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OFFICE OF GOVERNOR RONNIE MUSGROVE  
INTEROFFICE MEMORANDUM

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**TO:** BOYD  
**FROM:** RILEY & BENTLEY  
**SUBJECT:** NGA CONFERENCE CALL ON ALTERNATIVE TEACHER CERTIFICATION  
**DATE** 8/23/00  
**CC:** FILE

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Bridget Curran, NGA, states exp teacher shortages and need more, but also need qualified teachers. Discuss ways to get alternative teachers in classrooms faster.

Dr. Emily Feistritzer, President of the National Center for Education Information: tracking states' action; NJ an TX started progs in 1985; last 5 years (maybe 2-3) lots of activities in alternative routes; to be more responsive to non-trad'tl candidates (have bachelor's degree); pool is growing; many tend to be mid-career or early ret; CA, TX and NJ are the oldest in this area and have greatest # of people; pools are huge when programs are marketed;

*Alternative Teacher Cert: A state by state analysis* (bk); in last 2 years, 14 states have or plan to have new programs; this year alone, ten new progs; more than 125,000 individuals have been cert by alt route, more than 24,000 in 28 states this year;

States have been dev teacher prep programs and calling them teacher cert programs; progs are field based and in classroom early on and work w/ mentor teacher and go thru w/ cohorts (imp variable to keep then in); most progs are collaborative (st dpts and IHLs)

Progs are getting better and more content based; more targeted to what non-trad population needs to become effective teachers

TX? Are you seeing more innovation or all the same? In state like KY and NM, newer ones, not seeing a lot of reinvention of wheel, learning from earlier progs; question of distinct and diff from trad teacher edu is a non-issue; imp variable is to meet the need of the non-trad group of people

WY? How are states dealing w/ content gaps (accounting and teaching) and pedagogy teaching? We're going to be forced to dev competency measures to det if they have content knowledge and ability to teach regardless of major or minor; a lot of the issue boils down to the school size issue – 25% of all HS enroll less than 300 students – so chance of having physics major teaching physics is nill; question is how do we determine their ability to teach

CA? Margaret Fortune – Linda \_\_\_\_’s research has been negative as to alt certification; is there any counter to that research? The one study she cites comes out of Dallas school dist and no one else has seen the study; TX has info that shows contrary data; data avail that hasn’t been publicized or analyzed as to the value of alt cert and how students perform; one problem that screws data is program, such as Tchr America – actually a alt recruitment progr, not an alt cert progr; yes, there is data and CA has some that shows students taught by interns and those who have gone thru CA’s alt route prog perform as well or better than those taught by teachers fresh out of college

\_\_? Trend more to English or to their profession? There is no data on this; wants to do comparison study of alt route v. trad routes

Mary Ellen Wiederwohl, KY Professional Standards Board: teacher prep/cert agency for KY and is attached to Gov’s Office since 7/1/00;

- 1990 – Local District Training Program – (part of KY Ed Reform Act) – B’s and 2.5 GPA w/ major course of study and pass exam –implemented on local level; was too laborious and too expensive; format hasn’t fulfilled original promise
- 1996 – college faculty to be cert w/ M’s degree and 5 yrs exp on college – Teacher Internship progr (all new teachers do) – first year mentoring prog – about 60 participants to date, is increasing
- 1998 – Exceptional Work exp option – B’s degree and 10 years exp in field; to target baby boomers and retirees; been wonderful; hasn’t cert a lot b/c for specific niche of business fields (CEOs, eng, artists)
- 2000- Vets of armed forces – troops to teachers (early 1990’s); vets w/ 6 yrs and B’s degree and pass content exam; get cert and do internship program
- 2000-University based alt option – penning hopes on this; envision many able to complete it; holds promise of local dst trng prog w/out reinventing wheel; participants do three things: 1) teacher of record; 2) complete cert requ (already have B’s degree in their area) 3) participate in internship program; KY has a lot on emergency credential w/ little support and hope these will go thru the prog for a fast track to getting cert and mentoring
- Adjunct instructor cert – for part time teachers; don’t have to do whole gamut of preparation; dsts use quite a bit for small schools and need teachers for 2 periods a day;

KY is standards state and has 9 standards that all must meet; looking for private contractors to provide as well;

Dane Linn – distribution of participants (urban or rural) and reaction from teachers union? – main success is in largest metro area (Louisville) – operate Local Dst Trng

Program – actually pay people to go thru program and then get them when they get out; rural areas haven't had as much of a shortage until recently; Eastern KY Univ has showed most interest in the university option; Murray State Univ on their heels; is spreading out, but for most part, has been metro; unions haven't responded well; all routes are written into statutes, even tho Stnds Board has authority to do its own alt route although was very negative alt teacher; KY is facing a shortage and changes the need for it – did just think of it as a neat idea; unions are coming around, like the univ option;

KS? – what is incidence of the opposite effect, teachers wanting out for something else? – KY's retirement numbers are going up; problem w/ retention among first 3-5 year teachers; problem now is teaching them say w/ math major and edu minor, but going into other fields – more on front end than starting to teach and then leaving

Analysis as to motivation for career change? For most part, most are retired and looking for another one; exceptional work option has to complete a portfolio and have an offer of employment from a school district; to date, KY hasn't had a problem w/ leaving a bad exp career and then teaching; KY looks at why person wants to be a teacher, not why they left; they have to relate work exp to the 9 standards for teaching; very tell tell part of portfolio; Emily said #1 reason for getting into teaching is to improve edu and to help young people and attracted to 9 ½ month contract year and length of day (being home when their children are home); 87% retention rate (are teaching 5 years later); Teacher America not in training and certification

Ellen Schechter from NY Dpt of Education: program since 1985; unions and deans of colleges up in arms then; now much of dissention has died down; traditional college programs have improved; fundamentally redefined def of teacher n 1985 – def was that of a grad of trad ungrad program; in 1985 said any prospective teacher was passing score in subject matter, and \_\_\_\_\_, basically eradicated emergency certification – there is only 1 option in NJ – must first establish their eligibility and then secure position in public school and then provided provisional certification w/ responsibility that local dst have year long induction prog w/ 3 phases: 1) 1 month of intensive supervision on the job, 2) 33 weeks of mentor teachers, and 3) evaluations (3) by bldg level principal; total of 10,179 have gone thru program since inception; makeup 29% of all new teacher hires last year (remains pretty stable); notion of prov certification has been expanded to all new teachers w/ the 1 year prov certi, but without first month of intensive supervision;

Univs and colleges' regional training centers train alternate route teachers (56 centers thru out NJ); take 1 year and 200 hours of instruction and then elig for standard licensure

Ideally alt routers id'd in summer and exposed to issues (lesson plans, classroom activities, etc.), but not always; often exposed to pedagogy knowledge when they are ID'd and start school; attrition rate (rate new teachers stay on job first year), alt route are 4% while traditional new teachers who left at 16% each year

Impact of alt route on students? NJ does not collect b/c teachers not eval on basis of students' performance

Recs or suggestions for policy makers in considering alt route programs?

- KY – try and avoid laundry list; KY ended up w/ patchwork program est. by the Legislature; NY and DL have one-way programs (KY hopes the univ program will end up as a one-way program); most candidates coming to us, so no problem w/ recruitment, but urban areas have strong recruitment components of their own; KY is going to implement statewide recruitment progr next year for the first time
- NJ – start from position of collaboration – consult w/ colleges of education and not just state dpt of education; don't do in isolation of local dsts or colleges; NJ Gov just announced new mentoring program for second year teachers as well as first year teachers – NJ Recruitment “US Peaks” computer program based on CA model
- Emily: definitely work w/ IHLs