



# Alternative Licensure: The National Perspective

**Dr. Judith Hayes**

NAAC Board Member

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# Overview

- Historical Background
- Phases of Development
- ACP Programs & Participants
- Program Quality & Best Practices
- Current Research
- Conclusions

## Historical Background – Stage Set

- Projections of future needs indicated shortages-
  - Quantity of teachers being produced through traditional programs was not sufficient for needs
  - Not enough teachers in certain content areas
  - Regional high needs schools were hard to staff
  - Impending retirements
- Mediocrity of candidates from university Teacher Education Programs
- Opportunity for increased district involvement in training and customization of candidate preparation

# Phases of Development

## □ 1980's

- “News breaking” stories of dire teacher shortages projected
  - Frenzy of activity to bridge the gap- Provisional, Emergency, and Alternative
- First recognized programs from Texas (1984-school based) and New Jersey (1985-state centralized w/IHE-LEA) with California soon to emerge
- Characterized by 2 divergent phenomena:
  - 1. Focus in some states to develop new and innovative ways for recruiting candidates from a non-traditional pool for teaching
  - 2. A flurry to re-name existing certification programs in response to impending needs

# Phases of Development

## □ 1990's

- Bring order to chaos- formulate a definition for alternative certification and add legislation, regulations, and guidelines to create a format for describing and classifying each system.
- Common characteristics emerged:
  - Programs designed to attract individuals that held a bachelor's degree in a field other than education
  - Rigorous screening processes- tests, interviews, demonstrated mastery of content
  - Field-based programs
  - Coursework/training before and during teaching
  - Work with mentor teachers and other support personnel
  - High performance standards for completion of programs

# Phases of Development

## □ 2000's

- Fastest growth in number of new programs since the beginning of ACP.
  - 1/3 of all ACP programs were created since 2000.
  - More than 1/2 of all programs were added in the last 15 years
- Most new programs added during this period are administered by colleges and universities.
- Looking at the oldest programs- New Jersey has 40% of new hires from ACPs; Texas and California have about 33% of new hires from ACPs.
- Shift from emergency and other temporary routes to design and delivery of new programs that differ from traditional models.

# Phases of Development

## 2010

- Enhanced partnerships and collaboration- SEA, IHE, LEA
- Minimized participant burdens
  - Cost efficiency
  - Multiple delivery models and providers
  - Clearly stated competencies
- Strengthened accountability
- Encouraged innovation and growth in new areas while **alternative** becomes **common**

# What now?

*The quality of an education system cannot exceed the quality of its teachers (2009, McKinsey).*



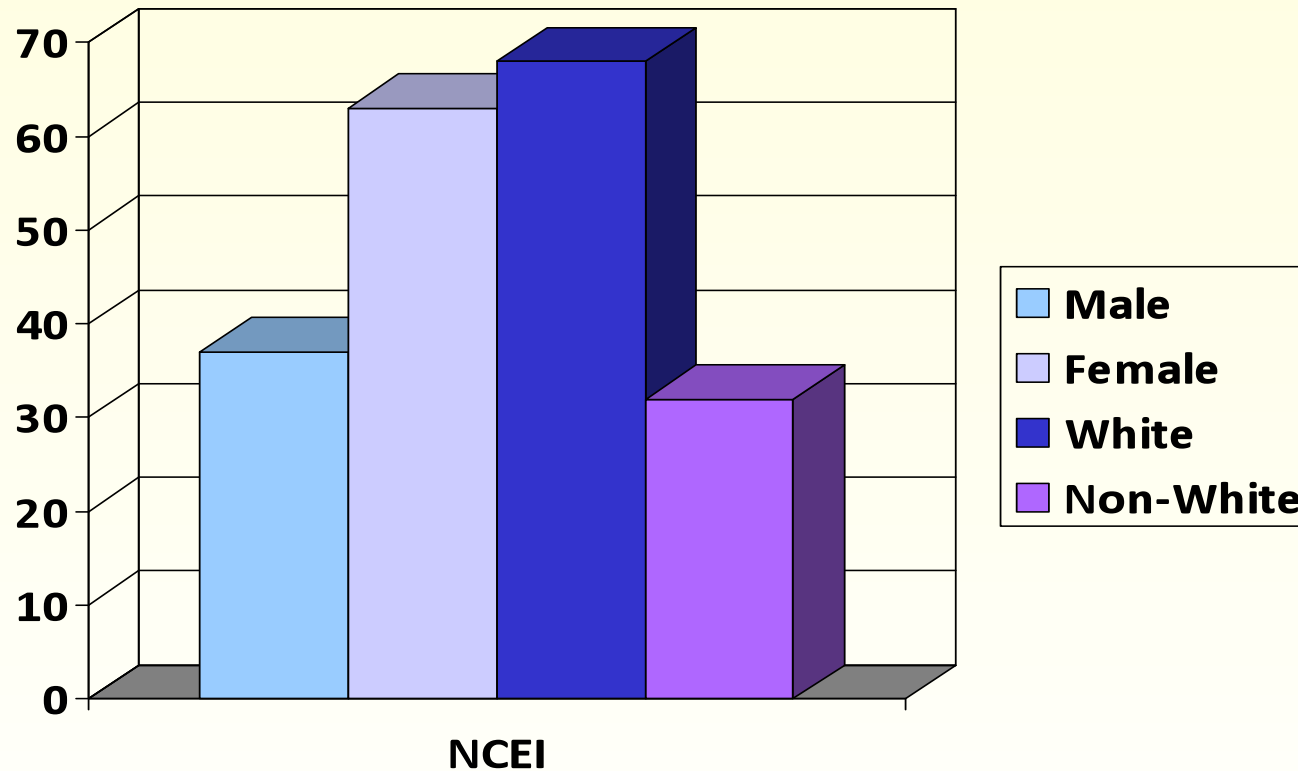
As ACP programs continue to grow and change rapidly, there is a profound impact on the teaching force in nearly every state in the nation. **How does ACP look from the national perspective?**

# ACP Programs

- ACP programs now exist in all 50 states and the District of Columbia;
- Individual state agency determines the standards and grants the certificate to teach in a public school;
- Delivering agents very diverse- profit/ non-profit; online/face-to-face;
- Types of programs and certificates are changing rapidly.

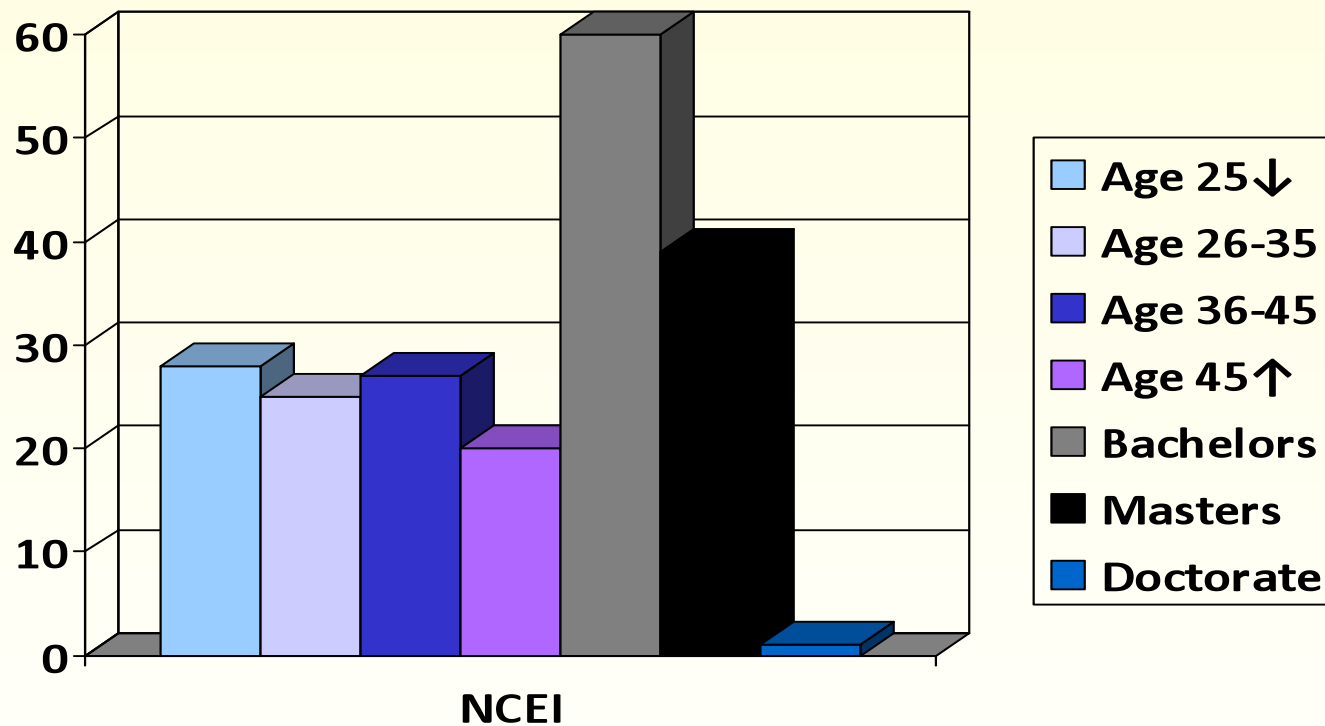
# ACP Participants

## National Profile - Gender and Ethnicity



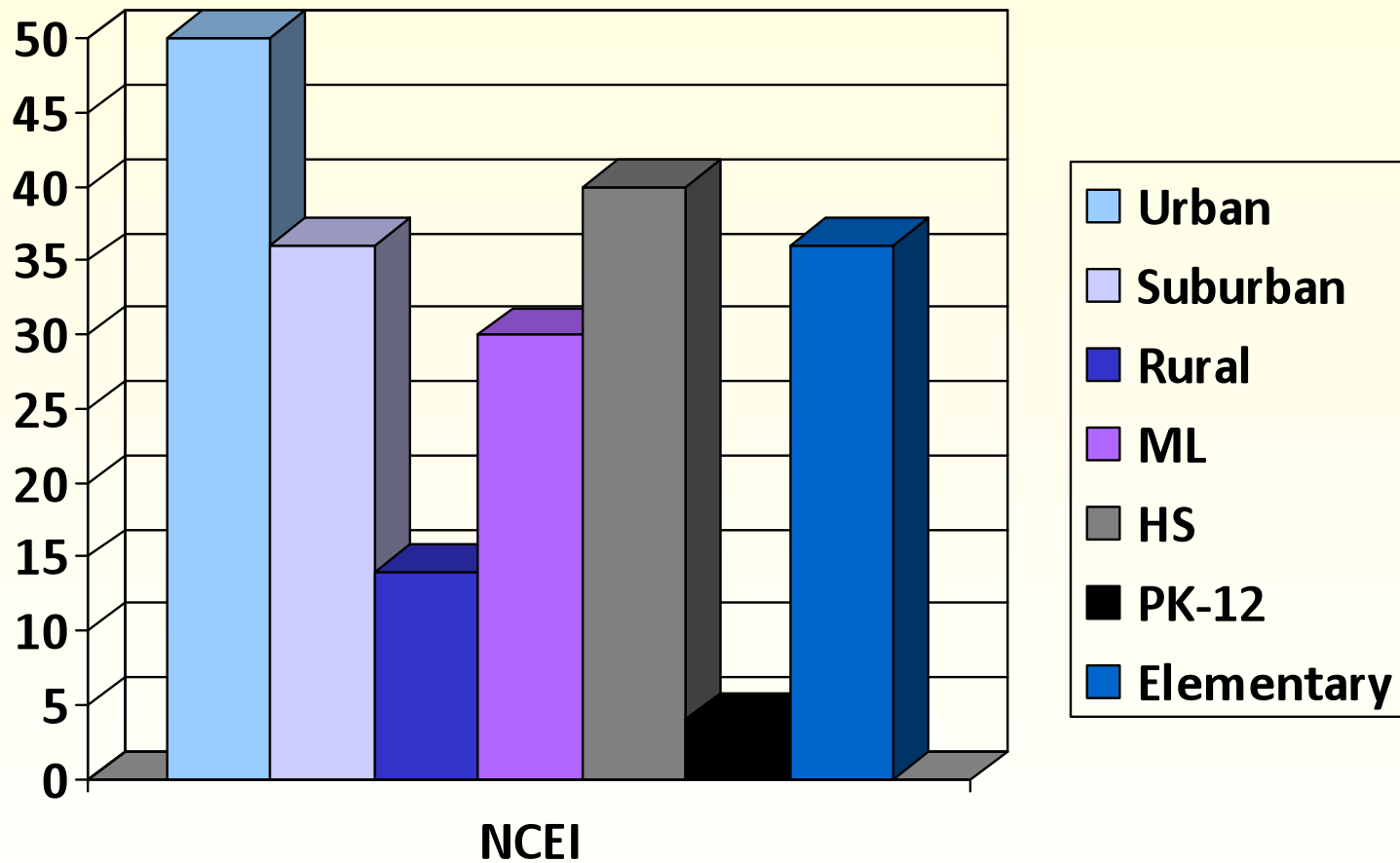
# ACP Participants

## National Profile – Age & Level of Degree



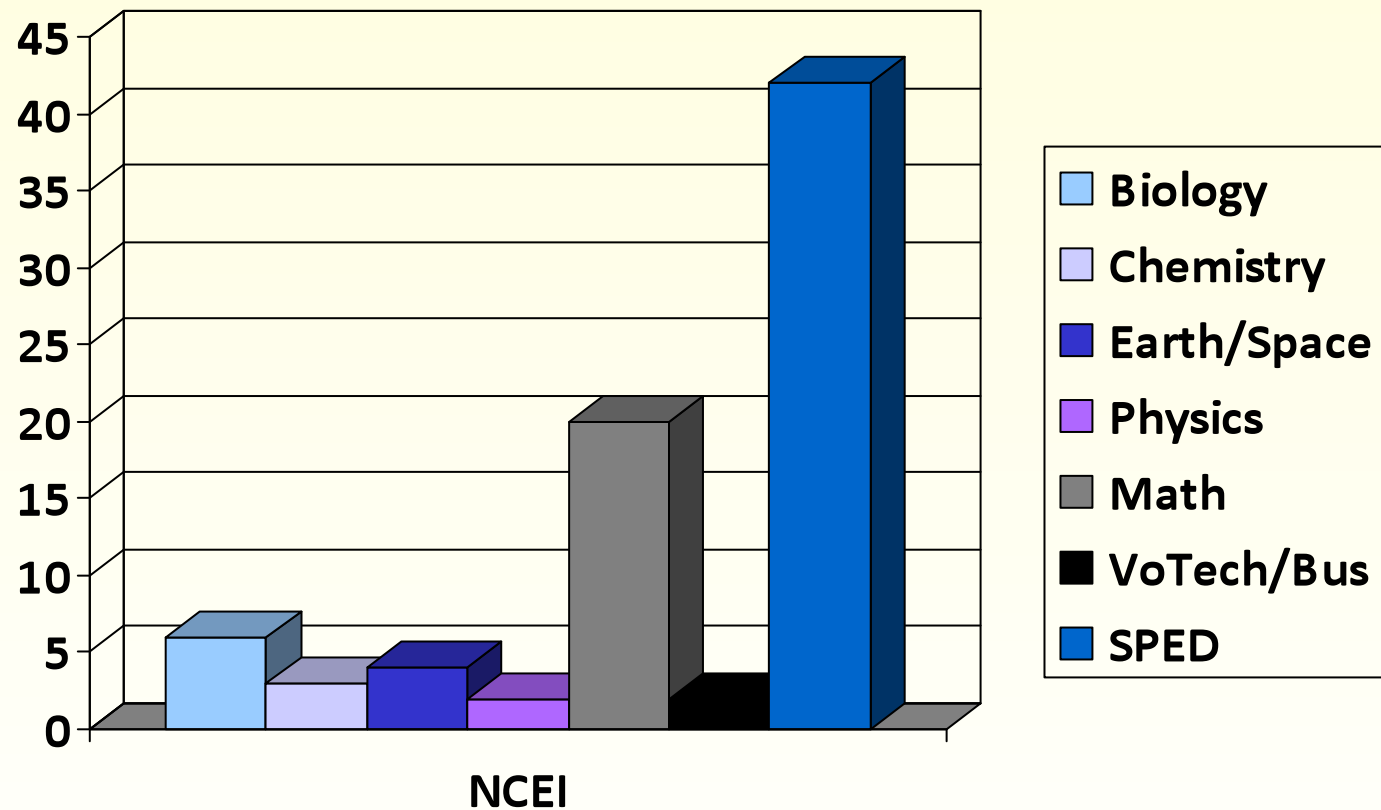
# ACP Participants

National Profile – District and Licensure Level



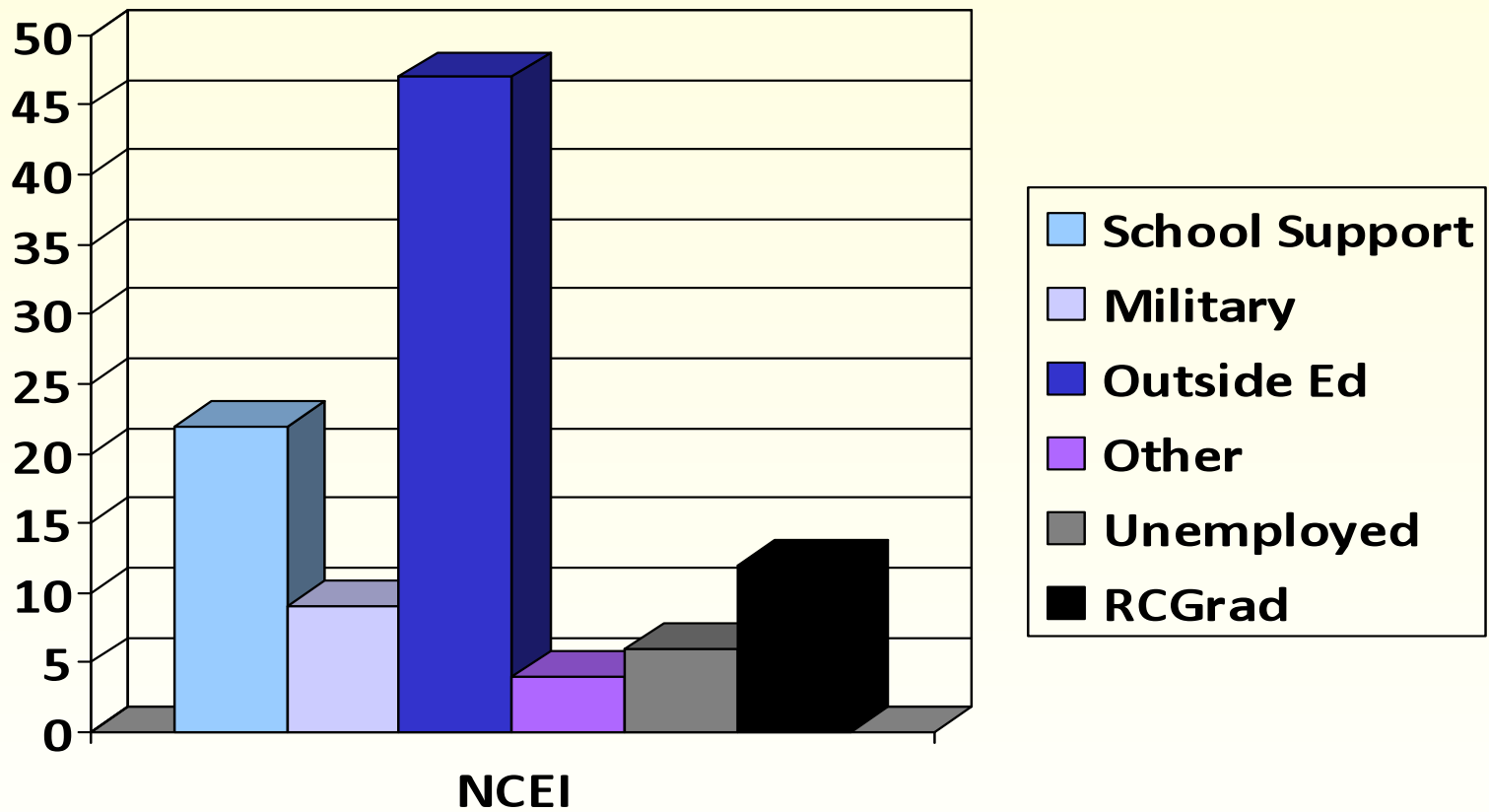
# ACP Participants

## National Profile – Content Area



# ACP Participants

## National Profile – Job Prior to Entering Teaching



# Program Quality & Best Practices

- NAAC, NASDTEC, DOE, & Project KNOTT
- Professional responsibility
- Collaboration and collegiality
- Effective use of resources
- Data-driven actions
- Reciprocity
- Accountability and self-assessment

# Quality Indicators

- NOT standards, NOT outcomes
- Common goal to create effective teachers
- What common characteristics are found in programs that provide effective teacher candidates?
  - National data indicate programs are highly selective- so what criteria are used for selection?
  - National data indicate programs have targeted recruitment strategies, strong partnerships with employing agencies, and thorough data collection processes to inform initiatives.
  - National data indicate effective teachers impact student learning.

# Developmental Process – QI's

- ❑ Town Hall meeting (200+ attended);
- ❑ Selected about 40 people from across the nation representing multiple ACP delivery models;
- ❑ Identified overarching components of every ACP model- recruitment, selection, preparation, support, retention;
- ❑ Developed small study groups around each component, adding experts for input and feedback.

## Developmental Process – QI's

- Feedback from each small group included- literature review of current research relevant to specific area, suggested criteria for guiding actions within each area;
- Ideas were merged and many hours of discussion and deliberation followed as components were merged into one document.

FOCUS ON PROGRAMS

## Developmental Phases – QI's

- ❑ Small target group worked on polishing language and interfacing work;
- ❑ In addition to the components, Dimensions were added- Leadership & Governance, Program Design & Implementation; Collaboration & Communication; Program Accountability & Quality Assurance; Program Sustainability; and Diversity & Equity
- ❑ Set Components on a horizontal axis and Dimensions on a vertical axis with characteristics described at each intersection.

# Quality Indicators

## Components

Dimensions	Recruitment	Selection	Preparation	Support	Retention
Leadership & Govern.					
Prog. Dsgn. & Implemt.					
Collaborat. & Commun.					
Prog. Acct. & Qlty Assr.					
Program Sustainabil.					
Diversity & Equity					

## QI's Components

- ❑ **Recruitment** – expanding the pool of high quality participants into ACP
- ❑ **Selection** – determining an individual's readiness and likelihood of effectiveness as a teacher
- ❑ **Preparation** – formal training of job related knowledge and skills defined in a beginning teacher preparation curriculum
- ❑ **Support** – orienting, supporting and mentoring beginning teachers
- ❑ **Retention** – maintaining participants in the program and in the education profession

## QI's Dimensions

- Leadership & Governance** – The program establishes leadership roles & governance structures that support its mission & objectives, & makes decisions based on partners' individual & collective needs.
- Program Design & Implementation** – The program design aligns with national, state, and local laws, standards, and policies, and includes structures, processes, and procedures to implement activities and meet program objectives.
- Collaboration & Communication** – The program promotes communication among stakeholders by sharing knowledge and learning, and building consensus in a joint effort to improve outcomes for all students, participants and partners and to inform policy makers and the public.
- Program Accountability & Quality Assurance** – The program utilizes systemic accountability in its development, implementation, and evaluation.
- Program Sustainability** – The program has the ability to maintain or increase efforts by building constituencies, creating enduring partnerships, generating and leveraging needed resources, supporting professional learning and identifying and securing funding resources.
- Diversity & Equity** – The program incorporates and promotes accepted practices of diversity and equity in all components of the program and for all students, participants, and partners.

# Quality Indicators

- The product is still a “work in progress”
- The layout may be changed with the dimensions as a foundation
- Some of the language of the components may change
- KEY IDEA- Development of an instrument that each program can use for self-assessment and improvement
- Consider being part of the IES pilot- Y3

## Current State – QI's

- Pilot testing for program self-assessment in Texas (district program), Georgia (state program), Nevada (district-university partner program)
- Use data to refine rubrics and make adjustments
- Submitting IES grant to assess on a broader level and correlate data between “effective programs” and candidates’ from those programs impact on student learning
- Share QI product at NAAC meeting in January- 2010

# Current Research

- Much qualitative research is currently available; need more empirical, quantitative data
- Attrition, cost effectiveness
- No longer comparing traditional and non-traditional since programs are so diverse
- Lure of teaching- underlying factors why ACP is needed
- Value-Added (impact on student learning)
- ONE SIZE DOES NOT FIT ALL!

# Conclusions

- ACP is a response to a real and a perceived need;
- Additional research is needed to provide data to inform practices;
- Retention of talented participants is contingent upon high quality preparation programs and adequate mentoring systems;
- Supply of teachers may not be as grim as originally predicted;
- Applaud program diversity and encourage innovation.

# Questions?



## Contact:

**Dr. Judith Hayes**

[judith.hayes@wichita.edu](mailto:judith.hayes@wichita.edu)

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Workshops

Intern Strands

Networking & Collaboration