

# RESEARCH

*Report on an Educational Program*  
Department of Research and Accountability

## **ALTERNATIVE CERTIFICATION PROGRAM 2001–2002**

Houston Independent School District



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## EXECUTIVE SUMMARY

### ALTERNATIVE CERTIFICATION PROGRAM 2001–2002

#### Program Description

The Houston Independent School District (HISD) implemented the Alternative Certification Program (ACP) in 1985 because of the provisions of House Bill 72 passed by the Texas Legislature in 1984. The intent of this bill (Tex. H.B. 72, 68<sup>th</sup> Leg. 2d C.S.) was to address the teacher recruitment and retention issues present in Texas schools. Included in the bill were programs targeting teacher education, tutorial programs to reduce academic failures, and changes in school funding. The bill also called for the development of an Alternative Certification Program different from the Traditional university certification program for teachers. The Alternative Certification Program is a training program for teachers providing a one-year internship, which integrates on-the-job training with District-developed training modules. Interns who successfully complete the training program are recommended by HISD to the State to be certified. Currently, the ACP provides teacher training in instructional certification areas of Bilingual Education and English as a Second language (ESL). In addition, elementary, secondary, special education, educational diagnostician, and learning resources are served.

In compliance with House Bill 72, HISD developed the ACP program through a system of partnerships collaborating with the Region IV Education Service Center, the University of St. Thomas (UST) and Teach for America (TFA). The District's ACP program has two main objectives: (1) to fill teacher shortages and (2) to provide an alternative training program for uncertified teachers. The requirements for an intern include a bachelor's degree from an accredited or approved institution of higher education with a grade point average (GPA) of 2.5 on a 4.0 scale. They must also possess minimum Texas Academic Skills Pro-

gram (TASP) passing scores and for bilingual candidates, a passing score on the oral and written Spanish/English Proficiency test. In addition, candidates must have a 2.5 GPA on a 4.0 scale in the semester hours of their certificate area. ESL candidates must possess eighteen semester hours of English.

The training program for an intern is based on state mandated proficiencies, content area competencies, current research and best practices. The pre-assignment training consisted of 80 hours of HISD training and six to nine hours of university coursework. Ongoing training consisted of six to nine hours of university coursework and 36 hours of HISD training. Training was based on content, which included instruction in Learner-Centered Knowledge, Instruction and Communication, and Equity and Excellence for all Learners.

The HISD Alternative Certification program has certified over 3,500 teachers, learning resource specialist, and educational diagnosticians. Since its implementation in 1985–1986, the Alternative Certification program has experienced several changes. In particular, the need to address the continued teacher shortage in the Houston Independent School District created the Rolling Cycle component of the ACP program.

The purpose of this program evaluation was to assess the effectiveness of the Alternative Certification Program. With these objectives in mind, the following research questions were addressed:

1. What was the accreditation status of the HISD Alternative Certification Program?
2. How did the Rolling Cycle, Traditional Cycle, and TFA interns compare on the ExCET examination?

3. What was the average length of stay in HISD for teachers admitted via the ACP program?
4. What were the attitudes and perceptions of interns toward the face to face training received from the ACP program?
5. What were the attitudes and perceptions of the ACP staff regarding the ACP program?

**Findings**

*Accreditation Status*

- The results indicated that HISD’s ACP program received accredited status between September 1995 and August 2001; for all subgroups in the first-time takers and cumulative groups, the passing rates were above 70%, with the exception of African Americans (64%) in the 1998–1999 school year.

*Cycle Comparison*

- The Preliminary ExCET results by subject area for the Rolling, Traditional and TFA interns, 2001–2002 indicate that TFA interns had the highest average in three subject areas Professional Development Elementary, Professional Development Secondary, and Biology Secondary on the ExCET exam. The presence of TFA interns in Cycle 22 increased the average scores of Cycle 22 by two to four points. Cycle 21b interns had the second highest average for the subject area test taken followed closely by Cycles 22b, 22c, 22d and 22.

*Length of Stay with the District*

- On average interns admitted via the ACP program remained with HISD 6.7 years. White teachers remained with HISD an average of 6.01 years while Black and Hispanic teachers remained with 6.78 and 7.57 years, respectively. Male teachers remained an average of 0.13 years longer than females. Teachers who received their certification in the first three Cycles of HISD’s ACP have remained with the district for an average of 13.93 years. Of the 2,329 ACP certified teachers identified as remaining with the district, 1,782 or 77% are classified as active within the district.

*Intern Perceptions of Training*

- The interns generally had positive perceptions of the pre-assignment training. Seventy-seven per-

cent agreed or strongly agreed that intern orientation was effective. Eighty-five percent of the interns agreed or strongly agreed that the ACP staff used effective instructional materials and 74% agreed or strongly agreed that the instructional techniques used were effective.

- The major weaknesses included the lack of time spent with mentors, lack of effective communication from the mentor regarding objectives (25%), lack of effectiveness of the mentor program (28%). A concern was that 28% of the interns indicated that time during the ongoing night training was not used effectively and another 39% indicated that the 7:30p.m. meetings with their supervisors was not beneficial. One out of four interns indicated that time was not used effectively in the training.
- ACP staff indicated that understaffing is a major concern because the number of interns seeking certification has increased disproportionately to the number of staff members providing support.
- ACP staff indicated that adequate accommodations for training interns have not coincided with the increasing number of interns seeking certification.
- ACP staff indicated that inadequate work space is also a concern. The sharing of small office space makes it difficult to track and store the numerous items that interns have to submit on a weekly basis, which ultimately affects work productivity and efficiency.

**Recommendations**

1. To improve the scores of interns, a more stringent selection process is needed to evaluate potential candidates prior to their entry into the certification program.
2. Improve the proficiency and ongoing training sessions in order for ACP interns to reach parity with TFA interns on the ExCET exams.
3. To increase the length of time an ACP teacher remains with the district, consideration should be given to placing a mentor with the intern for a period of two years providing communication and support when needed.

4. To make the ongoing training sessions more effective and beneficial, develop shorter training programs that reflect better time management and ensure that materials presented in training sessions are not redundant.
5. Ensure that all assigned mentors meet with their interns regularly and provide the relationship necessary to foster the intern's professional growth.
6. Provide the requisite number of staff members to adequately deal with the increasing number of interns.
7. Provide the facilities necessary to train interns in a centralized location.



## ALTERNATIVE CERTIFICATION PROGRAM 2001–2002

**Purpose:** Review the Alternative Certification Program and assess its effectiveness in certifying interns in its Traditional and Rolling Cycle programs.

**Design:** Descriptive.

**Population:** Interns admitted to Houston Independent School District's Alternative Certification Program.

**Methods:** Program descriptions, quantitative test data, employee records, and survey data were obtained and analyzed using descriptive statistics.

**Findings:** The Alternative Certification Program received accredited status between 09/95–08/01; for all subgroups in the first-time takers and cumulative groups, the passing rates were above 70% with the exception of African Americans (64%) in the 98–99 school year. Interns generally had positive perceptions regarding their training.

**Conclusions:** Considering that the purpose of the Houston Independent School District's Alternative Certification Department is to certify qualified teachers through alternative methods, the program's success can be measured in its continued ability to fill the teacher shortages that perennially plague the district. The Alternative Certification Department plays an important role in meeting the demand for teachers that the Houston Independent School District faces.

**Educational Implications:** Success in the Alternative Certification Program can offset the supply and demand need currently faced by the School District.

### Introduction

#### Program Description

The Houston Independent School District (HISD) implemented the Alternative Certification Program (ACP) in 1985 because of the provisions of House Bill 72 passed by the Texas Legislature in 1984. The intent of this bill (Tex. H.B. 72, 68<sup>th</sup> Leg. 2d C.S.) was to address the teacher recruitment and retention issues present in Texas schools. Included in the bill were programs targeting teacher education, tutorial programs to reduce academic failures, and changes in school funding. The bill also called for the development of an Alternative Certification Program different from the Traditional university certification program for teachers. The Alternative Certification Program is a training program for teachers providing a one-year internship, which integrates on-the-job training with District-devel-

oped training modules. Interns who successfully complete the training program are recommended by HISD to the State to be certified. Currently, the ACP provides teacher training in instructional certification areas of Bilingual Education and English as a Second language. In addition, Elementary, Secondary, Special Education, Educational Diagnostician, and Learning Resources are served.

In their compliance with House Bill 72, HISD developed the ACP program through a system of partnerships collaborating with the Region IV Education Service Center, the University of St. Thomas (UST) and Teach for America (TFA). The District's ACP program has two main objectives: (a) to fill teacher shortages and (b) to provide an alternative training program for uncertified teachers. The requirements for an intern include a bachelor's degree from an accredited or approved institution of higher education with a grade

point average (GPA) of 2.5 on a 4.0 scale. They must also possess minimum Texas Academic Skills Program (TASP) passing scores and for bilingual candidates, a passing score on the oral and written Spanish/English Proficiency test. In addition, candidates must have a 2.5 GPA on a 4.0 scale in the semester hours of their certificate area. English as a Second Language (ESL) candidates must possess eighteen semester hours of English.

The training program for an intern is based on state mandated proficiencies, content area competencies, current research and best practices. The pre-assignment training consisted of 80 hours of HISD training and six to nine hours of university course work. Ongoing training consisted of six to nine hours of university course work and 36 hours of HISD training. Training was based on content, which included instruction in Learner-Centered Knowledge, Instruction and Communication, and Equity and Excellence for all Learners. The University of St. Thomas (UST) was responsible for all the pre-assignment university course work. However, the Director of the ACP program could accept comparable course work from other universities for pre-assignment requirements as long as the intern provided the official transcripts and course descriptions. The courses had to have been taken within the last five years. Interns must provide official transcripts documenting satisfactory completion of pre-assignment course work before being placed into an HISD classroom.

Interns must complete a minimum of 20 clock hours of integrated field experiences in a variety of educational settings within their area of concentration. Also, there was a mentor component in the training process where interns were assigned a mentor teacher. Mentors were selected and completed 12 clock hours of mentor training on the following topics: knowledge of adult learners, stages of teacher growth and development, self-reliance and motivational skills, interpersonal skills, formative assessment strategies, counseling, cultural diversity, and stress management.

### **Program Process**

The following is the process interns have to complete in order to obtain certification through HISD ACP. The prospective intern will submit the required materials to the certification office. The certification office approves prospective candidates and sends the names of eligible individuals in a database to ACP. ACP sets up the orientation meeting. Then, the intern will begin:

1) Proficiency Training (April – May) which can occur online or face to face, and 2) Integrated Field Experience where the intern will spend a week in a classroom observing, and will have the opportunity to teach two lessons.

A supervisor or master teacher conducts the ongoing training in the fall. A master teacher is an individual who has taught or has been an intern at one time. The ACP specialist (supervisor) works for the ACP. The intern can go to the administrative bulletin, which is on HISD's web site. The intern can meet a generalist and/or create their resume and if they have been approved interview with a principal. Once the intern has a job, two forms must be submitted to the certification office. One form is the intent to hire form. It contains the PC# number and the name of the mentor on it. The second is the principal commitment form, which states that the principal will provide the training needed by the intern. This is how the ACP knows where the interns are. A supervisor will then work with them in ongoing training with a teacher. The ongoing training does not commence until the intern has a job. Once proficiency training is over, they do not see them until the end of July.

There are several things an intern must complete in order to obtain certification: coursework and exams, a portfolio – which goes to the supervisor, an intern documentation book, supervisor observations – no less than one a week, principal observations – one every six weeks. The fourth six weeks a PDA must be done. This is the state formal evaluation, which is done by the principal or assistant principal. The principal recommends certification to ACP. The principal recommends certification with forms by mid January, which is 45 working days before the end of the school year. This is a kind of yes or no form with an explanation of choice provided. This is done before the intern is finished with all requirements. The ACP takes the principal's recommendation and checks to see if the intern has completed all requirements by the end of May – mid June. The ExCET scores are sent to the ACP and to the intern. ACP makes recommendation for certification to the certification office. The ACP gives a letter to intern stating all requirements have been met. This clearance letter is taken to the certification office. The Certification officer puts the clearance letter in the intern's file. The application for certification form is sent to the State Board for Education Certification (SBEC). SBEC checks among other things the criminal history record of the intern. Finally,

SBEC approves or denies certification. For a more complete graphical presentation of an intern's movement through HISD's Alternative Certification Program, refer to the process map provided in **Appendix A**.

### Program Participants

The HISD Alternative Certification Program has certified over 3,500 teachers, learning resource specialists, and educational diagnosticians. Since its implementation in 1985–1986, the Alternative Certification program has experienced several changes. The ACP was designed for non-university certified college graduates who wanted to become certified teachers. In HISD's ACP, an individual may be admitted to one of two Cycles. First, the Traditional Cycle, which began when HISD first implemented the ACP, begins in April. This Cycle enrolls the majority of the interns in the program. Currently, there are two managers and thirteen supervisors responsible for the daily instruction of interns in the Traditional program.

Second, the need to address the continued teacher shortage in the Houston Independent School District created the Rolling Cycle component of the ACP program. The Rolling Cycle is comprised of several different Cycles that undergo the same training as the Traditional Cycle, but at different times during the year. The Rolling ACP is a multiple Cycle program that runs parallel to the Traditional Cycle. The areas of specialization are special education, bilingual, and math, which are the critical shortage areas in education. It generates nearly \$1,000,000 in funds for the department. The Rolling Cycle has its own supervisors and secretarial staff. While the Traditional ACP moves through one training calendar and closes out each event upon its completion, the Rolling ACP closes and opens different events simultaneously across four different Cycles. At times an event may be the same across all Cycles such as, the ExCET administration. Even then, not all Cycles take the same ExCET at the same time.

In its inaugural year (2001), the Rolling Cycle consisted of four Cycles. The first Cycle began in January and was called Cycle 21b. The second Cycle began in June and was called 22b. The third Cycle began in September and was called 22c. The fourth Cycle began in November and was called 22d. However, twice a year five Cycles are in place at one time. An example of this is the January Cycle. At the same time that present Cycle is opening, the previous Cycle

is closing. Again, twice a year the following sequence of events is implemented: While pre assignment training for Cycle C is going on, the previous Cycle C is opening, ongoing training for Cycle B is going on and preparation registration for the ExCET for Cycles D and E are ongoing. The number of Cycles taking place is determined by the degree of the teacher shortage. A large teacher shortage requires more Cycles to fill that need. Currently, there is one manager, ten supervisors, and three secretaries responsible for the daily instruction of interns in the Rolling Cycle program.

The Rolling ACP holds monthly meetings to coordinate the flow of work, monitor progress towards the accountability standard, evaluate effectiveness of the training component, considers input from interns and supervisors, and decide how funds should be allocated. Based on the information gathered at these meetings, modifications to training in quality and quantity are made. In addition, weekly meetings with supervisors from each Cycle are conducted to discuss issues pertinent only to that specific Cycle.

In the Traditional ACP, the elementary supervisors are responsible for training in one area of the ACP curriculum. In the Rolling ACP, the elementary supervisors are responsible for training in all areas. The Rolling ACP provides on going staff development to assist the supervisors in becoming more well rounded professionals able to address all areas of the curriculum.

The administration of the Rolling ACP requires skillful scheduling and management of time, staff and resources. It requires a strong knowledge base of staff development and instruction. It requires knowledge of accountability standards. Finally it requires the skill to bring all these elements together for the purpose of accomplishing its mission.

Within the Traditional and Rolling Cycles, interns may receive different types of training. The intern may enter either of the Cycles and receive face to face training or online training depending on when the program was entered. Face to face training means Traditional live training, immediate interaction and reinforcement with the instructor and other classmates.

Online training comes in two forms. First, proficiency training is a web-based multimedia presentation of the state adopted learner-centered proficiencies. In short, these proficiencies describe and define what a teacher should know and know how to do. Second, graduate courses offered by the University of St. Thomas are delivered as web-based multimedia pre-

sentations in both synchronous and asynchronous modes and accompanied by vigorous online and face to face assessments.

If the intern is already in a classroom, online training is received. If the intern is not in the classroom, face to face training is received. Interns in the Traditional program (Cycle 22b) receive face to face training while interns in the Rolling Cycle receive face to face or online training.

In addition, interns may enter the program with a Teach For America (TFA) background. Teach for America is a nonprofit organization that recruits exceptional recent college graduates. The Houston Independent School District has recruited TFA teachers since 1993. TFA selects individuals for training and placement in urban and rural classrooms. Their admittance into the program is contingent among many criteria one of which is a two year commitment to remain in a teaching capacity. Once TFA candidates are selected, they attend a five-week pre-service training program. During this training, TFA candidates are taught varying approaches to teaching in a low-income environment, classroom management techniques, curricular planning, practical teaching tools, and student assessment among other things. In addition, TFA candidates teach in a summer school program, participate in workshops, and engage in professional development activities.

**Table 1** provides demographic data obtained from the Alternative Certification Department on the participants in the Traditional and Rolling Cycle program. Cycle 22 had 386 interns, 59 extended from Cycle 21,

Table 1: Demographic Profile of Interns Participaing in the Altenative Certification Program, 2001

<u>Cycle</u>	<u>N</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Other</u>
<b>Trad.</b>					
22	386	115	156	85	30
<b>Rolling</b>					
21b	47	5	19	20	3
22b	82	18	31	25	8
22c	72	15	25	27	5
22d	39	7	16	11	5
22e	87	22	37	26	2
<b>Total</b>	<b>713</b>	<b>182</b>	<b>284</b>	<b>194</b>	<b>53</b>

and four extended from Cycle 20. Cycle 22b had 82 interns including two from Teach for America. Cycle 21b had 47 interns. Cycle 22d had 39 interns and Cycle 22e had 87 interns.

**Program Cost and Funding Source**

Financial support for the program is funded through fees paid by interns, through payroll deductions, and HISD funds for mentor stipends. The estimated salary to the intern was \$3,750 less than the comparable placement on the teacher salary schedule. This is deducted from salary and cost for course work, required exams, and textbooks. The estimated salary to the intern is \$1,500 less than the comparable placement on the teacher salary schedule. Additional cost of the program for an intern include; \$75 for the application fee, \$300 for a transcript evaluation fee for foreign transcripts (if applicable), \$50 probationary certificate, \$35 University admissions fee, \$260 tuition fee per course, \$300 for books and supplies, \$29 testing fee for the TASP, \$72 per (ExCET) examination, \$72 fee for the Texas Oral Proficiency Test (TOPT), \$75 for application for teaching certificate, and \$85 for (LAS) testing Bilingual and secondary Spanish applicants only.

**Purpose of the Evaluation Report**

The purpose of this program evaluation was to provide a report to assess the effectiveness of the Alternative Certification Program in terms of accreditation, teacher retention, and intern attitudes and perceptions. With these objectives in mind, the following research questions were addressed:

1. What was the accreditation status of the HISD alternative certification program?
2. How did the Rolling Cycle, Traditional Cycle, and TFA interns compare on the ExCET examination?
3. What are the average length of stay for teachers admitted via the ACP program?
4. What were the attitudes and perceptions of interns toward the face to face training received from the ACP program?
5. What were the attitudes and perceptions of the ACP staff regarding the ACP program?

## Review of the Literature

According to Feistritzer (1993), alternative certification programs are being implemented in at least 39 states. The main objectives of these programs are to recruit qualified people into teaching and to avert teacher shortages in critical areas. Among certain members of the educational community, there have been, in the last decade, some philosophical disagreements over alternative teacher certification programs implemented across the U.S. These ideological debates mainly center around the quality, or the perceived lack of quality, concerning teacher training. Opponents of alternative teacher certification programs argue that to improve the quality of education, it is imperative to ensure that incoming teachers have a solid foundation of educator training (McDiarmid & Wilson, 1991; Watts, 1986). Conversely, supporters of alternative certification hold the position that the recruitment of qualified candidates with the requisite subject matter competency can improve the overall educational climate without necessarily going through the traditional teacher training offered by universities (Lutz & Hutton, 1989; Natriello & Zumwalt, 1993).

Feistritzer and Chester's (1991) research findings indicated that more than 200,000 teachers were licensed through alternative certification programs between 1985 and 1990. They also noted that this represented an average growth rate of 20% or 4,000 additional teachers per year. Buechler (1992) observed that alternative certification encourages diversity in the classroom, bringing qualified teachers from many backgrounds, which in turn encourages positive learning experiences by drawing from the children's own disparate backgrounds.

Research comparing the effectiveness of traditional and alternative certification teachers has mixed results. Lutz and Hutton (1989) evaluated an urban school district's alternative certification program and found that alternative certified teachers scored as high or higher on standard measures of teaching ability/performance and were rated high or higher by principals than were traditionally prepared teachers. Goebel, Ronacher, and Sanchez (1989) concluded that students taught by teachers from an alternative certification in a large urban school district achieved as well as those students taught by traditionally prepared teachers. Ball and Wilson (1990) found that subject-matter knowledge of new teachers in mathematics, whether

certified through an alternative or traditional route, was inadequate for both groups.

Evaluation studies that compare the effectiveness of traditional and alternative certification routes have been inconclusive. This is because even for teachers certified in the traditional routes; there is a lack of objective teacher effectiveness and evaluation models. As a result, the question of whether those trained under the traditional teacher preparation route or those alternatively certified make the best teachers may never be resolved. However, based on filling critical teacher shortages, alternative certification programs have been successful in many instances according to the literature.

## Methods

### Data Collection

This program evaluation used several data sources to address the aforementioned research questions. The following sources of data were used. Demographic data for the interns who participated in the ACP program were obtained from the Alternative Certification Department and the PeopleSoft Technical Team.

The examination for Certification of Educators in Texas (ExCET) data were compiled by the Texas Education Agency (TEA) and forwarded to HISD's ACP. The TEA also provides a specialized database/reporting software, the Accountability System for Educator Preparation (ASEP). It reports the individual intern test scores, summary statistics, and the accreditation status of HISD in regard to its alternative certification program. The State Board for Education Certification (SBEC) sends the ASEP Accreditation Report to HISD's ACP. Alternative certification verifies the report and addresses discrepancies, if any, and then sends the ASEP Accreditation report back to SBEC.

ASEP was first implemented in February 1995 and was based on the 1995 and 1996 administrations of the Examination for the Certification of Educators in Texas (ExCET). ASEP follows business rules set by TEA.

1. ASEP includes the results of all ExCET test plus Texas Oral Proficiency Test (TOPT) results.
2. Passing rates are calculated as the number of ExCET tests passed divided by the number of tests taken.
3. Only students verified as eligible to take the ExCET by the local authority are included in the calculations.
4. Cumulative passing rates are computed as the

prior year's first-time takers divided by the prior year's first-time takers who pass plus subsequent passers who failed in the prior year.

5. Student groups are All Students, Female, Male, African American, Hispanic, Other (Native-American plus Asian), and White.
6. An entity's certification area, whether it is an individual or a grouped subject certification area, may undergo a program review if the current or cumulative ExCET pass rate of any student group is below 70%.

ACP provided preliminary ExCET results for interns in the Rolling Cycle program and interns in the Traditional program between 2001–2002. The preliminary ExCET data compiled by TEA is not in aggregate form. The data consists of the individual results for interns taking components of the ExCET test. Thus, the data are incomplete in that all required ExCET examinations have not been taken by the interns. The official copy of the Accreditation report will not be available until August 2002. Although these data do not provide a comprehensive look at intern success on the ExCET, it does provide a comparative glimpse at intern success in both the Traditional and Rolling Cycle.

Intern perceptions of their face to face training were elicited through the Alternative Certification Training Survey (**Appendix B**). The Alternative Certification Training Survey form was developed to ascertain the attitudes and perceptions of interns toward the face to face training received from the ACP program. All interns in the Alternative Certification Program were eligible to complete the Alternative Certification Training Survey. The survey consisted of 6 sections (orientation, curriculum week, field experience, mentor program, mentor characteristics, and on-going training) that assessed the training interns received from HISD's ACP. The first 2 items solicit the interns' assessment of the ACP staff and face to face training. Items 3 through 6 solicit the interns' perceptions of the training received during curriculum week. Items 7 through 12 solicit the interns' perception of the curriculum support training received online. Items 13 through 16 solicit the interns' perception regarding the mentor program. Items 17 through 24 solicit the interns' perception regarding the mentor's characteristics. Finally, items 25 through 30 solicit the intern's perception of the ongoing training they received. The items on the survey adhered to a Likert scale format, with four response options scored as follows: "Strongly Agree"

= 4; "Agree" = 3; "Disagree" = 2; and "Strongly Disagree" = 1. Items marked "NA", indicating that the item did not apply, were not scored. Using this method, a mean of 2.5 would indicate that as many respondents agreed as disagreed. The surveys completed online were forwarded to a research specialist in the department of Research and Accountability. In an attempt to increase participation, the surveys were later distributed to the interns during an evening training session. The responses were completely anonymous. The results of the survey were compared across Cycle groups. The analysis of the results from the survey was limited to descriptive statistics for each Cycle group. Information on the ACP's goals, budget, online course work development, and history was collected during interviews and meetings with ACP department managers, supervisors, and staff.

### Data Analysis

A research specialist designed and constructed databases, presented descriptive and frequency statistics using the *Statistical Package for the Sciences* (SPSS) and Microsoft Excel to assess the data. This approach included descriptive statistics and frequency distributions.

The ExCET test results, which were provided by ASEP were disaggregated by Cycle and subject area. The first-time test takers passing rate is 70%, while the second time takers must have a passing rate of 80% cumulative to achieve accreditation. The ASEP is the accreditation system developed by TEA for educator preparation entities and their certification areas. The system is based on indicators that measure an alternative certification program's ability to produce teachers who demonstrate knowledge in learner-centered proficiencies. The program was designed to be aligned with the public school essential elements:

1. Fair and equitable-indicators and standards apply equally to all student population groups;
2. Valid-indicators that are appropriate and accurate measures; and
3. Reliable-indicators that are consistent and uniform over time.

## Results

### What was the accreditation status of the HISD Alternative Certification Program?

**Table 2** shows the trends in the accountability

results beginning with the 1995 administration and ending with the 2001 administration of the ExCET from the ASEP database and reporting program supplied by TEA. The results indicated that HISD's ACP program received accredited status between 09/95–08/01; for all subgroups in the first-time takers and cumulative groups, the passing rates were above 70% with the exception of African Americans (64%) in the 98–99 school year. For first-time test takers, the passing rates ranged from a high of 98% for whites to 64% for African Americans. For Whites, the passing rates ranged from 96% to 98%. For African Americans, the passing rates ranged from a high of 64% to 80%. For Hispanics, the passing rates ranged from 77% to 91%. Finally, the passing rates for the "Other" ethnicity group ranged from 81% to 94%. Females passed at a minimum of 85% compared to a 77% rate or better for males. All interns who took the test the first-time passed at a 81% or better rate.

The cumulative passing rates for all first-time takers were all at or above 84%. Whites had a cumulative passing rate ranging from 99% to 97%. African Americans had a cumulative passing rate ranging from 79% to 91%. Hispanics had a cumulative passing rate ranging from 77% to 97%. The Other ethnic category had a cumulative passing rate ranging

from 81% to 95%. Finally, the cumulative passing rate for females exceeded that of males in each year of analysis with the 97–98 school year being the exception.

**Table 3** shows the Cycle 21 first-time test taker results by ExCET subject area. This group took 665 test and the passing rate was 85%. In 6 out of 11 subject area test, the passing rate was at least 85%. In three other subject area test, Early Childhood, Learning Resources, and Biology, the passing rate was 89% or greater. In Chemistry, the one person who took the test passed. In Mathematics, the passing rate was 67%.

**Figure 1** shows the comparison of Cycle 20 first-time taker passing rates with Cycle 21 first-time taker passing rates from the previous year. For a more meaningful analysis, only tests with more than 10 takers in either Cycle were used. This resulted in seven test areas (Professional Development Elementary, Professional Development Secondary, Elementary Comprehensive, Generic special Education, English as a Second Language (Secondary), Early Childhood, and English, Bilingual) being used for comparison. As indicated by the bar graph, in six out of eight test areas, Cycle 20 interns had higher passing rates. In the one test areas in which Cycle 21 had higher

Table 2: Accountability System for Educator Preparation First-Time Takers Pass Rates and Cumulative Pass Rates

<b>First Time Takers Pass Rates:</b>							
<b>Year</b>	<b>% All Students</b>	<b>% Female</b>	<b>% Male</b>	<b>% African American</b>	<b>% Hispanic</b>	<b>% White</b>	<b>% Other</b>
09/95–08/96	90	92	82	80	77	98	87
09/96–08/97	.	.	.	.	.	.	.
09/97–08/98	86	85	90	70	84	97	89
09/98–08/99	81	81	78	64	78	96	81
09/99–08/00	89	90	83	78	86	98	94
09/00–08/01	85	87	77	72	91	96	83
09/01–08/02	–	–	–	–	–	–	–

<b>Cumulative Pass Rates:</b>							
<b>Year</b>	<b>% All Students</b>	<b>% Female</b>	<b>% Male</b>	<b>% African American</b>	<b>% Hispanic</b>	<b>% White</b>	<b>% Other</b>
09/95–08/96	84	86	82	79	77	99	81
09/96–08/97	.	.	.	.	.	.	.
09/97–08/98	91	89	94	80	88	98	94
09/98–08/99	96	95	97	91	96	99	94
09/99–08/00	94	94	90	89	95	97	94
09/00–08/01	95	96	92	90	97	98	95
09/01–08/02	–	–	–	–	–	–	–

Table 3: Cycle 21 First Year Takers ExCET Results by Subject Area, 09/2000–08/2001

ExCet Subject Area	Number of Tests	Tests Passed	Pass Rate
Professional Development (Elementary)	199	170	85
Professional Development (Secondary)	88	71	81
Elementary Comprehensive	140	123	88
Generic Special Education	73	52	71
English as a Second Language	12	10	83
Early Childhood	46	41	89
English (Secondary)	21	17	81
Mathematics (Secondary)	6	4	67
Biology (Secondary)	6	6	100
Learning Resources	11	11	100
Bilingual/Elementary Comprehensive	55	52	95
<b>Total</b>	<b>665</b>	<b>563</b>	<b>85</b>

passing rates, Early Childhood Education and Professional Development Elementary, the difference, 86% to 89%, was less than three percent before rounding. In the other test area, Professional Development (Elementary), the passing rate for both Cycles was 85%. **How did the Rolling Cycle, Traditional Cycle, and**

**TFA interns compare on the ExCET examination?**

ACP provided preliminary ExCET results for interns in the Rolling Cycle and the Traditional Cycle along with the scores of TFA interns. The data provided in **Table 4** are preliminary ExCET results for

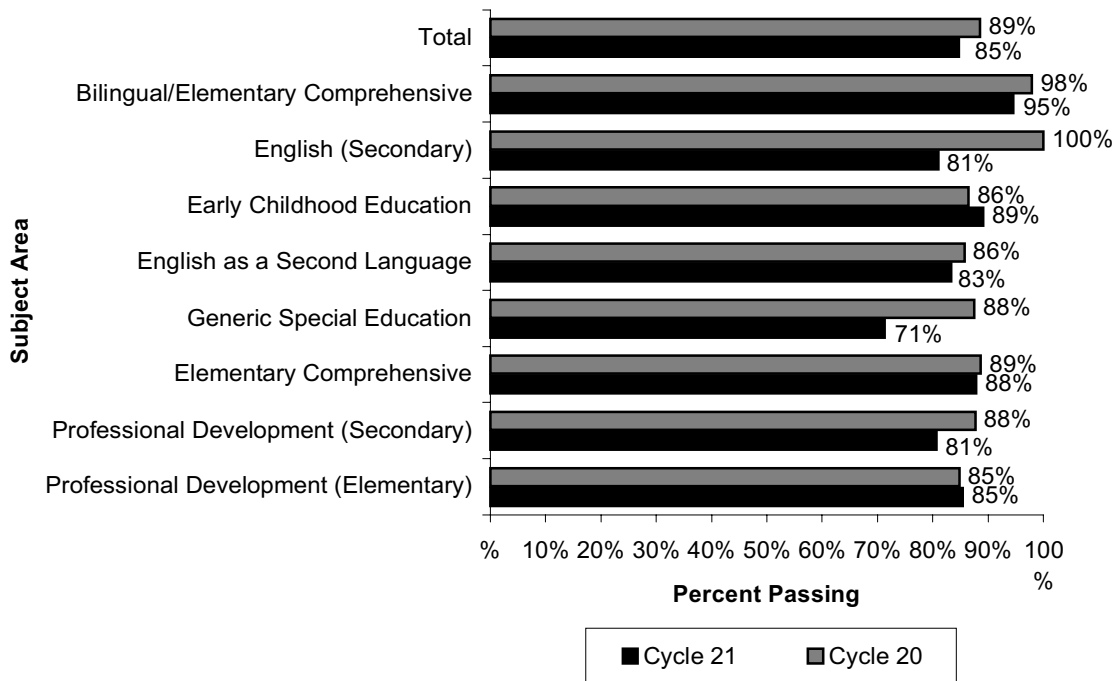


Figure 1: Cycle 20 and Cycle 21 ExCET First Year Takers Passing Rates.

individuals in each of the Cycles in session during the 2001–2002 year. The preliminary ExCET data were aggregated and consisted of the results for interns who took components of the ExCET test. Thus, the data represent a nonrandom sample of the interns in each Cycle, and the data are incomplete in that all required ExCET examinations have not been taken and the results for all interns are not present. Table 4 shows the preliminary ExCET results by subject area for the Rolling, Traditional and TFA Interns, 2001–2002. The data in Table 4 represent an average of the scores for each Cycle. As indicated in Table 4, TFA interns had the highest average in three subject areas; Professional Development Elementary, Professional Development Secondary, and Biology Secondary. The presence of TFA interns in Cycle 22 increased the average scores of Cycle 22 by two to four points. Cycle 21b interns had the second highest average for the subject area test taken followed closely by Cycles 22e, 22c, 22d and 22. It should be noted that Traditional Cycle 22 had far more interns taking the subject area test of the ExCET than the Rolling Cycles.

**What was the average length of stay in HISD for**

**teachers admitted via the ACP program?**

The data used in this analysis represent a nonrandom sample of interns who participated in HISD’s Alternative Certification Program. Acquisition of the complete sample was hindered because of a change in the manner HISD’s Human Resources department stores data. This nonrandom sample represents about 57% of the interns participating in the ACP program since its inception. Thus, generalizations can only be made about the interns present in this nonrandom sample. **Table 5** shows the average length of stay for teachers admitted into the school district via the ACP program by Cycle. Teachers who received their certification in the first three Cycles of HISD’s ACP have remained with the district for an average of 13.93 years. On average, interns admitted via the ACP program stay with HISD 6.7 years.

**Table 6** shows the average length of stay for HISD’s teachers admitted via the ACP program by race, sex, and status. The three ethnic groups White, Black, and Hispanic comprise about 98.8% of the sample. White teachers remained with HISD an average of 6.01 years while Black and Hispanic teachers

Table 4: Preliminary ExCET Results by Subject Area for the Rolling, Traditional and TFA Interns, 2001–2002

	Cycle										
	Traditional			Rolling					All Cycles		
	22		21b	22b	22c	22d	22e	Without TFA	With TFA	Total	
With TFA	Without TFA	Total	Total	Total	Total	Total	Total	Total	Total	Total	
Professional Development (Elementary)	85	73	75	74	-	71	71	71	73	85	74
Professional Development (Secondary)	86	66	67	71	-	-	-	-	67	86	67
Elementary Comprehensive	-	65	65	75	75	-	-	-	72	-	72
General Special Education	-	65	65	76	64	74	69	74	70	-	70
Biology (Secondary)	80	71	75	-	-	-	-	-	71	80	75
Educational Diagnostician	-	69	69	-	-	-	-	-	69	-	69
Bilingual/Elementary Comprehensive	-	66	66	79	78	75	82	80	78	-	78

Table 5: Average Number of Years in HISD by Cycle

Cycle	N	Mean	% of Total
1–3	129	13.93	5.5
4	1	15.00	0.0
5	28	13.39	1.2
7	9	13.00	0.4
8	80	11.91	3.4
9	54	10.35	2.3
10	133	9.65	5.7
12	36	11.19	1.5
13	394	8.74	16.9
14	343	7.85	14.7
15	94	6.53	4.0
16	63	5.98	2.7
17	87	5.22	3.7
18	159	3.86	6.8
19	201	3.38	8.6
20	230	3.03	9.9
21	288	1.72	12.4
<b>Total</b>	<b>2,329</b>	<b>6.68</b>	<b>100.0</b>

Table 6: Average Number of Years in HISD by Race, Sex, and Teacher Status

	N	Mean	% of Total N
<b>Race</b>			
White	746	6.0	32.0
Black	869	6.8	37.3
Hispanic	627	7.6	26.9
Asian	56	5.5	2.4
Am Ind	2	12.0	.1
NA	29	3.7	1.2
Total	2,329	6.7	100.0
<b>Sex</b>			
Male	605	6.8	26.0
Female	1,724	6.7	74.0
Total	2,329	6.8	100.0
<b>Status</b>			
Term	503	4.4	21.6
Active	1,782	7.3	76.5
Retired	2	13.0	0.1
Leave	42	8.6	1.8
Total	2,329	6.7	100.0

remained with 6.78 and 7.57 years, respectively. Male teachers stayed an average of 0.13 years longer than females. Of the 2,329 HISD’s ACP certified

teachers identified as remaining with the district, 1,782 or 77% are classified as active within the district.

**What were the attitudes and perceptions of interns toward the face to face training received from the ACP program?**

For this evaluation, data were obtained through a survey of interns. **Table 7** shows the opinions of the ACP interns regarding their perceptions of the face to face training. Intern attitudes regarding several types of training were assessed. For an analysis of the perceptions of interns for each Cycle, see **Appendices C through G**. For an analysis of the mean scores and sample size for each question by Cycle, see **Appendix H**.

TFA interns, who are an integral part of ACP, had their own pre-assignment training and their opinions are shown. This survey presented a series of statements pertaining to the effectiveness of the training. The percentages in this survey may not add up to 100% because of rounding. The interns responded strongly disagree, disagree, agree, strongly agree or not applicable to the statements. There was a 44% response rate. The interns generally had positive perceptions of the certification training received. Eighty-seven percent agreed or strongly agreed that intern orientation was effective. Ninety-five percent agreed or strongly agreed that the ACP staff was professional. Eighty-nine percent of the interns agreed or strongly agreed that the ACP staff used effective instructional materials and 88% agreed or strongly agreed that the instructional techniques used were effective. However, one out of five interns indicated that the curriculum of the training program did not match their expectations. Eighty-four percent indicated that daily collaboration among the participants and staff was excellent. Eighty-six percent indicated that observing the master teacher was helpful. However, 16% did not have adequate time to observe the master teacher. For most of the interns (83%), the field experience helped to instill confidence in their teaching abilities. For another 83%, the field experience significantly increased the exposure to hands-on practical activities. Eighty percent agreed or strongly agreed that the Lesson Cycle activity was useful and informative and 89% indicated that overall, the field experience training was beneficial.

In the mentor program section, 77% of the interns agreed or strongly agreed the mentor program was

Table 7: Intern Perceptions of Alternative Certification

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>
<b>Orientation</b>					
1. The intern orientation was effective.	1.4	7.4	56.3	30.2	4.7
2. The ACP staff was professional.	1.4	1.9	44.9	49.5	2.3
<b>Curriculum Week</b>					
3. The instructional materials used by the presenter were informative.	1.9	5.1	54.6	34.3	4.2
4. The instructional techniques used by the staff were effective.	.9	7.0	54.7	32.7	4.7
5. The curriculum of the training program matched my expectations.	3.8	13.2	57.1	20.3	5.5
6. My training experiences relate to the material I have been (or will be) presenting in the classroom.	2.3	8.4	56.5	27.1	5.6
<b>Field Experience</b>					
7. Daily collaboration among the participants and staff was excellent.	1.9	6.9	48.6	35.6	6.9
8. Observing the master teacher was helpful.	2.3	4.6	40.3	46.3	6.5
9. There was adequate time allocated to observe the master teacher.	.9	12.0	46.5	36.6	6.9
10. The field experience helped to instill confidence in my teaching.	1.9	7.9	49.1	33.8	7.4
11. The field experience increased the exposure of interns to practical applications (hands-on activities) of the curriculum.	2.3	6.0	44.9	38.0	8.8
12. The Lesson Cycle activity was useful.	2.3	6.9	51.4	29.2	10.2
<b>Mentor Program</b>					
13. The objectives for the mentor program were clearly communicated to me.	5.6	17.6	43.1	32.4	1.4
14. The mentor program provided me with a unique learning experience.	5.1	14.8	41.2	36.6	2.3
15. Time was used effectively during the training classes.	4.6	16.2	41.7	32.9	4.2
16. Overall, the mentor program was effective.	6.5	14.0	40.9	36.3	2.3
<b>Mentor Characteristics/Qualities</b>					
17. The mentor provided useful information.	5.1	9.3	37.5	45.4	2.8
18. The instructional techniques used by the mentor were helpful.	5.1	9.3	40.7	41.7	3.2
19. The mentor met with me as often as needed.	6.5	9.7	38.0	43.5	2.3
20. The mentor used positive interpersonal skills.	8.3	6.0	32.9	50.5	2.3
21. The mentor demonstrated and verbalized effective teaching strategies.	5.7	8.1	36.8	45.5	3.8
22. The mentor was a good role model.	7.2	11.0	29.7	48.3	3.8
23. The mentor was flexible.	4.3	7.2	34.4	49.8	4.3
24. The mentor's assistance matched my expectations.	11.1	12.0	29.8	43.3	3.8

Table 7: Intern Perceptions of Alternative Certification (continued)

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
<b>On-Going Training</b>					
25. Overall, the night sessions were helpful.	8.1	14.8	48.3	24.9	3.8
26. The presenters or trainers were knowledgeable.	1.4	7.2	50.2	37.3	3.8
27. The instructional materials used were informative.	2.9	10.6	53.4	30.3	2.9
28. Time was used effectively during the training.	6.7	17.7	45.0	27.3	3.3
29. Meeting with my supervisor at 7:30pm was beneficial (Traditional Only).	4.5	13.6	37.4	23.7	20.7
30. The topics covered were helpful in preparing for the ExCET.	7.4	9.9	45.8	34.0	3.0

effective and helpful. One out of four interns indicated that time was not used effectively in this section of the training. Another 25% indicated that the objectives for the mentor program were not clearly communicated, while another 22% stated that the mentor program did not provide them with a unique learning experience. Eighty-three percent of the interns agreed or strongly agreed that the mentor provided useful information and the mentors' instructional techniques were effective, while 82% of the interns indicated they met with their mentors as often as needed. However, 18% stated that their mentor was not a good role model and 23% stated that their mentors assistance did not match their expectations. As reported by the interns, the strengths of the mentors were their ability to provide useful information and their instructional techniques. Some of the weaknesses of the mentors included the inefficient use of time, inappropriate mentor and intern matching, lack of communication regarding objectives, and mentor assistance.

Seventy-three percent of the interns agreed or strongly agreed that Monday night training sessions were effective, although 87% indicated that the ACP staff were knowledgeable and helpful, and 83% believed that the instructional materials used were informative. A concern was that 28% of the interns indicated that time was not used effectively during this part of the training while 61% indicated that meeting with the specialist at 7:00p.m. was beneficial, and 80% believed that the topics covered were helpful in preparing for the ExCET. The major weaknesses on this section of the training were too much repetition of material, too much information to absorb in a short period, and not enough hands-on activities. The

interns also indicated that they would like more discussion of day-to-day classroom issues with teachers in similar subject areas, the inclusion of classroom discipline management topics, shorter sessions, and more time with specialists.

#### **What were the attitudes and perceptions of the ACP staff regarding the ACP program?**

For this evaluation, data were ascertained via interviews conducted during the 2001–2002 academic year. The following issues regarding program functionality became evident when conducting interviews with ACP staff members: understaffing, lack of a centralized training location, and lack of departmental space.

A major concern surfacing on several occasions was understaffing. The number of ACP staff needed to adequately fulfill the needs of the increasing number of interns entering the program in recent years has not kept pace. ACP staff interviews, keeps records, trains, mentors, and advises interns on a daily basis. The department managers coordinate the flow of work, monitors progress towards the accountability standard, evaluates the effectiveness of the training component, considers input from interns and supervisors, and decide how funds should be allocated. In addition to the aforementioned duties, the duties of the ACP director extend to the following: attend national, regional, and local alternative certification meetings, participate in professional development, and verify the ASEP accreditation report just to name a few. All of the aforementioned duties are performed while addressing the needs of 713 interns during the 2001–2002

academic year. Currently, there are two managers and thirteen supervisors in the Traditional program, there is one manager, ten supervisors, and three secretaries in the Rolling Cycle program, and there is one director. The ACP technology specialist is the administrator of a system called blackboard. This system documents the time and the number of keystrokes an intern logs when participating in the virtual classroom on the ACP's website. The administrator creates a report that goes into the file of each intern. If an intern misses a training session, it can be made up using a CD at home. The administrator acts as both the technology support staff and program support staff.

Another concern for ACP staff members is the lack of a centralized training location and departmental space. Adequate accommodations for training interns have not coincided with the increasing number of interns seeking certification. A centralized location would add stability and efficiency to the ongoing training sessions. The possibility of training large classes once a week as opposed to smaller classes several different times a week would be more efficient, cost effective, and allow supervisors to direct their time and focus to other issues.

ACP staff indicated that inadequate work space is also concern. The sharing of small office space makes it difficult to track and store the numerous items that interns have to submit on a weekly basis, which ultimately affects work productively and efficiency.

## Discussion

The TEA accountability results indicated that HISD's ACP program received accredited status, for all subgroups in the first-time takers and cumulative groups. The passing rates were at or above 70% for the Hispanic subgroup. African Americans passed at an 80% rate and the "other" ethnic group passed at an 87% rate. Cumulative passing rates for all subgroups were at or above 77%. In the past year, Whites had a cumulative pass rate of 98%, African Americans 90%, Hispanics 97%, other 95%, and all interns had a cumulative passing rate of 95% representing increases from the previous year. This represents program improvement on the part of the ACP staff.

Long-term teacher retention rate was analyzed by tracking cohorts of ACP and TFA teachers from the 1985–86 school year. Of the 2,329 HISD's ACP

certified teachers identified as remaining with the district, 1,782 or 77% are classified as active within the district.

The interns generally had positive perceptions of the pre-assignment training. Seventy-seven percent agreed or strongly agreed that intern orientation was effective. Eighty-five percent of the interns agreed or strongly agreed that the ACP staff used effective instructional materials and 74% agreed or strongly agreed that the instructional techniques used were effective. However, one out of four interns indicated that time was not used effectively in the training. The interns indicated that the major strengths included the knowledgeable, dedicated, and caring staff who provided lots of support, the field experiences, and the hands-on training. The major weaknesses included the lack of time spent with mentors, lack of effective communication from the mentor regarding objectives, lack of effectiveness of the mentor program, and 7:30p.m. meetings with supervisors.

ACP staff indicated that understaffing is a major concern because the number of interns seeking certification has increased disproportionately to the number of staff members providing support. In addition, the lack of a centralized training facility and decreasing departmental work space are issues that should be addressed.

## Recommendations

1. To improve improve the scores of interns, a more stringent selection process is needed to evaluate potential candidates prior to their entry into the certification program.
2. Improve the proficiency and ongoing training sessions in order for ACP interns to reach parity with TFA interns on the ExCET exams.
3. To increase the length of time an ACP teacher remains with the district, consideration should be given to placing a mentor with the intern for a period of two years providing communication and support when needed.
4. To make the ongoing training sessions more effective and beneficial, develop shorter training programs that reflect better time management and ensure that materials presented in training

sessions are not redundant.

5. Ensure that all assigned mentors meet with their interns regularly and provide the relationship necessary to foster the intern's professional growth.
6. Provide the requisite number of staff members to adequately deal with the increasing number of interns.
7. Provide the facilities necessary to train interns in a centralized location.

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## Appendix A

**Appendix A (continued)**

**Appendix A (continued)**

**Appendix A (continued)**

## Appendix B

**Appendix B (continued)**

## Appendix C

## Cycle 21B Perceptions of Alternative Certification Training Program

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>
<b>Orientation</b>					
1. The intern orientation was effective.	0.0	0.0	50.0	50.0	0.0
2. The ACP staff was professional.	0.0	9.1	36.4	54.5	0.0
<b>Curriculum Week</b>					
3. The instructional materials used by the presenter were informative.	0.0	0.0	45.5	54.5	0.0
4. The instructional techniques used by the staff were effective.	0.0	0.0	54.5	45.5	0.0
5. The curriculum of the training program matched my expectations.	0.0	0.0	55.6	44.4	
6. My training experiences relate to the material I have been (or will be) presenting in the classroom.	0.0	9.1	54.5	36.4	0.0
<b>Field Experience</b>					
7. Daily collaboration among the participants and staff was excellent.	0.0	18.2	36.4	45.5	0.0
8. Observing the master teacher was helpful.	0.0	0.0	45.5	54.5	0.0
9. There was adequate time allocated to observe the master teacher.	0.0	9.1	45.5	45.5	0.0
10. The field experience helped to instill confidence in my teaching.	0.0	9.1	36.4	54.5	0.0
11. The field experience increased the exposure of interns to practical applications (hands-on activities) of the curriculum.	0.0	9.1	45.5	45.5	0.0
12. The Lesson Cycle activity was useful.	0.0	0.0	63.6	36.4	0.0
<b>Mentor Program</b>					
13. The objectives for the mentor program were clearly communicated to me.	0.0	18.2	45.5	36.4	0.0
14. The mentor program provided me with a unique learning experience.	0.0	9.1	54.5	36.4	0.0
15. Time was used effectively during the training classes.	0.0	18.2	45.5	36.4	0.0
16. Overall, the mentor program was effective.	0.0	27.3	36.4	36.4	0.0
<b>Mentor Characteristics/Qualities</b>					
17. The mentor provided useful information.	0.0	9.1	63.6	27.3	0.0
18. The instructional techniques used by the mentor were helpful.	0.0	0.0	63.6	36.4	0.0
19. The mentor met with me as often as needed.	0.0	9.1	63.6	27.3	0.0
20. The mentor used positive interpersonal skills.	0.0	0.0	63.6	36.4	0.0
21. The mentor demonstrated and verbalized effective teaching strategies.	0.0	0.0	72.7	18.2	9.1
22. The mentor was a good role model.	9.1	0.0	54.5	27.3	9.1
23. The mentor was flexible.	0.0	9.1	72.7	9.1	9.1
24. The mentor's assistance matched my expectations.	0.0	18.2	45.5	27.3	9.1

## Appendix C (continued)

## Cycle 21B Perceptions of Alternative Certification Training Program

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>
<b>On-Going Training</b>					
25. Overall, the night sessions were helpful.	0.0	18.2	36.4	27.3	18.2
26. The presenters or trainers were knowledgeable.	0.0	9.1	54.5	27.3	9.1
27. The instructional materials used were informative.	0.0	9.1	54.5	27.3	9.1
28. Time was used effectively during the training.	0.0	9.1	45.5	36.4	9.1
29. Meeting with my supervisor at 7:30pm was beneficial (Traditional Only).	0.0	10.0	50.0	10.0	30.0
30. The topics covered were helpful in preparing for the ExCET.	0.0	10.0	50.0	30.0	10.0

## Appendix D

### Cycle 22 Perceptions of Alternative Certification Training Program

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
<b>Orientation</b>					
1. The intern orientation was effective.	1.2	9.0	56.3	27.5	6.0
2. The ACP staff was professional.	1.2	1.2	47.3	47.3	3.0
<b>Curriculum Week</b>					
3. The instructional materials used by the presenter were informative.	1.8	5.4	55.1	32.3	5.4
4. The instructional techniques used by the staff were effective.	1.2	6.1	60.0	26.7	6.1
5. The curriculum of the training program matched my expectations.	3.4	14.8	60.4	15.4	6.0
6. My training experiences relate to the material I have been (or will be) presenting in the classroom.	2.4	9.0	57.2	24.7	6.6
<b>Field Experience</b>					
7. Daily collaboration among the participants and staff was excellent.	1.2	6.6	50.3	33.5	8.4
8. Observing the master teacher was helpful.	1.8	5.4	34.7	49.7	8.4
9. There was adequate time allocated to observe the master teacher.	.6	13.2	42.5	34.7	9.0
10. The field experience helped to instill confidence in my teaching.	2.4	6.6	50.3	31.1	9.6
11. The field experience increased the exposure of interns to practical applications (hands-on activities) of the curriculum.	2.4	6.0	46.1	34.1	11.4
12. The Lesson Cycle activity was useful.	3.0	6.6	49.1	28.7	12.6
<b>Mentor Program</b>					
13. The objectives for the mentor program were clearly communicated to me.	5.4	19.2	43.7	29.9	1.8
14. The mentor program provided me with a unique learning experience.	5.4	16.2	41.3	34.1	3.0
15. Time was used effectively during the training classes.	5.4	16.8	41.9	60.5	5.4
16. Overall, the mentor program was effective.	6.6	15.7	38.6	36.7	2.4
<b>Mentor Characteristics/Qualities</b>					
17. The mentor provided useful information.	4.8	10.8	32.3	49.1	3.0
18. The instructional techniques used by the mentor were helpful.	4.8	10.8	37.1	43.1	4.2
19. The mentor met with me as often as needed.	6.6	10.2	33.5	46.7	3.0
20. The mentor used positive interpersonal skills.	9.0	7.2	28.7	52.1	3.0
21. The mentor demonstrated and verbalized effective teaching strategies.	5.6	10.5	33.3	46.3	4.3
22. The mentor was a good role model.	6.7	12.9	27.6	49.1	3.7
23. The mentor was flexible.	4.9	7.4	30.7	52.8	4.3
24. The mentor's assistance matched my expectations.	12.3	13.0	27.2	43.8	3.7

## Appendix D (continued)

## Cycle 22 Perceptions of Alternative Certification Training Program

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>
<b>On-Going Training</b>					
25. Overall, the night sessions were helpful.	9.2	17.2	50.3	20.9	2.5
26. The presenters or trainers were knowledgeable.	1.2	8.6	52.1	35.0	3.1
27. The instructional materials used were informative.	3.1	12.3	54.9	27.8	1.9
28. Time was used effectively during the training.	8.0	20.9	48.5	20.9	1.8
29. Meeting with my supervisor at 7:30pm was beneficial (Traditional Only).	5.2	14.8	38.1	20.6	21.3
30. The topics covered were helpful in preparing for the ExCET.	9.4	10.7	45.3	32.7	1.9

## Appendix E

### Cycle 22B Perceptions of Alternative Certification Training Program

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
<b>Orientation</b>					
1. The intern orientation was effective.	7.1	7.1	57.1	28.6	0.0
2. The ACP staff was professional.	7.1	0.0	42.9	50.0	0.0
<b>Curriculum Week</b>					
3. The instructional materials used by the presenter were informative.	7.1	14.3	35.7	42.9	0.0
4. The instructional techniques used by the staff were effective.	0.0	28.6	21.4	50.0	0.0
5. The curriculum of the training program matched my expectations.	14.3	7.1	28.6	42.9	7.1
6. My training experiences relate to the material I have been (or will be) presenting in the classroom.	7.2	7.1	42.9	35.7	7.1
<b>Field Experience</b>					
7. Daily collaboration among the participants and staff was excellent.	14.3	7.1	28.6	42.9	7.1
8. Observing the master teacher was helpful.	14.3	7.1	42.9	35.7	0.0
9. There was adequate time allocated to observe the master teacher.	7.1	7.1	57.1	28.6	0.0
10. The field experience helped to instill confidence in my teaching.	0.0	28.6	28.6	42.9	0.0
11. The field experience increased the exposure of interns to practical applications (hands-on activities) of the curriculum.	7.1	14.3	14.3	64.3	0.0
12. The Lesson Cycle activity was useful.	0.0	21.4	21.4	50.0	7.1
<b>Mentor Program</b>					
13. The objectives for the mentor program were clearly communicated to me.	21.4	7.1	28.6	42.9	0.0
14. The mentor program provided me with a unique learning experience.	14.3	14.3	35.7	35.7	0.0
15. Time was used effectively during the training classes.	7.1	14.3	35.7	35.7	0.0
16. Overall, the mentor program was effective.	21.4	0.0	42.9	28.6	7.1
<b>Mentor Characteristics/Qualities</b>					
17. The mentor provided useful information.	21.4	0.0	35.7	35.7	7.1
18. The instructional techniques used by the mentor were helpful.	21.4	7.1	21.4	50.0	0.0
19. The mentor met with me as often as needed.	21.4	7.1	35.7	35.7	0.0
20. The mentor used positive interpersonal skills.	21.4	0.0	35.7	42.9	0.0
21. The mentor demonstrated and verbalized effective teaching strategies.	21.4	0.0	28.6	50.0	0.0
22. The mentor was a good role model.	23.1	7.7	30.8	30.8	7.7
23. The mentor was flexible.	7.7	15.4	30.8	38.5	7.7
24. The mentor's assistance matched my expectations.	23.1	7.7	30.8	30.8	7.7

## Appendix E (continued)

## Cycle 22B Perceptions of Alternative Certification Training Program

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>
<b>On-Going Training</b>					
25. Overall, the night sessions were helpful.	15.4	7.7	23.1	38.5	15.4
26. The presenters or trainers were knowledgeable.	7.7	0.0	30.8	46.2	15.4
27. The instructional materials used were informative.	7.7	7.7	38.5	30.8	15.4
28. Time was used effectively during the training.	7.7	7.7	23.1	38.5	23.1
29. Meeting with my supervisor at 7:30pm was beneficial (Traditional Only).	9.1	18.2	18.2	27.3	27.3
30. The topics covered were helpful in preparing for the ExCET.	0.0	8.3	58.3	16.7	16.7

## Appendix F

### Cycle 22C Perceptions of Alternative Certification Training Program

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>
<b>Orientation</b>					
1. The intern orientation was effective.	0.0	0.0	58.8	41.2	0.0
2. The ACP staff was professional.	0.0	0.0	29.4	70.6	0.0
<b>Curriculum Week</b>					
3. The instructional materials used by the presenter were informative.	0.0	0.0	76.5	23.5	0.0
4. The instructional techniques used by the staff were effective.	0.0	5.9	23.5	70.6	0.0
5. The curriculum of the training program matched my expectations.	0.0	0.0	33.3	66.7	0.0
6. My training experiences relate to the material I have been (or will be) presenting in the classroom.	0.0	0.0	68.8	31.3	0.0
<b>Field Experience</b>					
7. Daily collaboration among the participants and staff was excellent.	0.0	5.9	52.9	41.2	0.0
8. Observing the master teacher was helpful.	0.0	0.0	82.4	17.6	0.0
9. There was adequate time allocated to observe the master teacher.	0.0	5.9	41.2	52.9	0.0
10. The field experience helped to instill confidence in my teaching.	0.0	5.9	64.7	29.4	0.0
11. The field experience increased the exposure of interns to practical applications (hands-on activities) of the curriculum.	0.0	0.0	52.9	47.1	0.0
12. The Lesson Cycle activity was useful.	0.0	5.9	82.4	11.8	0.0
<b>Mentor Program</b>					
13. The objectives for the mentor program were clearly communicated to me.	0.0	5.9	47.1	47.1	0.0
14. The mentor program provided me with a unique learning experience.	0.0	5.9	29.4	64.7	0.0
15. Time was used effectively during the training classes.	0.0	11.8	35.3	52.9	0.0
16. Overall, the mentor program was effective.	0.0	0.0	64.7	35.3	0.0
<b>Mentor Characteristics/Qualities</b>					
17. The mentor provided useful information.	0.0	0.0	64.7	35.3	0.0
18. The instructional techniques used by the mentor were helpful.	0.0	0.0	70.6	29.4	0.0
19. The mentor met with me as often as needed.	0.0	0.0	64.7	35.3	0.0
20. The mentor used positive interpersonal skills.	0.0	0.0	41.2	58.8	0.0
21. The mentor demonstrated and verbalized effective teaching strategies.	0.0	0.0	47.1	52.9	0.0
22. The mentor was a good role model.	0.0	5.9	23.5	70.6	0.0
23. The mentor was flexible.	0.0	0.0	47.1	52.9	0.0
24. The mentor's assistance matched my expectations.	0.0	5.9	35.3	58.8	0.0

## Appendix F (continued)

## Cycle 22C Perceptions of Alternative Certification Training Program

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>
<b>On-Going Training</b>					
25. Overall, the night sessions were helpful.	0.0	0.0	41.2	58.8	0.0
26. The presenters or trainers were knowledgeable.	0.0	0.0	35.3	64.7	0.0
27. The instructional materials used were informative.	0.0	0.0	47.1	52.9	0.0
28. Time was used effectively during the training.	0.0	0.0	29.4	70.6	0.0
29. Meeting with my supervisor at 7:30pm was beneficial (Traditional Only).	0.0	5.9	35.3	58.8	0.0
30. The topics covered were helpful in preparing for the ExCET.	0.0	0.0	35.3	64.7	0.0

## Appendix G

### Cycle 22D Perceptions of Alternative Certification Training Program

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
<b>Orientation</b>					
1. The intern orientation was effective.	0.0	0.0	57.1	42.9	0.0
2. The ACP staff was professional.	0.0	14.3	42.9	42.9	0.0
<b>Curriculum Week</b>					
3. The instructional materials used by the presenter were informative.	0.0	0.0	42.9	57.1	0.0
4. The instructional techniques used by the staff were effective.	0.0	0.0	71.4	28.6	0.0
5. The curriculum of the training program matched my expectations.	0.0	14.3	57.1	28.6	0.0
6. My training experiences relate to the material I have been (or will be) presenting in the classroom.	0.0	14.3	42.9	42.9	0.0
<b>Field Experience</b>					
7. Daily collaboration among the participants and staff was excellent.	0.0	0.0	57.1	42.9	0.0
8. Observing the master teacher was helpful.	0.0	0.0	57.1	42.9	0.0
9. There was adequate time allocated to observe the master teacher.	0.0	14.3	42.9	42.9	0.0
10. The field experience helped to instill confidence in my teaching.	0.0	0.0	42.9	57.1	0.0
11. The field experience increased the exposure of interns to practical applications (hands-on activities) of the curriculum.	0.0	0.0	57.1	42.9	0.0
12. The Lesson Cycle activity was useful.	0.0	0.0	71.4	28.6	0.0
<b>Mentor Program</b>					
13. The objectives for the mentor program were clearly communicated to me.	0.0	28.6	42.9	28.6	0.0
14. The mentor program provided me with a unique learning experience.	0.0	14.3	57.1	28.6	0.0
15. Time was used effectively during the training classes.	0.0	14.3	57.1	28.6	0.0
16. Overall, the mentor program was effective.	0.0	14.3	42.9	42.9	0.0
<b>Mentor Characteristics/Qualities</b>					
17. The mentor provided useful information.	0.0	14.3	57.1	28.6	0.0
18. The instructional techniques used by the mentor were helpful.	0.0	14.3	57.1	28.6	0.0
19. The mentor met with me as often as needed.	0.0	28.6	42.9	28.6	0.0
20. The mentor used positive interpersonal skills.	0.0	14.3	57.1	28.6	0.0
21. The mentor demonstrated and verbalized effective teaching strategies.	0.0	0.0	60.0	40.0	0.0
22. The mentor was a good role model.	0.0	0.0	60.0	40.0	0.0
23. The mentor was flexible.	0.0	0.0	40.0	60.0	0.0
24. The mentor's assistance matched my expectations.	0.0	0.0	60.0	40.0	0.0

## Appendix G (continued)

## Cycle 22D Perceptions of Alternative Certification Training Program

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>
<b>On-Going Training</b>					
25. Overall, the night sessions were helpful.	0.0	0.0	100.0	0.0	0.0
26. The presenters or trainers were knowledgeable.	0.0	0.0	80.0	20.0	0.0
27. The instructional materials used were informative.	0.0	0.0	60.0	40.0	0.0
28. Time was used effectively during the training.	0.0	20.0	40.0	40.0	0.0
29. Meeting with my supervisor at 7:30pm was beneficial (Traditional Only).	0.0	0.0	40.0	20.0	40.0
30. The topics covered were helpful in preparing for the ExCET.	0.0	20.0	60.0	20.0	0.0

## Appendix H

	Cycle											
	21B		22		22B		22C		22D		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Q1	3.50	10	3.28	167	3.07	14	3.41	17	3.43	7	3.29	215
Q2	3.45	11	3.50	167	3.36	14	3.71	17	3.29	7	3.50	216
Q3	3.55	11	3.34	167	3.14	14	3.24	17	3.57	7	3.34	216
Q4	3.45	11	3.30	165	3.21	14	3.65	17	3.29	7	3.33	214
Q5	3.44	9	3.06	149	3.21	14	3.67	3	3.14	7	3.10	182
Q6	3.27	11	3.24	166	3.29	14	3.31	16	3.29	7	3.25	214
Q7	3.27	11	3.41	167	3.21	14	3.35	17	3.43	7	3.39	216
Q8	3.55	11	3.57	167	3.00	14	3.18	17	3.43	7	3.50	216
Q9	3.36	11	3.38	167	3.07	14	3.47	17	3.29	7	3.37	216
Q10	3.45	11	3.39	167	3.14	14	3.24	17	3.57	7	3.37	216
Q11	3.36	11	3.46	167	3.36	14	3.47	17	3.43	7	3.45	216
Q12	3.36	11	3.41	167	3.43	14	3.06	17	3.29	7	3.38	216
Q13	3.18	11	3.04	167	2.93	14	3.41	17	3.00	7	3.06	216
Q14	3.27	11	3.13	167	2.93	14	3.59	17	3.14	7	3.16	216
Q15	3.18	11	3.14	167	3.29	14	3.41	17	3.14	7	3.17	216
Q16	3.09	11	3.13	166	3.00	14	3.35	17	3.29	7	3.14	215
Q17	3.18	11	3.35	167	3.07	14	3.35	17	3.14	7	3.31	216
Q18	3.36	11	3.31	167	3.00	14	3.29	17	3.14	7	3.29	216
Q19	3.18	11	3.29	167	2.86	14	3.35	17	3.00	7	3.25	216
Q20	3.36	11	3.33	167	3.00	14	3.59	17	3.14	7	3.32	216
Q21	3.36	11	3.33	162	3.07	14	3.53	17	3.40	5	3.33	209
Q22	3.27	11	3.30	163	2.92	13	3.65	17	3.40	5	3.31	209
Q23	3.18	11	3.44	163	3.23	13	3.53	17	3.60	5	3.43	209
Q24	3.27	11	3.14	162	2.92	13	3.53	17	3.40	5	3.17	208
Q25	3.45	11	2.90	163	3.31	13	3.59	17	3.00	5	3.01	209
Q26	3.36	11	3.30	163	3.62	13	3.65	17	3.20	5	3.35	209
Q27	3.36	11	3.13	162	3.38	13	3.53	17	3.40	5	3.20	208
Q28	3.45	11	2.88	163	3.62	13	3.71	17	3.20	5	3.03	209
Q29	3.60	10	3.38	155	3.45	11	3.53	17	4.00	5	3.42	198
Q30	3.40	10	3.07	159	3.42	12	3.65	17	3.00	5	3.15	203