 st Year Experience (Mentorship)	Post-1 st Year Experience (if applicable)
Ability to plan for delivery of lessons relative to short-term and long-term objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to clearly define and control expected behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to develop daily lesson plans designed to achieve identified objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to acknowledge student progress and use assessment practices that are fair and based on identified criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to optimize the learning Environment through respectful and appropriate interactions with students, conveying high expectations for students, and an enthusiasm for the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ability to embed the components of literacy into all instructional content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and optimize the delivery focus of State Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to use active learning, questioning techniques, and/or guided practices to involve all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to teach objectives through a variety of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to give directions that are clearly stated and related to the learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to demonstrate or model the desired skills or process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to determine if students are progressing toward stated objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to recognize when to change instruction based on the results of monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to summarize and fit into context what has been taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to develop and use modified assessment and curriculum for special education students and other students experiencing difficulties in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands behaviors and efficiencies associated with professionalism in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively interact and collaborate with stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of content area knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to relate content area knowledge to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ability to utilize technology to enhance instruction.

Part IV: Teacher Effectiveness Component

6. For the items below, please select the most appropriate response on the following scale to indicate your level of agreement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I communicate effectively with students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work collaboratively with staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I support extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I relate content knowledge to application in instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stay current in my instructional field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have high expectations of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to balance educational theory and practical application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I manage classroom behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to modify instruction to meet the needs of challenged students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I utilize established grading patterns appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I implement district and state curriculum objectives and competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use multiple teaching and learning strategies effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can locate and access instructional resources to enhance instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I communicate effectively with other school-personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am able to meet the educational needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prepare, organize, and maintain records of student progress accurately and promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adjust instruction based on student data and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a mastery of my subject/content knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use poise and good judgment to handle difficult school-related situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can design effective projects, daily assignments, and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to establish effective classroom procedures and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I effectively plan for short and long term objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I vary instruction to address the diverse needs and backgrounds of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am involved in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can utilize available technology to enhance instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part V: Further Participation

Thank you for your participation in this survey. If you would like to volunteer to participate further in this study, please indicate the level of participation below. Instructions and information regarding the remaining levels of participation are included. For the remaining levels, your contact information will be required. You will provide that information at the end of the section. If you do not want to participate further, your contact information will not be required.

1. In order to complete my data collection, I will need teacher volunteers for an interview and review of your most recent evaluation. Four volunteers for this stage will be randomly selected for participation. Teachers who are selected can only be used if their supervising principal will agree to be interviewed and district approves the research project. The principal interview will center on perceptions of how Alternative Placement and traditional certification programs prepare novice teachers to be effective. The teacher interview will last between 45 and 60 minutes. After the principal interview, the principal

will provide your most recent evaluation and related documentation for review. You will provide consent for this review.

Do you agree to be interviewed and have your most recent evaluation reviewed by the researcher? You are guaranteed complete confidentiality of all responses and documents reviewed.

- Yes
- No

(If the respondent replies yes, he or she will be prompted to provide the contact information below. If the respondent replies no, he or she will receive this message:

Thank you again for your participation in this study.)

Please provide your contact information below. If you are selected for an interview I will contact you. I look forward to your participation and thank you for your support.

Name	<input type="text"/>
School District	<input type="text"/>
District Address	<input type="text"/>
District Address (Cont.)	<input type="text"/>
City/Town	<input type="text"/>
Zip Postal Code	<input type="text"/>
School Site	<input type="text"/>
Email Address	<input type="text"/>
Work Phone Number	<input type="text"/>
Home or Cell Phone Number	<input type="text"/>
Name of Supervising Principal	<input type="text"/>

APPENDIX G

Teacher Interview Protocol

Traditionally Certified Teacher

1. Field Experiences
 - a. Tell me about your field experiences during your college of education program.
 - b. What role did these experiences play in your first year of teaching?
2. Full Internship and College Education Coursework
 - a. What were your responsibilities during your Full-Internship?
 - b. At what point in the semester were you given full ownership of the classes?
 - c. What challenges did you face when you were given full ownership?
 - d. Describe the influence of your Full-Internship on your first year of teaching.
 - e. Your college of education program required a set of courses to prepare you to become a teacher. Describe the influence these classes had on you as a 1st year teacher.
 - f. Think of the courses that best prepared you for your responsibilities as a classroom teacher. How did the courses prepare you?
3. Mentor Program
 - a. In your 1st year of experience, did you receive a mentor teacher? Describe the relationship between yourself and the mentor.
 - b. How did the mentoring program work out for you?
 - c. Tell me about any support you would have liked to have received but did not.
4. Can you identify a single experience, training, or course that was most beneficial to you as a 1st year teacher? Tell me why you believe it was beneficial.
5. Describe the professional development your district has provided you since becoming a teacher.
6. Describe for me your growth or change as a teacher during your first years of teaching.
7. Tell me what your traditional route to certification did well in preparing you to teach. What areas did/do you feel you needed more instruction or guidance?

Alternatively Certified Teacher

1. Education and/or Work Experiences
 - a. Describe your education and/or work experience related to your certification.
 - b. What role did this education/experience play in your first year of teaching?
2. Professional Education Component of the Alternative Placement Program
 - a. Have you completed the professional education component?
 - b. If so, tell me how the courses/trainings influenced you as a teacher.
 - c. Think of the courses that best prepared you for your responsibilities as a classroom teacher. How did the courses prepare you?
 - d. Describe any classroom experiences you had prior to becoming the teacher of record.
3. Mentor Program
 - a. In your 1st year of experience, did you receive a mentor teacher? Describe the relationship between yourself and the mentor.
 - b. How did the mentoring program work out for you?
 - c. Tell me about any support you would have liked to have received but did not.
4. Can you identify a single experience, training, or course that was most beneficial to you as a 1st year teacher? Tell me why you believe it was beneficial.
5. Describe the professional development your district has provided you since becoming a teacher.
6. Describe for me your growth or change as a teacher during your first years of teaching.
7. Tell me what the Alternative Placement Program did well in preparing you to teach. What areas did/do you feel you needed more instruction or guidance?

APPENDIX H

Principal Interview Protocol

1. Tell me what you have seen in entry-level teachers' preparation for the classroom.
2. What have you seen in novice teachers' development as effective teachers?
3. Talk about the influence of the mentoring program to entry-level teachers' success.
4. Talk about entry-level teacher's preparation for the classroom for alternatively certified teachers and traditionally certified teachers.
5. Talk about the development of both alternatively certified teachers and traditionally certified teachers into effective teachers.
6. Describe any differences you see in novice (5 years or less) teachers in relation to their preparation via respective routes to certification.
7. Tell me the extent to which certification routes influence the decisions made in the hiring process.
8. Do you have any suggestions for the Alternative Placement Program or the college of education programs that would be beneficial to teachers?

APPENDIX I

Tulsa Model Sample Evaluation Instrument

District _____ Date(s) of observations _____
 Teacher _____ School _____
 Assignment _____ Employee Number _____

See RUBRIC for detailed definitions. Insert ONE of the following:

- 1 = Ineffective
- 2 = Needs Improvement
- 3 = Effective
- 4 = Highly Effective
- 5 = Superior
- N/A = Not Applicable
- N/O = Not Observed

**INSERT A WHOLE NUMBER
 INSERT ONLY ONE NUMBER IN A ROW**

CLASSROOM MANAGEMENT: _____ Average

1	2	3	4	5
---	---	---	---	---

1. Teacher plans for delivery of the lesson relative to short-term and long-term objectives.					
2. Teacher clearly defines expected behavior.					
3. Teacher assures a contribution to building-wide positive climate responsibilities.					
4. Teacher develops daily lesson plans designed to achieve the identified objectives.					
5. Teacher acknowledges student progress and uses assessment practices that are fair and based on identified criteria.					
6. Teacher optimizes the learning environment through respectful and appropriate interactions with students conveying					

INSTRUCTIONAL EFFECTIVENESS: _____ Average

7. Teacher embeds the components of literacy into all instruction content.					
8. Teacher understands and optimizes the delivery focus of Common Core State standards and the expectations derived from same on student learning and achievement.					
9. Teacher uses active learning, questioning techniques and/or guided practices to involve all students.					
10. Teacher teaches the objectives through a variety of methods.					
11. Teacher gives directions that are clearly stated and related to the learning objectives.					
12. Teacher demonstrates/models the desired skill or process.					
13. Teacher checks to determine if students are progressing toward stated objectives.					
14. Teacher changes instruction based on the results of monitoring.					
15. Teacher summarizes and fits into context what has been taught.					
16. Effective development and use of modified assessments and					

curriculum for special education students and other students experiencing difficulties in learning.					
---	--	--	--	--	--

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT: _____Average

17. Uses professional growth as a continuous improvement strategy.					
18. Exhibits behaviors and efficiencies associated with professionalism.					

INTERPERSONAL SKILLS: _____Average

19. Effective interactions and collaboration with stakeholders.					
---	--	--	--	--	--

LEADERSHIP: _____Average

20. Exhibits positive leadership through varied involvements.					
---	--	--	--	--	--

Summary of Effectiveness by DOMAIN:	<u>Average</u>	<u>Weight of Domain by %</u>
CLASSROOM MANGEMENT/PREPARATION	_____	30%
INSTRUCTIONAL EFFECTIVENESS	_____	50%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	_____	10%
INTERPERSONAL SKILLS	_____	5%
LEADERSHIP	_____	5%

Composite, Weighted Average for EVALUATION _____

Less than 1.8	INEFFECTIVE
Equal to or greater than 1.8 Less than 2.8	NEEDS IMPROVEMENT
Equal to or greater than 2.8 Less than 3.8	EFFECTIVE
Equal to or greater than 3.8 Less than 4.8	HIGHLY EFFECTIVE
Equal to or greater than 4.8	SUPERIOR

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator comments:

Teacher's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The Teacher's signature is an acknowledgement that the teacher has received the Evaluation on the date indicated.

APPENDIX J

Tulsa Model Correlations by Indicator Practice across Content Areas and Grade Levels

Content	Level: Elementary/ Middle or High School	N	Overall Weighted Average	Domain 1: Classroom Management					
				Preparation: Plans for delivery of the lesson	Discipline: Clearly defines expected student behavior	Climate: Enforces orderly behavior throughout the school	Climate: Follows procedures to protect student safety	Lesson Plans: Develops daily lesson plans to achieve identified objectives	Assessment Patterns: Administers fair and objective-based assessments
Math	E/M	174	0.33	0.35	0.28	0.22	0.11	0.28	0.36
Reading	E/M	187	0.15	0.21	0.20	0.02	0.05	0.13	0.12
Science	E/M	77	0.27	0.08	0.18	0.31	0.30	0.21	0.18
Social	E/M	80	0.27	0.15	0.22	-0.12	0.21	0.20	0.13
Writing	E/M	86	0.01	0.10	0.10	-0.12	0.08	0.13	-0.04
English	HS	38	0.29	0.06	0.05	0.33	0.42	0.29	0.42
Math	HS	49	0.39	0.39	0.38	0.44	0.29	0.19	0.35
Science	HS	18	0.36	0.47	0.18	0.02	0.21	0.39	0.25
Social	HS	16	0.42	0.54	0.48	0.49	0.17	0.29	0.28
Math Overall		223	0.34	0.36	0.30	0.27	0.15	0.26	0.36
Reading/English		225	0.17	0.19	0.18	0.07	0.11	0.15	0.17
Elementary/Middle		608	0.21	0.21	0.20	0.07	0.12	0.19	0.17
High School Overall		121	0.36	0.32	0.26	0.35	0.30	0.27	0.35
Overall		729	0.23	0.22	0.21	0.12	0.15	0.20	0.20

--Value-Added Research Center, Wisconsin Center for Education Research, University of Wisconsin-Madison. (2012).

Tulsa Model Correlations by Indicator Practice across Content Areas and Grade Levels (Cont.)

Domain 2: Instructional Effectiveness										
Involves All Learners: Asks critical thinking questions and uses questioning techniques	Involves All Learners: Uses language that increases student awareness of learning	Involves All Learners: Requires participation of all students	Explains Content: Teaches the objectives through a variety of methods	Explains Directions: Clearly states directions that relate to the learning objectives	Models: Demonstrates the desired skill or process	Monitors: Moves around the room during guided practice	Monitors: Uses different types of student response techniques	Monitors: Uses appropriate wait-time in questioning	Adjusts Based Upon Monitoring: Reinforces student effort with feedback	Adjusts Based Upon Monitoring: Has students to track effort / achievement
0.29	0.18	0.26	0.24	0.25	0.24	0.35	0.28	0.20	0.25	0.29
0.19	0.19	0.15	0.09	0.13	0.18	0.03	0.08	0.15	0.07	0.05
0.18	0.13	0.32	0.23	0.11	0.11	0.22	0.37	0.01	0.17	0.23
0.37	0.28	0.29	0.20	0.20	0.31	0.35	0.10	0.15	0.28	0.04
0.10	0.04	0.13	0.05	0.25	0.02	0.00	0.09	0.13	0.02	-0.11
0.27	0.04	0.07	0.57	0.05	-0.03	0.19	0.32	0.21	0.27	0.23
0.27	0.43	0.17	0.36	0.50	0.32	0.28	0.35	0.27	0.17	0.27
0.75	0.25	0.32	0.30	0.20	0.11	0.19	0.49	0.23	0.47	0.27
0.35	0.49	0.25	0.46	0.27	0.52	0.54	0.23	0.48	0.28	0.27
0.29	0.24	0.24	0.27	0.30	0.26	0.33	0.30	0.22	0.23	0.29
0.20	0.16	0.14	0.17	0.12	0.14	0.05	0.12	0.16	0.10	0.08
0.23	0.17	0.21	0.16	0.18	0.18	0.18	0.17	0.14	0.16	0.12
0.35	0.29	0.17	0.43	0.29	0.20	0.27	0.34	0.28	0.26	0.26
0.25	0.19	0.21	0.20	0.20	0.18	0.20	0.20	0.16	0.17	0.14

--Value-Added Research Center. Wisconsin Center for Education Research. University of Wisconsin-Madison. (2012).

Tulsa Model Correlations by Indicator Practice across Content Areas and Grade Levels (Cont.)

Domain 2: Instructional Effectiveness										Domain 3: Professional Growth
Adjusts Based Upon Monitoring: Provides feedback on instructional involvements	Adjusts Based Upon Monitoring: Responds to students' answers appropriately	Adjusts Based Upon Monitoring: Responds to students' questions appropriately	Adjusts Based Upon Monitoring: Primarily provides constructive feedback	Adjusts Based Upon Monitoring: Re-teaches unmastered content in different ways	Establishes Closure: Summarizes or teaches students to summarize new learning	Establishes Closure: Assesses mastery to determine if independent practice is appropriate	Student Achievement: Uses data to modify instruction and guide intervention strategies	Student Achievement: Recognizes student progress and achievement regularly	Student Achievement: Consistently adheres to IEPs and modifies assessments as needed	Professional Growth: Develops professionally to continuously improve instruction
0.34	0.25	0.21	0.33	0.26	0.24	0.30	0.28	0.21	0.09	0.09
0.11	0.17	0.17	0.17	0.13	-0.02	0.03	0.01	0.17	0.08	-0.05
0.23	0.18	0.21	0.21	0.15	0.00	0.03	0.22	0.34	-0.07	0.18
0.14	0.36	0.30	0.10	0.12	0.17	0.25	0.10	0.18	0.17	0.26
-0.12	-0.04	0.08	0.05	0.15	0.10	-0.06	-0.03	0.08	0.02	-0.23
0.13	0.08	0.25	0.09	0.18	0.15	0.16	0.14	0.21	-0.02	0.30
0.31	0.38	0.33	0.34	0.21	0.44	0.17	0.39	0.38	0.33	0.18
0.44	0.17	0.64	0.17	0.45	0.52	0.17	0.55	0.23	0.19	0.14
0.26	0.28	0.28	0.25	0.27	0.27	0.21	0.26	0.26	0.46	0.50
0.33	0.28	0.24	0.33	0.25	0.29	0.27	0.30	0.25	0.13	0.11
0.12	0.15	0.18	0.16	0.14	0.01	0.06	0.03	0.18	0.07	0.01
0.16	0.18	0.18	0.19	0.17	0.10	0.12	0.12	0.19	0.07	0.03
0.26	0.24	0.35	0.22	0.24	0.34	0.17	0.32	0.29	0.20	0.25
0.18	0.19	0.21	0.20	0.18	0.14	0.13	0.15	0.21	0.09	0.07

--Value-Added Research Center, Wisconsin Center for Education Research, University of Wisconsin-Madison. (2012).

Tulsa Model Correlations by Indicator Practice across Content Areas and Grade Levels (Cont.)

Domain 4: Interpersonal Skills			Domain 5: Leadership			
Effective Communications: Interacts with families in a positive and professional manner	Effective Communications: Uses effective communication skills with students	Effective Communications: Collaborates with peers	Leadership: Engages in service to the school	Leadership: Participates in school and district projects	Leadership: Engages in service to the profession	Leadership: Advocates for students
0.11	0.21	0.15	0.24	0.20	0.13	0.13
0.08	0.21	0.02	0.03	-0.04	-0.06	0.02
0.22	0.29	0.25	0.24	0.28	0.17	0.31
0.19	0.20	0.30	0.20	-0.03	0.08	0.22
-0.09	0.01	-0.16	-0.16	-0.25	-0.25	-0.13
0.28	-0.02	0.19	0.40	0.41	0.41	0.38
0.19	0.11	0.43	0.21	0.12	0.34	0.22
0.13	0.07	0.40	0.15	0.01	-0.28	0.31
0.34	0.31	0.49	0.48	0.49	0.27	0.27
0.13	0.19	0.21	0.23	0.18	0.18	0.15
0.11	0.17	0.05	0.09	0.03	0.02	0.08
0.10	0.19	0.10	0.12	0.04	0.01	0.09
0.23	0.09	0.36	0.30	0.24	0.26	0.29
0.12	0.17	0.15	0.15	0.07	0.06	0.12

--Value-Added Research Center, Wisconsin Center for Education Research, University of Wisconsin-Madison. (2012).

APPENDIX K

Demographic Results from Surveys

<i>Demographics from Principal Survey</i>		
<i>Gender</i>	Male	147
	Female	137
	No Response	1
<i>Race</i>	American Indian	26
	Asian/Pacific Islander	0
	Black or African American	7
	Hispanic American	2
	White/Caucasian	246
	Multiple ethnicity/Other	4
	No Response	0
<i>Years of Administrative Experience</i>	Fewer than 5 years	64
	5-9	93
	10-19	92
	20 years or more	36
	No response	0
<i>Administrative Level</i>	Elementary	151
	Middle School	78
	High School	98
	Other	21
	No Response	0
<i>District Type</i>	Urban	35
	Suburban	52
	Rural	192
	Charter	3
	No Response	3
<i>Highest Degree</i>	Master's	296
	Doctorate	15
	No Response	1
<i>Alternative Certifications Held</i>	Teaching	68
	Administrative	68
	Counselor's	7
	Special Education	6
	None	190
	No Response	6
<i>Demographics from Teacher Survey</i>		
<i>Gender</i>	Male	101
	Female	425
	No Response	3
<i>Race</i>	American Indian	45

	Asian/Pacific Islander	2
	Black or African American	6
	Hispanic American	4
	White/Caucasian	460
	Multiple ethnicity/Other	12
	No Response	0
<i>Highest Degree Earned</i>	Baccalaureate	146
	Baccalaureate in Education	274
	Master's	43
	Masters of Education	57
	Doctorate	7
	No Response	2
<i>School Level</i>	Elementary	232
	Middle School	169
	High School	188
	Alternative	10
	Other	20
	No Response	11
<i>District Type</i>	Urban	99
	Suburban	155
	Rural	266
	Charter	6
	No Response	3
<i>Years' Experience Including Current Year</i>	1	119
	2	102
	3	121
	4	121
	5	66
	No Response	0
<i>Primary Teaching Content Area</i>	Early Childhood	66
	Elementary	100
	English/Language Arts	79
	Mathematics	50
	Science	36
	Special Education	54
	Social Studies	49
	Arts	30
	Vocational/CareerTech	29
	Other	36
	No Response	0
<i>Certification</i>	Oklahoma Alternative Placement Program	216
	Traditional Method (Graduated from Oklahoma College of Education)	313

APPENDIX L

Results from Principal Survey Questions 10 and 11

		During 1 st Year	After 1 st Year
Long and short Term Instructional Planning	APP Total %	1.77	3.52
	APP Always %	0.00	0.00
	Most APP %	1.77	3.52
	No Difference %	24.82	56.34
	Most TC %	60.64	34.86
	TC Always %	12.77	5.28
	TC Total %	73.41	40.14
Imbeds Literacy in All Content	APP Total %	1.76	2.46
	APP Always %	0.35	0.00
	Most APP %	1.41	2.46
	No Difference %	30.74	52.82
	Most TC %	56.54	38.73
	TC Always %	10.95	5.99
	TC Total %	67.49	44.72
Gives Clear and Precise Demonstrations	APP Total %	6.74	5.96
	APP Always %	0.00	0.00
	Most APP %	6.74	5.96
	No Difference %	47.16	68.07
	Most TC %	41.49	22.11
	TC Always %	4.60	3.86
	TC Total %	46.10	25.97
Seeks Professional Growth Opportunities	APP Total %	32.38	20.49
	APP Always %	1.42	1.41
	Most APP %	30.96	19.08
	No Difference %	50.18	65.72
	Most TC %	14.95	12.01
	TC Always %	2.49	1.77
	TC Total %	17.44	13.78
Leads Others to Challenge and Reject Negative Attitudes	APP Total %	16.37	10.25
	APP Always %	0.36	1.06
	Most APP %	16.01	9.19
	No Difference %	63.70	73.85
	Most TC %	16.73	14.13
	TC Always %	3.20	1.77
	TC Total %	19.93	15.90
Modifies Assessments and Curriculum for Individual Students	APP Total %	1.41	4.24
	APP Always %	0.00	0.35
	Most APP %	1.41	3.89

	No Difference %	32.39	57.95
	Most TC %	52.11	32.51
	TC Always %	14.08	5.30
	TC Total %	66.19	37.81
Gives Clear Directions in Varying Modes of Delivery	APP Total %	4.22	3.52
	APP Always %	0.35	0.35
	Most APP %	3.87	3.17
	No Difference %	40.49	63.38
	Most TC %	47.18	28.87
	TC Always %	8.10	4.23
	TC Total %	55.28	33.10
Positive Student Relations	APP Total %	4.58	4.56
	APP Always %	0.00	0.00
	Most APP %	4.58	4.56
	No Difference %	79.93	83.86
	Most TC %	11.97	10.18
	TC Always %	3.52	1.40
	TC Total %	15.49	11.58
Instructional Preparation	APP Total %	1.76	3.52
	APP Always %	0.35	0.35
	Most APP %	1.41	3.17
	No Difference %	40.49	62.32
	Most TC %	47.54	29.93
	TC Always %	10.21	4.23
	TC Total %	57.75	34.16
Promotes School Initiatives	APP Total %	5.65	4.21
	APP Always %	0.35	0.35
	Most APP %	5.30	3.86
	No Difference %	75.27	78.95
	Most TC %	16.61	15.09
	TC Always %	2.47	1.75
	TC Total %	19.08	16.84
Understands and Incorporates State Standards	APP Total %	0.71	1.05
	APP Always %	0.00	0.00
	Most APP %	0.71	1.05
	No Difference %	30.04	64.91
	Most TC %	57.60	28.77
	TC Always %	11.66	5.26
	TC Total %	69.26	34.03
Monitors and Adjusts Curriculum Delivery	APP Total %	1.76	2.82
	APP Always %	0.00	0.00
	Most APP %	1.76	2.82
	No Difference %	39.08	60.92
	Most TC %	50.00	31.34
	TC Always %	9.15	4.93
	TC Total %	59.15	36.27

Professional Behavior	APP Total %	12.91	8.42
	APP Always %	0.72	0.70
	Most APP %	12.19	7.72
	No Difference %	72.04	78.25
	Most TC %	12.54	11.58
	TC Always %	2.51	1.75
	TC Total %	15.05	13.33
Seeks New Strategies to Support Outcomes	APP Total %	16.90	11.93
	APP Always %	0.00	0.35
	Most APP %	16.90	11.58
	No Difference %	52.46	64.56
	Most TC %	26.06	21.75
	TC Always %	4.58	1.75
	TC Total %	30.64	23.50
Assessments Utilized to Develop, Refine, and Evaluate Instruction	APP Total %	3.89	3.16
	APP Always %	0.00	0.00
	Most APP %	3.89	3.16
	No Difference %	41.34	63.16
	Most TC %	45.58	30.18
	TC Always %	9.19	3.51
	TC Total %	54.77	33.69
Classroom Management	APP Total %	3.87	2.81
	APP Always %	0.35	0.35
	Most APP %	3.52	2.46
	No Difference %	32.04	54.93
	Most TC %	40.14	34.15
	TC Always %	23.94	8.10
	TC Total %	64.08	42.25
Involves All Students	APP Total %	1.77	3.52
	APP Always %	0.35	0.35
	Most APP %	1.42	3.17
	No Difference %	56.74	71.83
	Most TC %	35.46	21.13
	TC Always %	6.03	3.52
	TC Total %	41.49	24.65
Summarizes in a Variety of Ways	APP Total %	3.92	2.46
	APP Always %	0.36	0.35
	Most APP %	3.56	2.11
	No Difference %	49.47	67.72
	Most TC %	41.99	27.72
	TC Always %	4.63	2.11
	TC Total %	46.62	29.83
Communication with Stakeholders	APP Total %	8.57	6.41
	APP Always %	0.36	0.00
	Most APP %	8.21	6.41
	No Difference %	69.29	77.58

	Most TC %	17.5	13.88
	TC Always %	4.64	2.14
	TC Total %	22.14	16.02
Long and short Term Instructional Planning	APP Total %	0.00	3.23
	APP Always %	0.00	0.00
	Most APP %	0.00	3.23
	No Difference %	10.28	63.59
	Most TC %	74.77	29.49
	TC Always %	14.95	3.69
	TC Total %	89.72	33.18
Imbeds Literacy in All Content	APP Total %	0.93	2.31
	APP Always %	0.47	0.00
	Most APP %	0.47	2.31
	No Difference %	20.47	56.94
	Most TC %	66.05	36.57
	TC Always %	12.56	4.17
	TC Total %	78.60	40.47
Gives Clear and Precise Demonstrations	APP Total %	6.54	5.07
	APP Always %	0.00	0.00
	Most APP %	6.54	5.07
	No Difference %	35.98	72.81
	Most TC %	52.34	18.43
	TC Always %	5.14	3.69
	TC Total %	57.48	22.12
Seeks Professional Growth Opportunities	APP Total %	34.27	13.49
	APP Always %	1.88	1.86
	Most APP %	32.39	11.63
	No Difference %	46.01	71.63
	Most TC %	16.90	13.02
	TC Always %	2.82	1.86
	TC Total %	19.72	14.88
Leads Others to Challenge and Reject Negative Attitudes	APP Total %	17.29	4.65
	APP Always %	0.00	0.93
	Most APP %	17.29	3.72
	No Difference %	60.28	77.67
	Most TC %	18.69	15.81
	TC Always %	3.74	1.86
	TC Total %	22.43	17.67
Modifies Assessments and Curriculum for Individual Students	APP Total %	0.00	5.58
	APP Always %	0.00	0.47
	Most APP %	0.00	5.12
	No Difference %	22.12	60.93
	Most TC %	60.83	29.30
	TC Always %	17.51	4.19
	TC Total %	78.34	33.49
Gives Clear Directions in	APP Total %	3.23	2.31

Varying Modes of Delivery	APP Always %	0.46	0.46
	Most APP %	2.76	1.85
	No Difference %	30.41	66.67
	Most TC %	57.14	27.78
	TC Always %	9.22	3.24
	TC Total %	66.36	31.02
Positive Student Relations	APP Total %	2.31	3.23
	APP Always %	0.00	0.00
	Most APP %	2.31	3.23
	No Difference %	78.70	84.79
	Most TC %	14.81	11.06
	TC Always %	4.17	0.92
	TC Total %	18.98	11.98
Instructional Preparation	APP Total %	0.46	3.70
	APP Always %	0.46	0.46
	Most APP %	0.00	3.24
	No Difference %	29.63	66.20
	Most TC %	56.94	25.46
	TC Always %	12.96	4.63
	TC Total %	69.91	30.09
Promotes School Initiatives	APP Total %	4.65	1.38
	APP Always %	0.00	0.00
	Most APP %	4.65	1.38
	No Difference %	72.56	78.90
	Most TC %	20.00	17.89
	TC Always %	2.79	1.83
	TC Total %	22.79	19.72
Understands and Incorporates State Standards	APP Total %	0.47	1.38
	APP Always %	0.00	0.00
	Most APP %	0.47	1.38
	No Difference %	14.88	71.56
	Most TC %	70.70	22.94
	TC Always %	13.95	4.13
	TC Total %	84.65	27.06
Monitors and Adjusts Curriculum Delivery	APP Total %	0.93	3.70
	APP Always %	0.00	0.00
	Most APP %	0.93	3.70
	No Difference %	28.24	64.35
	Most TC %	60.19	27.31
	TC Always %	10.65	4.63
	TC Total %	70.83	31.94
Professional Behavior	APP Total %	13.27	2.73
	APP Always %	0.47	0.45
	Most APP %	12.80	2.27
	No Difference %	69.67	82.73
	Most TC %	14.22	12.73

	TC Always %	2.84	1.82
	TC Total %	17.06	14.55
Seeks New Strategies to Support Outcomes	APP Total %	15.74	6.91
	APP Always %	0.00	0.46
	Most APP %	15.74	6.45
	No Difference %	48.61	69.12
	Most TC %	30.09	22.12
	TC Always %	5.56	1.84
	TC Total %	35.65	23.96
Assessments Utilized to Develop, Refine, and Evaluate Instruction	APP Total %	3.26	2.76
	APP Always %	0.00	0.00
	Most APP %	3.26	2.76
	No Difference %	32.56	67.74
	Most TC %	53.02	25.81
	TC Always %	11.16	3.69
	TC Total %	64.19	29.49
Classroom Management	APP Total %	3.24	1.85
	APP Always %	0.00	0.00
	Most APP %	3.24	1.85
	No Difference %	20.83	55.09
	Most TC %	45.37	36.57
	TC Always %	30.56	6.48
	TC Total %	75.93	43.06
Involves All Students	APP Total %	0.47	4.61
	APP Always %	0.47	0.46
	Most APP %	0.00	4.15
	No Difference %	49.77	71.89
	Most TC %	42.33	20.28
	TC Always %	7.44	3.23
	TC Total %	49.77	23.50
Summarizes in a Variety of Ways	APP Total %	3.76	2.28
	APP Always %	0.47	0.46
	Most APP %	3.29	1.83
	No Difference %	39.91	68.49
	Most TC %	50.70	27.40
	TC Always %	5.63	1.83
	TC Total %	56.34	29.22
Communication with Stakeholders	APP Total %	7.48	4.69
	APP Always %	0.47	0.00
	Most APP %	7.01	4.69
	No Difference %	67.29	79.34
	Most TC %	19.63	14.55
	TC Always %	5.61	1.88
	TC Total %	25.23	16.43
Long and short Term Instructional Planning	APP Total %	4.48	7.35
	APP Always %	0.00	0.00

	Most APP %	4.48	7.35
	No Difference %	32.84	70.59
	Most TC %	52.24	16.18
	TC Always %	10.45	5.88
	TC Total %	62.69	22.06
Imbeds Literacy in All Content	APP Total %	2.94	4.41
	APP Always %	0.00	0.00
	Most APP %	2.94	4.41
	No Difference %	39.71	63.24
	Most TC %	45.59	26.47
	TC Always %	11.76	5.88
	TC Total %	57.35	32.35
Gives Clear and Precise Demonstrations	APP Total %	8.82	7.35
	APP Always %	0.00	0.00
	Most APP %	8.82	7.35
	No Difference %	52.94	82.35
	Most TC %	33.82	7.35
	TC Always %	4.41	2.94
	TC Total %	38.23	10.29
Seeks Professional Growth Opportunities	APP Total %	42.65	26.47
	APP Always %	0.00	0.00
	Most APP %	42.65	26.47
	No Difference %	47.06	63.24
	Most TC %	8.82	8.82
	TC Always %	1.47	1.47
	TC Total %	10.29	10.29
Leads Others to Challenge and Reject Negative Attitudes	APP Total %	27.94	13.43
	APP Always %	1.47	1.49
	Most APP %	26.47	11.94
	No Difference %	61.76	74.63
	Most TC %	8.82	10.45
	TC Always %	1.47	1.49
	TC Total %	10.29	11.94
Modifies Assessments and Curriculum for Individual Students	APP Total %	0.00	7.46
	APP Always %	0.00	0.00
	Most APP %	0.00	7.46
	No Difference %	48.53	65.67
	Most TC %	42.65	23.88
	TC Always %	8.82	2.99
	TC Total %	51.47	26.87
Gives Clear Directions in Varying Modes of Delivery	APP Total %	7.35	7.46
	APP Always %	0.00	0.00
	Most APP %	7.35	7.46
	No Difference %	52.94	73.13
	Most TC %	32.35	14.93
	TC Always %	7.35	4.48

	TC Total %	39.70	19.41
Positive Student Relations	APP Total %	8.82	11.76
	APP Always %	0.00	0.00
	Most APP %	8.82	11.76
	No Difference %	80.88	83.82
	Most TC %	7.35	2.94
	TC Always %	2.94	1.47
	TC Total %	10.29	4.41
Instructional Preparation	APP Total %	2.94	5.88
	APP Always %	0.00	0.00
	Most APP %	2.94	5.88
	No Difference %	50.00	75.00
	Most TC %	44.12	17.65
	TC Always %	2.94	1.47
	TC Total %	47.06	19.12
Promotes School Initiatives	APP Total %	13.43	8.82
	APP Always %	1.49	1.47
	Most APP %	11.94	7.35
	No Difference %	79.10	83.82
	Most TC %	5.97	5.88
	TC Always %	1.49	1.47
	TC Total %	7.46	7.35
Understands and Incorporates State Standards	APP Total %	0.00	4.41
	APP Always %	0.00	0.00
	Most APP %	0.00	4.41
	No Difference %	43.28	73.53
	Most TC %	47.76	17.65
	TC Always %	8.96	4.41
	TC Total %	56.72	22.06
Monitors and Adjusts Curriculum Delivery	APP Total %	0.00	1.47
	APP Always %	0.00	0.00
	Most APP %	0.00	1.47
	No Difference %	50.00	77.94
	Most TC %	44.12	16.18
	TC Always %	5.88	4.41
	TC Total %	50.00	20.59
Professional Behavior	APP Total %	27.69	11.76
	APP Always %	1.54	1.47
	Most APP %	26.15	10.29
	No Difference %	63.08	79.41
	Most TC %	7.69	7.35
	TC Always %	1.54	1.47
	TC Total %	9.23	8.82
Seeks New Strategies to Support Outcomes	APP Total %	27.94	20.59
	APP Always %	0.00	0.00
	Most APP %	27.94	20.59

	No Difference %	50.00	64.71
	Most TC %	20.59	13.24
	TC Always %	1.47	1.47
	TC Total %	22.06	14.71
Assessments Utilized to Develop, Refine, and Evaluate Instruction	APP Total %	4.41	5.88
	APP Always %	0.00	0.00
	Most APP %	4.41	5.88
	No Difference %	48.53	69.12
	Most TC %	44.12	22.06
	TC Always %	2.94	2.94
	TC Total %	47.06	25.00
Classroom Management	APP Total %	5.88	5.88
	APP Always %	1.47	1.47
	Most APP %	4.41	4.41
	No Difference %	54.41	67.65
	Most TC %	26.47	23.53
	TC Always %	13.24	2.94
	TC Total %	39.71	26.47
Involves All Students	APP Total %	0.00	5.97
	APP Always %	0.00	0.00
	Most APP %	0.00	5.97
	No Difference %	71.64	79.10
	Most TC %	23.88	13.43
	TC Always %	4.48	1.49
	TC Total %	28.36	14.92
Summarizes in a Variety of Ways	APP Total %	3.03	4.41
	APP Always %	0.00	0.00
	Most APP %	3.03	4.41
	No Difference %	65.15	79.41
	Most TC %	28.79	14.71
	TC Always %	3.03	1.47
	TC Total %	31.82	16.18
Communication with Stakeholders	APP Total %	13.23	12.12
	APP Always %	1.47	0.00
	Most APP %	11.76	12.12
	No Difference %	72.06	75.76
	Most TC %	11.76	10.61
	TC Always %	2.94	1.52
	TC Total %	14.70	12.13

APPENDIX M

Degrees and Programs of TC Teacher Respondents

Degree	Number of Respondents
Elementary	123
Early Childhood	40
English	34
Special Education	25
Music	21
Mathematics	16
Science	11
Social Studies	11
Agriculture Education	8
Health/PE	7
Family/Consumer Science	7
Secondary Education	5
Art	4
Education	3
Foreign Language	2
Dance	1
University	Number of Attendees
Oklahoma State University	59
University of Central Oklahoma	50
Northeastern State University	46
East Central University	39
Southeastern Oklahoma State University	27
University of Oklahoma	19
Northwestern Oklahoma State University	14
Southwestern Oklahoma State University	14
University of Science and Arts of Oklahoma	9
Cameron University	6
Oklahoma Baptist University	5
Southern Nazarene University	4
Mid-America Christian University	3
Panhandle State University	3
Oklahoma City University	2
University of Tulsa	2
Langston University	1
Oklahoma Christian University	1
Phillips University	1
St. Gregory's University	1

APPENDIX N

Results of Teacher Survey Question 4

(Rating Scale 1-5, 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree)

APP Teachers	All Teachers	1 st Year Teacher	2 nd Year Teacher	3 rd Year Teacher	4 th Year Teacher	5 th Year Teacher
I am an effective teacher.	3.24	2.92	3.24	3.38	3.41	3.33
I felt prepared to teach as a Resident Teacher (1 st year teacher).	2.27	2.19	2.15	2.55	2.32	2.07
The professional education component (professional education courses of the Alternative Placement Program) helped me become a more effective teacher.	2.40	2.65	2.49	2.26	2.31	2.26
My prior job experience helped me become a more effective teacher.	3.21	3.25	3.07	3.24	3.22	3.27
The experience I have gained in my time teaching has helped me become a more effective teacher.	3.75	3.58	3.75	3.85	3.78	3.83
TC Teachers	All Teachers	1 st Year Teacher	2 nd Year Teacher	3 rd Year Teacher	4 th Year Teacher	5 th Year Teacher
I am an effective teacher.	3.22	2.94	3.18	3.27	3.37	3.36
I felt prepared to teach as a Resident Teacher (1 st year teacher).	2.48	2.58	2.45	2.51	2.37	2.5
Coursework from the college of education	2.70	2.78	2.87	2.6	2.58	2.69
My prior job experience helped me become a more effective teacher.	2.87	2.86	3.02	2.81	2.77	3.00
The experience I have gained in my time teaching has helped me become a more effective teacher.	3.70	3.38	3.74	3.76	3.84	3.81

APPENDIX O

Results of Teacher Survey Question 5

<i>APP Teachers</i>	Non-Educational Work Experience	Educational Component of Alternative Placement	1 st Year Experience (Mentorship)	POST-1 Year Experience (if applicable)	Other Experience	Undecided
Domain 1: Classroom Management	16.25	11.78	39.26	17.57	12.42	2.71
Year 1 Teacher	18.52	18.89	43.33	2.22	12.22	4.81
Year 2 Teacher	14.63	11.71	43.90	8.78	17.56	3.41
Year 3 Teacher	15.56	5.78	43.11	22.67	10.67	2.22
Year 4 Teacher	18.55	12.74	30.46	28.23	8.65	1.37
Year 5 Teacher	12.00	6.67	32.67	34.00	14.00	0.67
Domain 2: Instructional Effectiveness	19.08	12.25	34.87	18.14	10.01	2.66
Year 1 Teacher	20.50	21.23	46.03	2.33	6.98	2.94
Year 2 Teacher	21.45	16.71	34.49	12.03	12.26	3.05
Year 3 Teacher	18.58	9.31	37.34	21.04	10.40	3.34
Year 4 Teacher	16.90	14.47	25.66	31.00	10.63	1.33
Year 5 Teacher	17.26	12.55	25.06	31.75	10.87	2.51
Domain 3: Professional Growth & Continuous Improvement	25.06	16.63	33.72	11.72	10.55	2.34
Year 1 Teacher	21.30	24.03	43.52	0.93	8.33	1.85
Year 2 Teacher	32.10	11.13	30.82	7.44	14.85	3.66
Year 3 Teacher	26.67	13.33	35.56	12.22	11.11	1.11
Year 4 Teacher	22.73	19.32	23.86	21.59	9.09	3.41
Year 5 Teacher	23.33	11.67	31.67	21.67	10.00	1.67
Domain 4: Interpersonal Skills	37.85	8.41	29.91	11.21	7.94	4.67
Year 1 Teacher	35.19	12.96	35.19	1.85	5.56	9.26
Year 2 Teacher	48.78	2.44	24.39	4.88	17.07	2.44
Year 3 Teacher	26.67	11.11	37.78	15.56	8.89	0.00
Year 4 Teacher	31.82	11.36	31.82	18.18	0.00	6.82
Year 5 Teacher	53.33	0.00	13.33	20.00	10.00	3.33
All Domains	19.91	14.18	35.6	17.01	10.57	2.74
Year 1 Teacher	20.82	20.51	44.56	2.14	8.35	3.62
Year 2 Teacher	22.18	14.19	35.97	10.40	14.09	3.17
Year 3 Teacher	19.04	8.92	38.62	20.29	10.46	2.67
Year 4 Teacher	18.64	14.37	26.99	28.73	9.45	1.82
Year 5 Teacher	18.36	10.36	27.03	30.72	11.52	2.01

<i>TC Teachers</i>	Non-Educational Work Experience	Coursework from College of Education	Field Experiences	Full Internship	1 st Year Experience (Mentorship)	Post-1 st Year Experience (if applicable)	Other Experience	Undecided
Domain 1: Classroom Management	3.53	17.76	12.79	14.91	32.35	16.08	1.03	1.54
Year 1 Teacher	4.31	22.25	17.27	17.27	32.72	1.24	0.31	4.63
Year 2 Teacher	4.26	23.28	9.84	14.75	37.38	8.85	1.31	0.33
Year 3 Teacher	2.13	12.58	14.42	14.98	34.76	18.98	1.87	0.27
Year 4 Teacher	2.96	12.89	12.1	14.77	28.23	27.96	1.08	0.00
Year 5 Teacher	5.00	21.11	7.78	11.11	26.67	24.44	0.00	3.89
Domain 2: Instructional Effectiveness	3.43	23.32	10.17	13.04	28.05	17.67	1.13	3.18
Year 1 Teacher	4.50	29.50	11.07	16.73	30.35	1.80	0.26	5.79
Year 2 Teacher	4.57	27.84	8.83	12.70	28.85	13.10	0.69	3.43
Year 3 Teacher	1.90	18.55	11.64	12.99	32.20	18.80	2.13	1.78
Year 4 Teacher	4.19	17.11	10.23	12.83	23.20	28.69	1.81	1.93
Year 5 Teacher	1.16	27.18	7.68	7.43	23.76	29.31	0.00	3.49
Domain 3: Professional Growth & Continuous Improvement	5.96	34.86	8.07	10.64	21.45	14.36	2.42	2.26
Year 1 Teacher	7.69	39.23	10.00	8.46	24.62	3.08	2.31	4.62
Year 2 Teacher	7.38	39.34	6.56	11.48	22.13	9.84	1.64	1.64
Year 3 Teacher	4.00	36.00	8.00	9.33	22.00	16.00	4.67	0.00
Year 4 Teacher	6.10	24.7	8.20	13.72	21.19	21.98	2.05	2.06
Year 5 Teacher	4.17	37.5	6.94	9.72	13.89	23.61	0.00	4.17
Domain 4: Interpersonal Skills	9.35	10.65	9.03	10.97	27.1	18.71	1.94	12.26
Year 1 Teacher	10.77	13.85	9.23	13.85	32.31	1.54	0.00	18.46
Year 2 Teacher	16.39	14.75	6.56	6.56	29.51	9.84	0.00	16.39
Year 3 Teacher	6.67	12.00	8.00	10.67	24.00	22.67	5.33	10.67
Year 4 Teacher	8.22	4.11	12.33	10.96	27.40	27.40	2.74	6.85
Year 5 Teacher	2.78	8.33	8.33	13.89	19.44	38.89	0.00	8.33
All Domains	4.03	22.45	10.65	13.16	28.42	16.99	1.28	3.13
Year 1 Teacher	5.09	27.87	12.42	15.9	30.47	1.77	0.46	6.02
Year 2 Teacher	5.36	27.20	8.74	12.78	30.34	11.55	0.90	3.12
Year 3 Teacher	2.41	18.47	11.79	13.01	31.41	18.76	2.48	1.67
Year 4 Teacher	4.28	16.17	10.60	13.31	24.47	27.77	1.69	1.71
Year 5 Teacher	2.50	25.75	7.60	8.90	23.28	28.00	0.00	3.90

APPENDIX P

Results of Teacher Survey Question 6

(Rating Scale 1-5, 1=Strongly Disagree, 2= Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree)

	<i>APP Teachers</i>	<i>TC Teachers</i>
Domain 1: Classroom Management	3.97	4.20
Year 1 Teacher	3.86	4.02
Year 2 Teacher	4.03	4.10
Year 3 Teacher	4.00	4.25
Year 4 Teacher	4.00	4.32
Year 5 Teacher	4.02	4.34
Domain 2: Instructional Effectiveness	4.01	4.22
Year 1 Teacher	3.94	4.03
Year 2 Teacher	4.09	4.19
Year 3 Teacher	4.04	4.24
Year 4 Teacher	3.98	4.35
Year 5 Teacher	4.04	4.38
Domain 3: Professional Growth & Continuous Improvement	4.03	4.22
Year 1 Teacher	3.86	4.08
Year 2 Teacher	4.15	4.19
Year 3 Teacher	4.08	4.22
Year 4 Teacher	3.96	4.35
Year 5 Teacher	4.19	4.25
Domain 4: Interpersonal Skills	4.25	4.40
Year 1 Teacher	4.14	4.29
Year 2 Teacher	4.29	4.36
Year 3 Teacher	4.33	4.35
Year 4 Teacher	4.22	4.54
Year 5 Teacher	4.36	4.52
Domain 5: Leadership	4.07	4.11
Year 1 Teacher	3.94	3.84
Year 2 Teacher	4.24	4.24
Year 3 Teacher	4.22	3.98
Year 4 Teacher	3.90	4.29
Year 5 Teacher	4.09	4.23
All Domains	4.03	4.23
Year 1 Teacher	3.93	4.05
Year 2 Teacher	4.11	4.18
Year 3 Teacher	4.08	4.23
Year 4 Teacher	4.00	4.36
Year 5 Teacher	4.09	4.36

APPENDIX R

MET Project: Correlation between Tulsa Observation Protocol and Student Achievement Gains

Tulsa Model Dimension	Correlation
Plans for Delivery of the Lesson	0.13*
Clearly Defines Expected Behavior	0.12*
Optimizes the Physical Learning Environment	0.03
Embeds the Components of Literacy	0.10
Uses Questioning Techniques and Guided Practice	0.08
Teaches the Objectives through a Variety of Methods	0.10
Gives Directions that are Clearly Stated	0.06
Demonstrates/Models the Desired Skill or Process	0.13*
Checks to Determine if Students are Progressing	0.12*
Changes Instruction Based on the Results of Monitoring	0.16*
Summarizes and Fits into Context what has been Taught	0.13*
Use of Common/Varied Assessments for Special Education Students	0.13
Effective Interactions and Communication with Stakeholders	0.12

*Note: * denotes correlation significant at 0.05 level*

APPENDIX S

IRB Approval Letter

Oklahoma State University Institutional Review Board

Date: Wednesday, July 09, 2014
IRB Application No ED1499
Proposal Title: Teacher Certification Types and Teacher Preparedness and Effectiveness in Oklahoma
Reviewed and Processed as: Expedited

Status Recommended by Reviewer(s): Approved Protocol Expires: 7/8/2015

Principal Investigator(s):

Christopher G. Karch	Bernita Krumm
P.O. Box 126	310 Willard
Calvin, OK 74531	Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,



Tamera Mix, Interim Chair
Institutional Review Board

VITA

Christopher G. Karch

Candidate for the Degree of

Doctor of Education

Thesis: TEACHER CERTIFICATION TYPES AND TEACHER EFFECTIVENESS
AND PREPAREDNESS IN OKLAHOMA

Major Field: School Administration

Biographical:

Education:

Completed the requirements for the Doctor of Education in School Administration at Oklahoma State University, Stillwater, Oklahoma in May, 2015.

Completed the requirements for the Master of Arts in Education Administration at Northeastern State University, Tahlequah, Oklahoma in 2001.

Completed the requirements for the Bachelor of Science in Mathematics Education at Northeastern State University, Tahlequah, Oklahoma in 1997.

Experience:

2011-2015 Superintendent of Schools
Calvin Public Schools, Calvin, OK
2010-2011 High School Principal/Assistant Superintendent
Holdenville Public Schools, Holdenville, OK
2008-2010 High School Principal/Director of Athletics
Holdenville Public Schools, Holdenville, OK
2007-2008 PK-12 Principal
Stringtown Public Schools, Stringtown, OK
2005-2007 PK-8 Principal
Stringtown Public Schools, Stringtown, OK

Professional Memberships:

2005-2015 Cooperative Council for Oklahoma School Administration