

MINUTES OF THE HOUSE HIGHER EDUCATION COMMITTEE

The meeting was called to order by Chairman Terrie Huntington at 1:30 p.m. on March 17, 2009, in Room 786 of the Docking State Office Building.

All members were present except:

Representative Joe McLeland- excused  
Representative Valdenia Winn- excused

Committee staff present:

Renae Jefferies, Office of the Revisor of Statutes  
Mary Galligan, Kansas Legislative Research Department  
Jennifer Horchem, Kansas Legislative Research Department  
Kay Scarlett, Committee Assistant

Conferees appearing before the Committee:

Susan Helbert, Assistant Director, Teacher Education and Licensure, Kansas Department of Education  
Dr. Judith Hayes, Director, Transition to Teaching, Department of Curriculum and Instruction, Wichita State University  
Sister Frances Juliano, University of Saint Mary  
Mark Desetti, Director of Legislative Advocacy, Kansas National Education Association  
Dr. Gary Alexander, Vice President for Academic Affairs, Kansas Board of Regents (written only)

Others attending:

See attached list.

Susan Helbert, Assistant Director, Teacher Education and Licensure, Kansas Department of Education, brought the committee up to date on the restricted teaching license alternative program intended to respond to school districts' needs in hiring qualified, licensed teachers. She explained that this program provides an opportunity for those individuals who have a bachelor's or master's degree in a content area they want to teach an opportunity to have immediate access to start teaching under a restricted license while completing professional education pedagogy course work to become licensed. The restricted licensure program began at Wichita State University in 1992 with one applicant; this year there are 404 teachers in the program statewide. To date a total of 570 restricted teaching licenses have been issued. (Attachment 1)

Dr. Judith Hayes, Director, Transition to Teaching, Department of Curriculum and Instruction, Wichita State University, discussed WSU's restricted teaching license alternative program. She stated that all alternative licensure candidates meet the same academic rigor as in the traditional undergraduate teacher preparation program. WSU's leadership, supported through grant monies, is enabling collaboration and support for quality alternative licensure programs across the state. She reported on Project KNOTtT (Kansas, Nevada, Ohio, Texas - Transition to Teaching), a national initiative beginning in each of the KNOT states. She said that WSU is working with other outstanding alternative licensure programs across the nation on a national task force to develop a set of quality indicators that can be used to assess any alternative program. She reported that they are tracking results of the alternative licensure program, but don't have enough data at this time. Copies of *Alternative Routes to Teacher Certification* from the U.S. Department of Education, Office of Innovation and Improvement, were distributed. (Attachment 2)

Sister Frances Juliano, University of Saint Mary, offered comments on their restricted teaching license alternative program.

Mark Desetti, Director of Legislative Advocacy, Kansas National Education Association, said that KNEA very much supports the alternative licensure program. Quality teacher preparation and licensing are not about the route chosen, but about the training and experiences those programs provide. KNEA believes all prospective teachers should be trained through quality preparation programs and licensed through systems based on high and consistent professional standards. Collaborative efforts between school districts and institutions of higher learning are essential. He felt alternative teacher preparation programs should be treated like an IEP, which may not be the same for every prospective teacher. Copies of *Great Teachers for 21<sup>st</sup> Century Schools: A realistic plan to address the recruitment and retention of teachers* were distributed and may be obtained from the Kansas National Education Association. (Attachment 3)

## CONTINUATION SHEET

Minutes of the House Higher Education Committee at 1:30 p.m. on March 17, 2009, in Room 786 of the Docking State Office Building.

Dr. Gary Alexander, Vice President for Academic Affairs, Kansas Board of Regents, submitted written comments regarding actions taken to promote collaboration between the Kansas Board of Regents and Kansas State Department of Education staff in the area of teacher education, including alternative certification programs. He provided examples of the alternative certification programs currently offered by the state's six public universities. The Board and KSDE are committed to a strategic collaboration that will enhance each agency's ability to meet the state's need for effective teacher education. (Attachment 4)

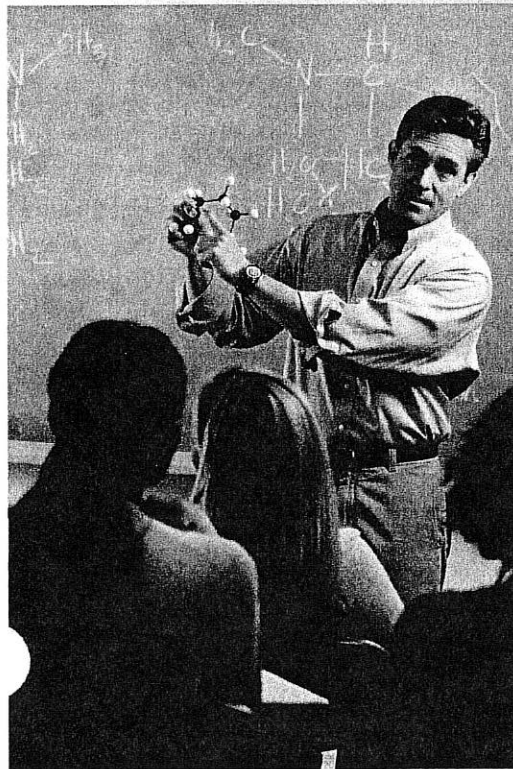
The meeting was adjourned at 3:12 p.m. This was the last scheduled meeting of the House Higher Education Committee for the 2009 Legislative Session.



# Restricted Teaching License Alternative Pathway

## Additional Questions

Please contact Sungti Hsu,  
Education Program Consultant, at:  
785-291-3573 or shsu@ksde.org



Kansas State  
Department of Education



Dr. Alexa Posny  
Commissioner  
785-296-3202



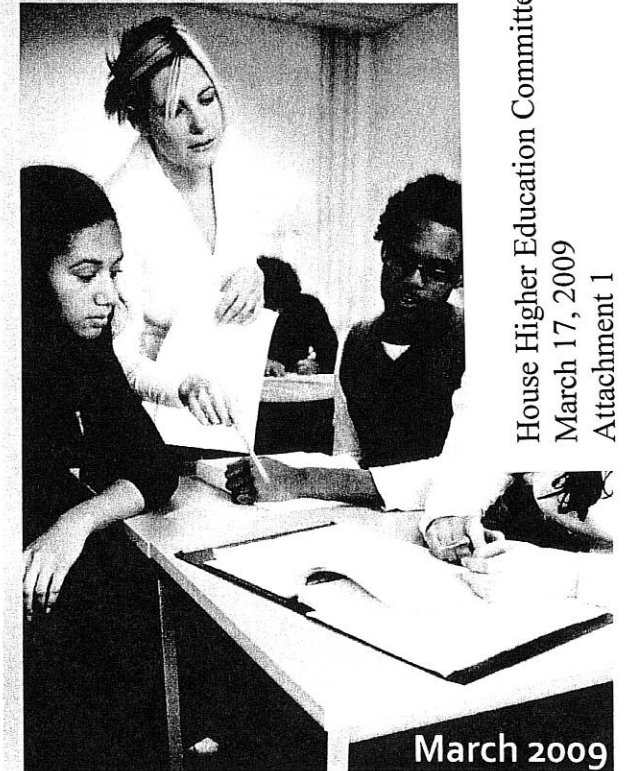
Dale M. Dennis  
Deputy Commissioner  
Fiscal & Administrative  
785-296-3871



Dr. Diane DeBacker  
Deputy Commissioner  
Division of Learning and  
Innovative Services  
785-296-2303

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House Higher Education Committee  
March 17, 2009  
Attachment I

March 2009

*Susan Helbert*

Teacher Education  
and Licensure





The Restricted Teaching License Alternative pathway is intended to respond to school districts' needs in hiring qualified, licensed teachers. It is designed to recruit mid-career professionals who have a bachelor's or master's degree in a content area they want to teach and who are seeking a career change. This pathway provides an opportunity for these individuals to have immediate access to start teaching under a restricted license while completing professional education pedagogy coursework to become fully licensed.

### Step One: Assess Your Eligibility

Eligibility (Must meet **all** eligibility requirements)

1. A Bachelor's degree or higher from a regionally accredited university
2. The degree must be in a regular education content area
3. A cumulative GPA of 2.50 from college coursework completed

### Step Two: Contact Participating Kansas Universities

The hosting university must first evaluate degree transcript(s) to ensure the requirements for the pursued subject area is met. Develop a plan of study with the alternative certification program staff. Program length may vary depending on the institution.

### Licensure Officers

#### Baker University:

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913-491-4432 ext. 1230  
lwalkowiak@bakeru.edu

#### Emporia State University:

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#### University of Saint Mary:

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#### Washburn University:

Tara Porter  
785-670-1434  
tara.porter@washburn.edu

#### Wichita State University:

Judie Hayes  
316-978-6580  
judith.hayes@wichita.edu

### Step Three: Locate and Apply for a Teaching Position

Apply for a teaching position by visiting Kansas Education Employment Board ([www.kansasteachingjobs.com](http://www.kansasteachingjobs.com)). Contact the employer and inquire if a restricted license is appropriate for the position.

### Step Four: Apply for the Restricted License

The application process is a coordinated effort with sections being completed by the individual, the hiring school district, and the higher education institution providing the coursework. Once the license is issued, full-time teaching may begin while completing the required professional education coursework towards full licensure.

### Step Five: Progress Report

A progress report must be submitted every year verifying that progress has been made toward a full license. During the first year of teaching, progress includes passing a content assessment. The restricted license will be canceled if progress is not met.

### Step Six: Apply for a Full Kansas License

The institution will recommend a full Kansas license after successful completion of all the coursework and testing requirements on the plan of study.

**Sequence of Professional Education Courses**  
(following the completion of program entrance requirements)

**First Summer**

CI 760 - Creating Effective Classrooms (3 hours)  
CI 702 - Introduction to the Exceptional Child (3 hours)  
CESP 728 - Theories of Growth and Development (3 hours)

**First Fall of Employment**

CI 743 - Internship 1 (1 hour)  
CI 761 - Instructional Planning (2 hours)

**First Spring of Employment**

CI 744 - Internship 2 (1 hour)  
CI 769 - Instructional Strategies and Assessment (2 hours)

**Pass the Praxis II Content Area Test (by end of first year)**

**Second Summer**

CI 711 - Multicultural Education (3 hours)  
CI 701 - Foundations of Education (2 hours)  
CI 845 - Curriculum Models (2 hours)

**Second Fall of Employment**

CI 748 - Internship 3 (1 hour)  
CI 848 - Analysis & Reflection (2 hours)  
CI 615 - Learning and Reading Strategies (3 hours)

**Second Spring of Employment**

CI 749 - Internship 4 (1 hour)  
CI 849 - Practices & Trends in Action Research (2 hours)  
CESP 701 - Intro to Education Research (3 hours)

**Pass the Principles of Learning and Teaching Test (PLT)**  
**Receive passing scores on the Teacher Work Sample (TWS)**

**Transition to Teaching Program Completed**

**Third Summer (optional)**

CI 860 - Seminar in Research Problems (2 hours)

**Third Fall (optional)**

CI 864 - Professional Research Preparation (1 hour)

**Third Spring (optional)**

CI 865 - Professional Research Presentation (1 hour)

**Master of Arts in Teaching received**

**Transition to Teaching**  
***Innovative Pathways to Teaching***



**For Additional Information Contact:**

Transition to Teaching  
201 Corbin Education Center  
1845 Fairmount, Box 28  
Wichita, KS 67260-0028

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Website: [www.wichita.edu/education/alltic](http://www.wichita.edu/education/alltic)

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Director, Office of Affirmative Action, Wichita State University, 1845 Fairmount, Wichita, Kansas 67260-0145; telephone (316) 978-3371.

**Thinkers, Doers, Movers & Shockers**

## the Program



**Mission Statement:** *The WSU Transition to Teaching's purpose is to recruit, prepare and support content specialists as they transition to the teaching profession.*

### What is Alternative Licensure?

With national teacher shortages in Math, Science, and English, as well as other fields, WSU has found new ways to bring teachers into the classroom. Alternative Licensure is about drawing from a pool of candidates that are considered non-traditional, professionals who otherwise might not have a permanent route into the school system. Alternative licensure candidates at WSU have either worked in an industry for several years and are ready for a change, or are recent college graduates who would like to teach, but elected to earn a degree in a different field.

All Transition to Teaching (TtT) candidates bring life experience to the classroom. The program at Wichita State aims to provide high-quality support and on-site instructional assistance to professionals as they transition into the teaching profession. WSU faculty and staff work directly with Transition Teachers.

### The Process – A licensure program

1. Contact TtT *p. 316-978-6580 (Address on front)*
2. Submit transcripts
3. Personal Interview with TtT
4. Interview with school districts
5. Start summer courses
6. Start teaching in Fall
7. Continue coursework

### **Complete 2 year program**

8. Secure Licensure
9. Continue 4 hours and earn Master of Arts in Teaching degree (optional)

### Requirements

Applying candidates should have:

- Completed at least a BA/BS degree from an accredited higher education institution two years **prior** to entry into the program.
- Sufficient coursework in subject(s) planning to teach (approx. 40 hours or degree).
- Provided evidence of work experience in a field that corresponds with subject(s) planning to teach.
- A GPA of 2.5 or higher both in the student's anticipated academic teaching field and overall, as well as a 3.0 in the last 60 hours of coursework.

## Frequently Asked Questions



### **Q: When can I begin the program?**

A: Eligibility for entry into the program can be determined at any time throughout the year. Coursework begins in Summer and teaching begins in Fall.

### **Q: What coursework do I need to start alternative teaching?**

A: Candidates need thirty to forty hours of coursework in the subject planning to teach. All professional education (teaching) coursework will be obtained during the two-year program.

### **Q: How do I obtain a teaching job?**

A: Once determined eligible, candidates must receive a contract to teach half time or more. Participants will search for a teaching job using resources available. A job can be acquired at any accredited school within the following counties: Butler, Cowley, Harvey, Kingman, Reno, Sedgwick, and Sumner.

### **Q: Are courses available online?**

A: A partnership program with Fort Hays State University is a three-year option that combines coursework at Wichita State (on-campus) with online supplemental courses at FHSU.

### **Q: What is the restricted license?**

A: The Restricted Teaching License is valid for three years and is issued by the state at the beginning of the program so that a paid teaching job may be secured, with a goal of full licensure upon completion.

### **Q: What subjects can I teach?**

A: The local high needs teaching fields at the secondary level are typically Mathematics, Science and English. Other fields are available, but often teaching positions are limited.

### Subjects for Licensure in TtT program

- Math (grades 6-12 or 5-8)
- Biology (6-12)
- Chemistry (6-12)
- Physics (6-12)
- Science (5-8)
- English (6-12 or 5-8)
- History/Government (6-12)
- Journalism (6-12)
- Speech/Theatre (6-12)
- Art (PreK-12)
- Music (PreK-12)
- French (PreK-12)
- Spanish (PreK-12)
- Physical Education (PreK-12)

### **Q: When are class times?**

A: During the semester all WSU class times are in evenings or on weekends. In summer, classes meet in June and July.

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# PROJECT KNOTtT

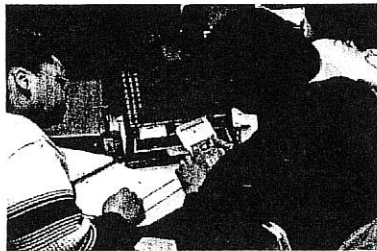
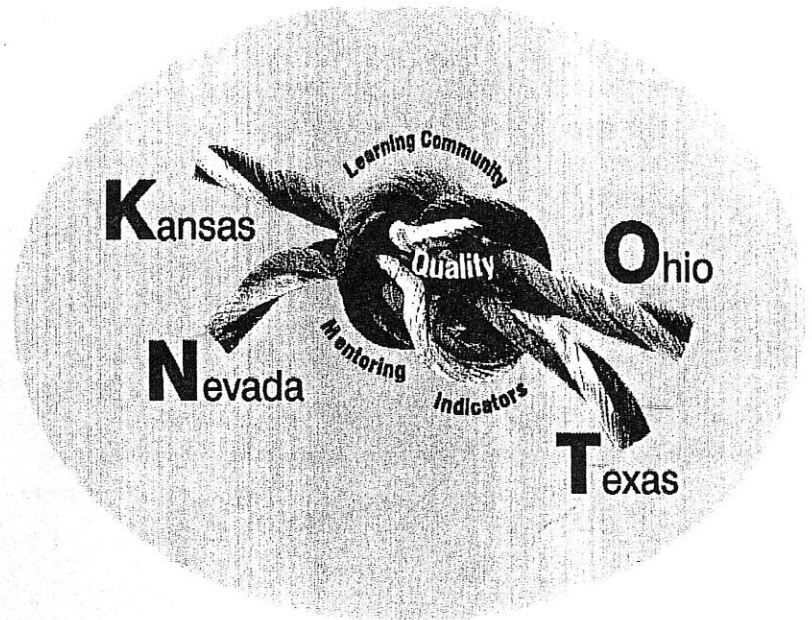
## TRANSITION TO TEACHING

Project KNOTtT = Kansas, Nevada, Ohio, Texas

Judith L. Hayes, PhD, Director  
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 Phone: 316-978-6580

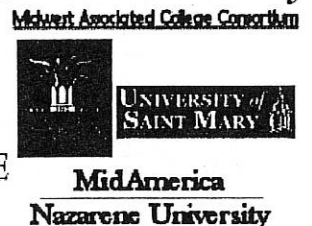


FAX: 316-978-6582



**KNOTtT Online Learning Community:**  
[www.knottt.org](http://www.knottt.org)

*Where QUALITY Programs Meet Nationally!*





## ABOUT PROJECT KNOTtT

**Project KNOTtT** is a federally funded **T**ransition to **T**eaching (**TtT**) partnership designed to support recruitment, selection, training, coaching, and mentoring to retain teachers in high need, hard to staff school districts. As a national initiative, **Project KNOTtT** addresses the teacher shortages in the subject areas of math, science, English/language arts, foreign languages, English as a second language, and special education (K-12). This five year project serves 545 new teachers pursuing nontraditional routes to certification in four states: **K**ansas, **N**evada, **O**hio, and **T**exas. Led by The Ohio State University, these four states will collaborate with national partners to knot together three strategic strands of support for alternative certification programs:

Strand 1: Online Learning Community

Strand 2: Mentoring

Strand 3: Quality Indicators

National partners include the National Association of Alternative Certification, Association of Teacher Educators, Youth Policy Institute, and The Thomas B. Fordham Institute.

### OUR GOAL = QUALITY!

Through the synergy of connecting programs, participants, and partners to three strategic strands, **Project KNOTtT**'s goal is to produce quality in nontraditional education programs. The first strategic strand is building an online learning community to host a variety of online resources and e-tutorials to help teachers pass their state mandated subject matter tests. The second strategic strand focuses on e-content coaching and program mentoring. The third strategic strand connects national resources to identify effective characteristics of nontraditional teacher preparation programs through quality indicators.

## KNOTtT PARTNERS

**The Ohio State University (OSU):** KNOTtT Online Learning Community and Strand Management



**Kansas:** Wichita State University & IHE partners - Fort Hays State University, Midwest Associated College Consortium, and Pittsburg State University  
High need district partners - Wichita, Topeka, & Kansas City Public Schools

**Nevada:** University of Nevada, Las Vegas with Clark County School District

**Ohio:** Ohio University with Coalition of Rural and Appalachian Schools (CORAS)  
High need districts partners - Barnesville Exempted Village, Bellaire Local, Federal Hocking Local, Gallia County Local, Gallipolis City, Martins Ferry City, Meigs Local, Rock Hill Local, Western Local, Vinton County Local

Wright State University with Trotwood Madison, Dayton Community Schools, and The Thomas B. Fordham Institute

**Texas:** Dallas Independent School District (ISD)

**National Association of Alternative Certification (NAAC):** Leading National Quality Indicator development.

**Association of Teacher Educators (ATE):** Program mentoring and professional development of nontraditional teacher preparation programs.

**Youth Policy Institute (YPI):** Third party evaluator and member of quality indicator taskforce.

Talking Points  
Alternative Licensure Program (Transition to Teaching)  
Wichita State University  
October 15, 2008

“Quality based on Standards, Selection, & Support”

**1. Historical Context**

*WSU has been at the forefront of teacher preparation through alternative licensure for 16 years.*

The WSU alternative licensure program began in 1992 as an innovative program with the KSDE operating with an agreement between the Peace Corps Fellows USA Program and Wichita State University. Modeled after a similar program that Columbia University launched in 1985 to prepare teachers for the New York public schools, the funding was provided from the DeWitt-Wallace Reader's Digest Fund and the foundation for alternative licensure in Kansas began. In 1996 approval was received from KSDE for the experimental program to expand to include non-Peace Corps candidates in an alternative route teacher preparation program. Funding was provided from grant monies in 2001 through a partnership with the Wichita School District (USD 259) and WSU. At the end of that year, additional funding was provided through Raytheon Aircraft and the City of Wichita to support retraining of displaced aerospace workers during a massive reduction in force that impacted the metropolitan area. In 2003, KSDE established a statewide Transition to Teaching Program with WSU participating as a “parent institution” for teacher candidates and writing several of the online courses. Since that time, and with two additional grants, WSU has developed three program models to provide customization for the constituents the university serves. Table 1 highlights the organizational development phase.

There is currently a well-articulated structure for preparing alternative candidates for licensure. Much of this structure has been formally internalized into the College of Education. Structural elements include: institutionalization of the alternative program into the organization structure of the Department of Curriculum and Instruction within the College of Education and Wichita State University; recruitment and selection of candidates; course offerings and delivery; internships; placement; support; assessment; interventions; recommendation for licensure.

**2. Enrollment and Staff Data**

*Enrollment trends show an increase in candidates served and numbers of schools districts impacted with WSU candidates teaching with a Restricted License.*

During the fall 2007 semester a total of 189 candidates, in all three programs, were served through WSU and a WSU/Ft. Hays partnership. About 50 students participate in the WSU program and about 25 students per year are licensed through the WSU program.

The fall 2008 semester has 43 new teacher candidates in year 1 of the program, 27 continuing teacher candidates in year 2 of the program, and an additional 100 students in the online partnership courses. The 70 students that are part of the WSU program (Year 1 & Year 2) show a 40% increase in numbers. FHSU is now delivering one of the online courses through their institution so there is a slight reduction in those enrollment numbers.

Students are taught by WSU faculty. The program director is a faculty member. In addition to the program director there is a three-quarter time senior fellow that provides classroom expertise through teaching and observation visits to new teachers. An additional five adjuncts assist with

new teacher observation visits along with the regular WSU faculty. One half-time assistant and one grant supported assistant provide program clerical and operational support.

### **3. Retention Data**

*Careful selection screening, a system for effective candidate support, and strong university/district/state partnerships equate to an 81% retention rate after 16 years.*

- Average Age 37.4 years
- Gender- 39% Male; 61% Female
- Ethnicity- 84% White; 16% Non-White
- Academic Degrees- 31% hold multiple and/or advanced degrees in content area
- Program Completion- 92%

### **4. Academic Performance**

*All alternative licensure candidates meet the same academic rigor as in the traditional undergraduate teacher preparation program with 100% passing Praxis content and pedagogy tests, passing the Teacher Work Sample, and the Kansas Performance Assessment.*

Selection criteria, based on both state licensure regulations and on WSU Graduate School admission requirements, provide quality candidates with a commendable grade point average prior to beginning the program. Less than 10% of the candidates have not passed the Praxis Content Test on the first attempt, and fewer than 7% have not passed the Praxis Principles of Learning & Teaching on the first attempt. All candidates have passed the Teacher Work Sample and the Kansas Performance Assessment.

### **5. Contextual Factors of Constituents WSU Serves**

*WSU's alternative licensure program has served 45 districts throughout the state of Kansas. These districts include urban, suburban and rural contexts.*

Wichita, with a population of over 325,000, is the largest city in Kansas and one of the fastest growing in the state. The Wichita Public School (WPS) District is the largest public school district in Kansas. When ranked by size against the more than 16,000 school districts in the US, WPS, with approximately 49,100 students and 7,000 staff members in 98 instructional sites, ranks in the top 50. The ethnic diversity of the WPS student population includes 24% African-American, 5% Asian, 16% Hispanic, 2% Native-American, and 53% White. Over 52 different native languages are represented in WPS and over half of the students (54%) are low-income and receive free or reduced price meals (29 schools have over 70% free and reduced).

Exit interviews/reports show that the Wichita Public School (WPS) are losing many of their most experienced teachers to retirement. There are 1,214 of the 3,800 teachers in the Wichita Public Schools who are now over age 50. Age related retirements will increase significantly in the next 3 to 10 years as teachers from the baby boom generation retire. There are 688 WPS teachers who will be eligible to retire over the next five years.

Alternative licensure is one such model to respond to the challenge presented by increasing school enrollments, teacher retirement, and the "revolving door" of teachers leaving the profession.

## **6. Program Models**

*There are three program models including both two and three year designs. A MAT degree (program approval anticipated December, 2008) can be earned through any of these program models.*

- (1) The Historic Model is a 2-year program with face-to-face delivery and Blackboard support resources.
- (2) The WSU/FHSU Model is a 3-year program with online delivery provide jointly through both institutions. Face-to-face instruction occurs to those candidates "parented" by WSU in the Internship/Practicum courses.
- (3) The WSU/WPS Model is a 2-year program with face-to-face delivery shared by WSU faculty and WPS. Courses are taught during the summer on site in WPS. Blackboard support resources are available. Cognitive coaching is provided through WPS and courses are customized to include process and procedural information relevant to WPS.
- (4) A proposal for a MAT degree has been submitted with approval anticipated December, 2008. The degree program will interface courses needed in pedagogy for licensure with a skills based action research component.

## **7. Grants & Program Recognition**

*The Department of Education, Office of Innovation publication recognized Wichita State University's alternative licensure program as one of six innovative programs in the nation.*

*Numerous grants have been awarded over the life of the program to target specific needs and to build the infrastructure; including monies from past grants, and current grant projections over the 5-year span of the grant, these totals amount to approximately ten million dollars. (see Table 1).*

DeWitt Wallace- Readers' Digest  
Raytheon Teaching Fellows  
Raytheon & City of Wichita- WATT  
DOE WATT  
Boeing  
DOE- R3: TEACH  
DOE- KNOTtT

## **8. Strategic Measures for Kansas**

*WSU's leadership, supported through grant monies, is currently enabling collaboration and support for quality alternative licensure programs across the state.*

Project KNOTtT (Kansas, Nevada, Ohio, Texas- Transition to Teaching) is a national initiative beginning in each of the KNOT states. Currently, Fort Hays State University, Pittsburg State University, and the Mid-American College Consortium of Baker, Mid-America Nazarene, and St. Mary's, are working with Wichita State University to collaboratively share resources, target all high need districts in the state of Kansas, and assist emerging IHE's as they develop alternative programs.



An Alternative Licensure Summit was held in Wichita the in April, 2008, bringing together all IHE's that will offer alternative routes to licensure, with KSDE officials, and with partner high need districts. Several new partnerships immersed from those meetings.

Resources that are being developed that will be available to Kansas alternative licensure candidates through KNOTtT. Praxis tutorials for both the content tests and the pedagogy will be electronically available, as well as e-mentoring to facilitate candidates' successful performance on these key exams. The PLT tutorial has been completed and the math tutorial is in process.

**9. National Quality Indicators**

*WSU is working with other outstanding alternative licensure programs across the nation on a national task force to develop a set of quality indicators that can be used to assess any alternative program.* This work has been needed for sometime and this committee is serving at the invitation of the DOE in joint partnership with the National Association for Alternative Certification.

**Table 1**

Organizational and development phases for WSU alternative licensure program

Year	Organizational Development Phase
1985	<ul style="list-style-type: none"> <li>○ Peace Corps Fellows/USA Program pilot was launched at Columbia University's Teachers College supported by grant monies from a variety of sources.</li> </ul>
1992	<ul style="list-style-type: none"> <li>○ WSU established an experimental teacher preparation program in conjunction with the Kansas State Department of Education and the Peace Corps program in Washington, DC.</li> <li>○ WSU received a grant for \$187,000 from Dewitt-Wallace Readers Digest Foundation to fund stipends for Returning Peace Corps Volunteer (RPCV) participants and mentors (\$3,000 per candidate) and for basic program/staff support.</li> <li>○ Participation was restricted to only state-identified areas of shortage at the secondary level.</li> </ul>
1996	<ul style="list-style-type: none"> <li>○ WSU received approval from the Kansas State Department of Education for the previously experimental program to expand to non-Peace Corps candidates as an alternative route preparation program (beginning summer of 1997).</li> <li>○ Participation gradually was expanded to all areas of secondary/middle school licensure for which WSU holds approved "mainstream" preparation programs.</li> </ul>

- 2000
  - Funding provided by Dewitt-Wallace Readers Digest Foundation expired (summer 2000). DWRD no longer funds Peace Corps programs.
  - A Master's Degree in Curriculum and Instruction was designed and established for alternative licensure teachers.
  - Raytheon Aircraft Industry awarded a grant to support math/science candidates entering the teaching profession. (\$500,000)
  
- 2001
  - Wichita School District (USD 259) and Wichita State University received grant monies from DOE for a partnership to enhance teachers entering the profession through alternative pathways. (WATT-Wichita Area Transition to Teaching) (\$750,000)
  - In response to the aerospace layoffs, the city of Wichita and the Raytheon Aircraft Industry provided a grant (additional monies from Raytheon) to enhance this partnership. (Raytheon-WATT-Wichita Aerospace Teachers in Transition) (\$175,000)
  
- 2002
  - WSU program reaches high of 98 candidates serving 40 districts.
  
- 2003
  - Kansas State Department of Education establishes a Transition to Teaching Program with online delivery of courses and participation from twelve institutions in the state.
  - WSU faculty participated in the development and instruction of several courses for the state program.
  - Program includes candidates from Kansas State Department of Education Transition to Teaching Program with WSU as a "parent" institution.
  - WSU historic program functions side-by-side with state model
  
- 2005
  - WSU historic program model is recognized by the US DOE as one of six innovative programs in the nation.
  
- 2006
  - KSDE online delivery model moves from the state to participating institutions.
  - WSU & Fort Hays State (FHSU) unite to deliver the online program as the WSU/FHSU Partnership Model

- WSU and Wichita Public Schools (WPS) receive a grant from the DOE for the WSU/WPS Partnership Model (\$1.5+ million)
- 2007
- DOE funding is provided Project KNOTtT, a national initiative with Kansas, Nevada, Ohio & Texas. (WSU's share of \$6.8 million is approximately \$500,000.)
- 2008
- Master of Arts in Teaching Program submitted to KBOR for review and approval

**KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)  
KANSAS ALTERNATIVE PROGRAMS (KAP)**

**KANSAS  
GUIDEBOOK  
FOR  
ALTERNATIVE  
EDUCATORS**

August, 2008



# ACKNOWLEDGEMENTS

Through monies provided from the federal Department of Education and through a partnership with The Ohio State University through Project KNOTtT these guidebooks were made possible. Special thanks to these individuals for preparation, adaptation, and editing of these guidebooks for Kansas.

## Professional Staff

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The following guidebooks are available for mentors, teachers and administrators involved in the alternative licensure pathway:

*KANSAS STATE DEPARTMENT OF EDUCATION:  
Guidebook for Alternative Educators*

*KANSAS STATE DEPARTMENT OF EDUCATION:  
Guidebook for Mentors of Alternative Educators*

*KANSAS STATE DEPARTMENT OF EDUCATION:  
Guidebook for School Administrators of Alternative Educators*

*KANSAS STATE DEPARTMENT OF EDUCATION  
Guidebook for Kansas Alternative Licensure Programs*

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**KANSAS STATE DEPARTMENT OF EDUCATION**  
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# CONTENTS

Who this guidebook is for and how to use it

## **I WHAT IS ALTERNATIVE LICENSURE?**

- A Way to Meet the Need for Teachers .....5
- The Transition to Alternative Licensure .....5
  - The Traditional Route .....6
  - What Changed? .....6
  - The Alternative Route .....7
- General Information About Alternative Licensure .....7
- Kansas Alternative Educator Licensure .....9
  - Key Terms .....9
  - Final Year of Restricted License .....9
  - Comparison .....10
  - Restricted License Regulations .....10
- Who Wants to Be an Alternative Educator? .....13
- Making a Unique Contribution .....13

## **II DIFFERENCES BETWEEN ALTERNATIVE AND TRADITIONAL EDUCATORS**

- Implications for Mentoring .....14
- Differences Between Alternative and New Traditional Educators .....15
- Differences Between Alternative and Experienced Traditional Educators ...18

## **III. WORKING WITH YOUR MENTOR**

- Your Relationship With Your Mentor ..... 19
  - Exercise A: Your Personal Concerns About Being Mentored..... 19
  - Exercise B: Building Your Relationship..... 19
- Identifying Your Mentoring Needs ..... 20
  - Exercise C: Reassessing Your Needs Over Time..... 20
- Checklist..... 21
- Ways You Can Help Yourself..... 25

## **IV. RESOURCES**

- Bibliography..... 26
- Organizations..... 26
- Education Websites..... 27

## WHO THIS GUIDEBOOK IS FOR AND HOW TO USE IT

This guidebook is for candidates entering Kansas alternative programs and is for use during their first years of teaching on a Kansas restricted license while working with their teacher mentors. It is intended to supplement any mentoring materials provided by their mentors, school administrators or Local Education Agencies (LEAs).

Candidates are encouraged to use this guidebook to:

- Learn why alternative licensure was established, including the specific needs it was designed to meet;
- Learn some general national information about alternative licensure;
- Learn some basic points about Kansas alternative licensure and alternative educators;
- Learn how candidates in alternative programs differ from new traditional educators (NTEs) and experienced traditional educators (ETEs), and how these differences might influence their personal mentoring needs;
- Understand their personal thoughts and emotions about alternative licensure;
- Assess their mentoring needs at different times during the year as they work with the mentors assigned to them;
- Locate additional information and resources.

## SECTION I WHAT IS ALTERNATIVE LICENSURE?

### A WAY TO MEET THE NEED FOR TEACHERS

Alternative educator licensure (AEL)<sup>1</sup> is a *nontraditional* method for developing qualified teachers. It permits “qualified baccalaureate degree-holders to transition to careers as classroom teachers.”<sup>2</sup> This allows students, schools and communities to benefit from their content-related knowledge and their experience in other work settings, as well as from their maturity. It also meets many of the urgent and long-term needs of schools.

The nationwide teacher shortage became so critical that it gave rise to alternative methods for certifying and licensing teachers. “What began in the early 1980s as a way to ward off projected shortages of teachers and replace emergency certification has evolved into a sophisticated model for recruiting, training and certifying people who already have at least a bachelor’s degree and want to become teachers.”<sup>3</sup>

“These alternative teacher certification routes provide opportunities for people from various educational backgrounds and walks of life to become teachers. They have opened doors to teaching for persons from other careers, from the military, from liberal arts colleges, former teachers who want to upgrade their credentials and get back into teaching and for people who trained to teach years ago but never did.”<sup>4</sup>

Emergency and similar permits are quick, but temporary, solutions to the demand for teachers. AEL, on the other hand, is a comprehensive and long-term solution for meeting this need.

“Teacher shortage” is actually a simplistic description of the needs. Although more teachers in general are needed, AEL also meets the need to increase the:

- Staffing levels in large urban and outlying rural areas, which are often the most disadvantaged and challenging settings;
- Number of teachers in high-demand specialties;
- Representation of racial and ethnic minority groups;
- Representation of males<sup>5</sup>

### THE TRANSITION TO ALTERNATIVE LICENSURE

The problems in education that alternative licensure is designed to meet are due to changes taking place in both education and the larger society.

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<sup>1</sup>There are alternative certification and alternative licensure programs. Kansas has a licensure program. A variety of names and titles are used when referring to such programs. Examples are alternative certification (AC) and alternative licensure teacher (ALT). The language used in KS for alternative educator licensure (AEL) is the Restricted License. <sup>2</sup>Kansas State Department of Education (KSDE) Website (<<http://www.ksde.org>>).

<sup>3</sup>E. Feistritzer and D. Chester, *Alternative Teacher Certification: A State-by-State Analysis 2003* (Washington, DC: National Center for Education Information, 2003), I.

<sup>4</sup>National Center for Education Information (NCEI) news release dated February 3, 2002, and titled “Alternative Routes to Teaching Escalate in Just the Last Two Years” found on the NCEI Website (<<http://www.ncei.com>>).

<sup>5</sup>The Urban Teacher Collaborative’s reported and immediate demand for male teachers at the elementary school level for 82.5% of its respondents. It did not address this need at the middle and high school levels. See its January 2000 report of its 1998-99 survey titled *The Urban Teacher Challenge: Teacher Demand and Supply in the Great City Schools*, which is available at <<http://www.rnt.org>> and <<http://www.cgcs.org>>.



## THE TRADITIONAL ROUTE

Historically, teacher education programs at post-secondary institutions have been the primary source of a state's new elementary and secondary school teachers. For the most part, these programs admit young people who complete a bachelor's degree program that includes student teaching and other requirements. They graduate qualified individuals that are eligible to apply for an Initial Teaching License. Although often young and inexperienced, these new teachers are generally enthusiastic about and dedicated to their profession. Most become fine teachers and solid contributors to their schools until they eventually retire from teaching.

## WHAT CHANGED?

For many reasons, this traditional source of new teachers has decreased over time. It no longer produces the *number* of teachers we need, in the needed content fields. In addition, it is not meeting the growing demand for *academic secondary*, minority and male teachers; and for teachers willing to work in our most difficult, high-need urban and rural settings.

Some reasons the traditional route is no longer meeting the demand for teachers are:

- Attractive and lucrative opportunities in other fields are luring many young people away from careers in education, even though they may be interested in education.
- "It's been known for a long time that only about a third of fully qualified teachers who graduate from the nation's 1,354 colleges that train teachers in any given year are actually teaching the following year."<sup>6</sup>
- Up to 40% of teachers who successfully complete teaching degrees do not enter the profession, at least not immediately after graduation.<sup>7</sup>
- Of those who do successfully complete teaching degrees, approximately one third leave within five years.<sup>8</sup>
- Because of the pressing need for teachers, more teachers than in the past are teaching "out of field" (i.e., teaching subjects outside of their academic majors and minors).<sup>9</sup> This raises concerns about teacher qualifications, and is incompatible with the goals of the No Child Left Behind Act of 2001.<sup>10</sup>
- Rapid technological advances and other factors have increased the need for secondary teachers in high-demand areas such as mathematics and science.
- More teachers are needed from underrepresented racial and ethnic minority groups (e.g., African American, Hispanic, Asian) to reflect school populations and serve as role models. In addition, the number of minorities in education is dwindling. "Many in this nation have expressed concern about the declining number of minority teachers coming through traditional teacher education programs, and, consequently, the declining proportion of the teaching force that is minority."<sup>11</sup> With regard to percentages, "Nationally, state education data show that nine percent of teachers and 26 percent of students are minorities."<sup>12</sup> Changes in state and national demographics will further increase this need.
- The Urban Teacher Collaborative's survey of the nation's major urban school districts and colleges of education<sup>13</sup> further supports the above two points. Key findings are:
  - Immediate demand for mathematics and science teachers at the middle school level (82.5% and 80% of responding districts, respectively), and at the high school level (95.0% and 97.5% of responding districts, respectively)
  - Immediate demand for ESL and bilingual teachers in approximately 57.5% of responding districts at both the middle and high school levels

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<sup>6</sup>E. Feistritzer and D. Chester, *Alternative Teacher Certification: A State-by-State Analysis 2003* (Washington, DC: National Center for Education Information, 2003), 12.

<sup>7</sup>E. Feistritzer, *Teacher Quality and Alternative Certification Programs*, Testimony before the House Committee on Education and the Workforce, May 13, 1999; available: <<http://www.ncei.com/Testimony051399.htm>>; 2.

<sup>8</sup>Ibid

<sup>9</sup>Ibid, p. 1.

<sup>10</sup>The No Child Left Behind Act of 2001 is the reform and reauthorization of the Elementary and Secondary Education Act (ESEA) enacted in 1965.

<sup>11</sup>E. Feistritzer and D. Chester, *Alternative Teacher Certification: A State-by-State Analysis 2003* (Washington, DC: National Center for Education Information, 2003), 10.

<sup>12</sup>Ibid

<sup>13</sup>The Urban Teacher Collaborative is made up of Recruiting New Teachers (RNT), the Council of Great City School (CGCS), and the Council of the Great City Colleges of Education. This survey was conducted in 1998-99. The report, titled *The Urban Teacher Challenge: Teacher Demand and Supply in the Great City Schools* and dated January 2000, may be found on the RNT and CGCS Websites at <<http://www.mt.org>> and <<http://www.cgcs.org>>. It includes findings for both "immediate" and "anticipated" needs for most factors.

Immediate demand for teachers of color in 72.5% of responding school districts (all grade levels, including elementary)

- The need for teachers is greatest in our more disadvantaged and challenging schools (i.e., urban and rural schools; schools with major disciplinary problems; schools with aging facilities and/or inadequate funding; and/or schools in communities with low incomes, high crime and/or a higher-than-average number of dysfunctional families).
- “One-fourth of the students in this country are enrolled in inner city schools.”<sup>14</sup> In addition, “Another fourth of the students are enrolled in rural areas...”<sup>15</sup>
- Most new traditional teachers are young, white and female. They are not as prepared or as willing to teach in the more disadvantaged and challenging (i.e., large urban and outlying rural) schools.<sup>16</sup>
- Individuals who have been employed in business and industry have an advantage with regard to integrating career-technical and academic knowledge to create realistic lesson plans.

For all of these reasons—national and Kansas-specific—the *traditional* path for developing new teachers is no longer sufficient. The demand continues to grow for teachers in specific content areas, for minority and male teachers, and for teachers who are willing to work in our most challenging school systems.

*This translates into a need to entice mature individuals with relevant education and workplace experiences into the teaching profession.*

### **THE ALTERNATIVE ROUTE**

To meet the growing need for teachers, over time the states have been establishing alternative certification and licensure programs. This allows *qualified* individuals to begin teaching full time prior to completing all of the requirements for professional licensure.

Alternative licensure cannot solve all of the problems in our schools, or even all of those it was designed to address. However, it is one way to increase the pool of teachers with the qualifications, the energy and the willingness to help meet these needs.

### **GENERAL INFORMATION ABOUT ALTERNATIVE LICENSURE**

Alternative licensure is a complex subject. The following are some general points about it. For more information, see the resources at the end of this guidebook or conduct an Internet search of your favorite educational sites.

The National Center for Education Information (NCEI)<sup>17</sup> offers seven reasons why alternative licensure is a successful way “...to recruit, train, license, hire, place and keep teachers...” in high-demand areas.<sup>18</sup> *These points—quoted directly from NCEI’s 2003 report—apply to most, but not all, alternative licensure programs.*

- “Good alternative teacher certification programs are market-driven. The programs are designed specifically to meet the demand for teachers in geographic areas and in subject areas where the demand for teachers is greatest. Prospective teachers are recruited to meet those specific demands.
- “Teacher preparation programs are tailor-made. Programs are specifically designed to meet the preparation needs of individuals who already have at least a bachelor’s degree and, in many cases, experience in other occupations, to teach in specific areas and in specific subjects.

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<sup>14</sup> E. Feistritzer and D. Chester, *Alternative Teacher Certification: A State-by-State Analysis 2003* (Washington, DC: National Center for Education Information, 2003), 11.

<sup>15</sup> *Ibid.*

<sup>16</sup> E. Feistritzer, *Teacher Quality and Alternative Certification Programs*, Testimony before the House Committee on Education and the Workforce, May 13, 1999; available: <<http://www.ncei.com/Testimony051399.htm>>; 2.

<sup>17</sup> The National Center for Education Information (NCEI) Website says that “NCEI is the authoritative source of information about alternative teacher preparation and certification.” NCEI has been polling schools about alternative certification since 1983.

<sup>18</sup> E. Feistritzer and D. Chester, *Alternative Teacher Certification: A State-by-State Analysis 2003* (Washington, DC: National Center for Education Information, 2003), 7.

“Programs are job-specific. Rather than train people to teach who may or may not ever go into teaching, alternative route programs recruit individuals for specific teaching positions and place prospective teacher sin those jobs early in their training programs.

- “The teacher preparation program is field-based.
- “Prospective teachers work with mentor teachers while teaching.
- “Candidates usually go through their program in cohorts, not as isolated individuals.
- “Most of these programs are collaborative efforts among state departments of education whose responsibility it is to license teachers, colleges and universities that historically have had the responsibility for educating and training teachers, and school districts that actually hire teachers.”<sup>19</sup>

NCEI’s research also finds that “...there are emerging characteristics of all alternative routes that are being developed. Candidates who get licensed to teach through these routes:

- “Have at least a bachelor’s degree.
- Pass a screening process, such as passing tests, interviews, and demonstrated mastery of content to be taught.
- Begin teaching-usually full-time- early. They engage in on-the-job training.
- Complete any coursework or equivalent experiences in professional education studies while teaching.
- Work with mentor teachers.
- Meet high performance standards.”<sup>20</sup>

The following are additional general points about alternative licensure:

- “Few innovations in American education have spawned more controversy and debate than the alternative teacher certification movement, and few have ultimately resulted in more positive changes.”<sup>21</sup>
- There are many routes to obtaining alternative certification and licensure. NCEI developed a classification system for the types of alternative routes.<sup>22</sup> The routes used vary from state to state depending on the state’s needs, goals and other factors.
- In 2003, 46 states and the District of Columbia have at least one type of alternative route to teaching, and the other four states are either considering or creating programs.<sup>23</sup> “This compares with only eight states that said they had nay kind of alternative route to teaching in 1983.”<sup>24</sup>
- “Today’s demand for teachers is quite geographic and subject-matter specific. Demand for teachers is greatest in inner cities and outlying rural areas of the country and in mathematics, the sciences and special education and mostly at the high school level.”<sup>25</sup>
- “An estimated 200,000 people have been certified to teach through alternative routes since 1985, with most of the growth occurring since the mid-1990s. Within the last five years, approximately 25,000 people, *per year*, have been certified to teach through alternative routes.”<sup>26</sup>
- “People coming into teaching through alternative routes tend to be older, people of color, more men, have academic degrees other than education, and have experiences in other occupations.”<sup>27</sup>
- “Twenty-nine percent of military people who have entered teaching through the Troops To Teachers Program are from a minority or ethnic group.”<sup>28</sup>
- A 1998 survey shows that of these military personnel going into teaching, 24% are teaching in the inner city, 39% are willing to teach in the inner city, and 68% are willing to teach in rural areas.<sup>29</sup> “This compares to with 16 % of public school teachers who currently teach in inner cities and 23% who teach in rural areas.”<sup>30</sup>

<sup>19</sup>Ibid.

<sup>20</sup>Ibid., 3.

<sup>21</sup>Ibid., 5.

<sup>22</sup>Ibid., 28.

<sup>23</sup>Ibid., 3.

<sup>24</sup>Ibid., 5.

<sup>25</sup>Ibid., 7. In comparison, there was a demand for elementary school teachers in the past, but today there is an oversupply of them.

<sup>26</sup>Ibid., 3.

<sup>27</sup>Ibid., 8.

<sup>28</sup>Ibid., 10.

<sup>29</sup>Ibid., 10.

<sup>30</sup>Ibid., 10.

- Early data suggests that teachers entering the profession through alternative routes have higher retention rates than those coming directly from traditional college-based programs.<sup>31</sup>
- The federal government is supporting this movement by providing funding through the Transition to Teaching (TtT) program, and through the Elementary and Secondary Education Act (ESEA) passed in December 2001 (specifically Title II).<sup>32</sup>

### **KANSAS RESTRICTED TEACHING LICENSE**

The Restricted Teaching License was created in response to current and expected teacher shortages in grades 6-12 and P-12 content areas. The following are taken directly from the Kansas State Department of Education (KSDE) Website ([www.ksde.org](http://www.ksde.org)).

#### **Key Terms:**

**Restricted License:** Restricted access to practice teaching while working on an Approved Program of Study. The Restricted License holder is limited to practice within the sponsoring District and while achieving adequate progress at the University supporting the teacher candidate.

**Initial License:** Initial standard level of teaching license in Kansas. Applied for only through the licensure officer at the university. Issued when a teacher candidate has completed all components of an approved program of study. It is a two-year license.

**Professional License:** Second level of teaching license in Kansas. Issued when a teacher has completed the requirements for achieving the professional level license. 48 states have the multi-tiered system of license. Many states require 2- 4 years of accredited experience and/or achievement of an advanced degree to move to the professional license. Kansas teachers can achieve their professional license in as little as one semester if they so desire and meet the deadlines for submission of the components of the Kansas Performance Assessment. The Kansas professional license is achieved by completion of a district sponsored induction and mentoring program.

### **FINAL YEAR OF THE RESTRICTED LICENSE**

#### **Waiver:**

Many districts are in need of Special Education, Math or Science teachers. If these are areas you are considering, you will want to be aware of the “Waiver” option. A waiver request by the district is required if any portion of an assignment is outside the area of endorsement. A plan of study from an accredited teacher education institution with the licensing officer’s signature must be submitted with the waiver application. The plan of study must provide for full endorsement within a three-year time frame with approximately one third of the course work being completed each year. Verification of current enrollment in course(s) on the approved plan of study is required.

#### **Provisional Endorsement:**

Applied for only through the licensure officer at the university. The applicant must be under contract to teach in the Provisional Endorsement area and have completed 50% of the approved program.

#### **Added Endorsement:**

Applied for only through the licensure officer at the university. The applicant has completed all of the requirements and the required testing.

<sup>31</sup> Ibid., 4.

<sup>32</sup> Kansas State Department of Education (KSDE) Website (<<http://www.ksde.org/Default.aspx?tabid=320>>), “Restricted Teaching License.”



**COMPARISON OF KANSAS TRADITIONAL AND ALTERNATIVE ROUTES**

**Academic Secondary Educators Only**

<b>Traditional Route</b>	<b>Differences</b>	<b>Alternative Route</b>
Progressive awarding of licenses as requirements are met: <ul style="list-style-type: none"> <li>• <b>Initial License</b> (two-year, nonrenewable)</li> <li>• <b>Professional License</b> (five-year; renewable)</li> </ul>		Progressive awarding of permits and/or licenses as requirements are met: <ul style="list-style-type: none"> <li>• <b>Restricted Teaching License</b> - valid for teaching only subject named in license in Grades 6-12 or P-12 (three-year maximum, renewable each year)</li> <li>• <b>Initial License</b> (two year, nonrenewable)</li> <li>• <b>Professional License</b> (five-year, renewable)</li> </ul>
May teach full time after obtaining Initial License		May teach full time after obtaining Restricted Teaching License
<b>Initial License</b> awarded upon successful completion of: <ul style="list-style-type: none"> <li>• Traditional bachelor’s degree program in education</li> <li>• Approved program of preparation that includes student teaching</li> <li>• Examinations prescribed by the State Board of Education</li> </ul> This degree and license are typically earned in 4-5 years if attending college full time.		<b>Restricted Teaching License</b> awarded upon successful completion of these and other requirements: <ul style="list-style-type: none"> <li>• Bachelor’s degree (or higher)</li> <li>• Grade-point average (GPA) of 2.5 or higher in subject area to be taught (major)</li> <li>• Teaching contract with a Kansas school</li> <li>• Examination for content knowledge for the subject area to be taught (if one is available), as prescribed by the Kansas State Board of Education (must be completed during the first-year of the license)</li> </ul>
Field experience related to coursework and student teaching; obtained while earning bachelor’s degree		Intense, on-the-job, full-time and paid teaching experience obtained while simultaneously completing required college coursework and other requirements for an Initial License

**Restricted Licensure Regulations**

Kansas restricted license requirements are outlined in regulations.

**91-1-200. Definition of terms.**

(z) “Restricted teacher license” means a license that allows an individual limited access to practice under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.

**91-1-201. Type of licensure.**

(j) (1) Each restricted teaching license shall be valid for three consecutive school years from the date of issuance.

(2) A restricted teaching license may be issued for one or more of the following levels:

- (A) Late childhood through early adolescence (grades 5 through 8);
- (B) early adolescence through late adolescence and adulthood (grades 6 through 12); or
- (C) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(k) (1) Each restricted school specialist license shall be valid for three consecutive school years from the date of issuance.

(2) Each restricted school specialist license shall be issued for all levels.

(l) (1) Each restricted district leadership license shall be valid for three years from the date of issuance.

(2) A restricted district leadership license shall be issued for all levels.

**91-1-203. Licensure requirements.**

(h) Restricted teaching license.

(1) Each applicant for a restricted teaching license shall submit to the state board the following:

- (A) An application for a restricted teaching license and the appropriate fee;
- (B) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted license is sought;



(C) verification of a minimum 2.50 cumulative grade point average on a 4.0 scale; and

(D) documentation of the following:

- (i) The local education agency has exhausted reasonable attempts to locate and hire a licensed person for the position which the applicant is to fill;
- (ii) the local education agency will employ the applicant if the license is issued;
- (iii) the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;
- (iv) the local educational agency will provide, within the first six weeks of employment, a new teacher orientation or induction program for the applicant; and
- (v) the local education agency has collaborated with a Kansas teacher education institution regarding the program the applicant will pursue to obtain full licensure, and it will provide accommodations to the applicant, including release time, in order to work with the mentor teacher and to complete coursework needed for full licensure; and

(E) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:

- (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the content area for which the restricted certificate is sought;
- (ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;
- (iii) the program provided to the applicant will meet the institution's approved professional education standards;
- (iv) the institution will provide the applicant with on-site support at the employing local education agency, including supervision of the applicant's teaching experience; and
- (v) the institution has collaborated with the employing local education agency concerning the applicant's program.

(2) Each local education agency that employs a person holding a restricted teaching license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted license. This progress report shall include the following:

(A) Verification that the applicant has attained passing scores on content assessment required by the state board of education by the end of the first year;

(B) verification from the chief administrative officer of the employing local education agency attesting to the following information:

- (i) The applicant's contract will be renewed; and
  - (ii) the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;
- (C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:
- (i) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure; and
  - (ii) the institution will continue to support the applicant, on-site, as necessary; and
- (D) an official transcript verifying that the applicant has attained at least a 2.50 GPA on a 4.0 scale in those courses specified in the applicant's plan for full licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (2) of this subsection shall no longer be eligible to hold a restricted teaching license and shall return any previously issued restricted teaching license to the state board.

(i) Restricted school specialist license.

(1) Each applicant for a restricted school specialist license with endorsement for school library media or school counselor shall submit to the state board the following:

(A) An application for a restricted school specialist license and the appropriate fee;

(B) an official transcript or transcripts verifying completion of a graduate degree in the content area of counseling or library media;

(C) verification of a minimum of three years of full-time professional counseling or librarian experience;

(D) verification of a minimum 3.25 cumulative grade point average on a 4.0 scale in graduate coursework; and

(E) documentation that the following are met:

- (i) The local education agency has made reasonable attempts to locate and hire a licensed person for the restricted school specialist position that the applicant is to fill;
- (ii) the local education agency will employ the applicant if the license is issued;
- (iii) the local education agency has an agreement with an experienced school specialist in the same content area to serve as a mentor for the applicant;
- (iv) the local educational agency will provide, within the first six weeks of employment, an orientation or induction program for the applicant;
- (v) the local education agency has collaborated with a Kansas teacher education institution regarding the program that the applicant will pursue to obtain full licensure; and
- (vi) the local education agency will provide release time for the candidate to work with the mentor and to work on progress toward program completion; and

- (r) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:
- (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the school specialist content area for which the restricted license is sought;
  - (ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;
  - (iii) the program provided to the applicant will meet the institution's approved professional education standards;
  - (iv) the institution will provide the applicant with on-site support; and
  - (v) the institution has collaborated with the employing local education agency concerning the applicant's program.
- (2) Each applicant shall verify successful completion of the pedagogical assessment as determined by the state board during the term of the restricted school specialist license.
- (3) Each local education agency that employs a person holding a restricted school specialist license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted school specialist license. This progress report shall include the following:
- (A) Verification that the applicant has attained passing scores on the content assessment required by the state board of education by the end of the first year;
  - (B) verification from the chief administrative officer of the employing local education agency attesting to the following:
    - (i) The applicant's contract will be renewed; and
    - (ii) the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;
  - (C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:
    - (i) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure; and
    - (ii) the institution will continue to support the applicant, on-site, as necessary; and
  - (D) an official transcript verifying that the applicant has attained at least a 3.25 GPA on a 4.0 scale in the courses specified in the applicant's plan for full licensure.
- (4) Each applicant who is unable to provide any verification or statement required in paragraph (2) of this subsection shall no longer be eligible to hold a restricted school specialist license and shall return any previously issued restricted school specialist license to the state board.
- (j) Restricted district leadership license.
- (1) Each applicant for a restricted district leadership license shall submit to the state board the following:
- (A) An application, with appropriate fees, for the restricted district leadership license;
  - (B) verification of three years of accredited teaching experience under an appropriate valid professional license or five years of related leadership experience;
  - (C) an official transcript verifying that the applicant holds a graduate degree;
  - (D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
  - (E) verification from the chief administrative officer or the president of the board of education of an accredited or approved local education agency attesting to the following:
    - (i) The local education agency has exhausted reasonable attempts to locate and hire a licensed person for the position that the applicant is to fill;
    - (ii) the local education agency will employ the candidate if the restricted district leadership license is issued;
    - (iii) the local education agency has collaborated with a Kansas teacher education institution regarding the candidate;
    - (iv) the local education agency has an agreement with an experienced district administrator holding a similar assignment to serve as a mentor for the candidate; and
    - (v) the local education agency will provide release time for the candidate to work with the administrator mentor and to work on progress toward program completion; and
  - (F) verification from the licensing officer at a Kansas teacher education institution attesting to the following:
    - (i) The institution will provide a program for the candidate that leads to the conditional license in district leadership that can be completed within a three-year time limit;
    - (ii) the applicant has on file a plan for program completion for the restricted district leadership license with a specific timeline detailing coursework to be completed successfully each year;
    - (iii) the institution will provide a program equivalent to the institution's approved program, but may choose to modify the delivery model;
    - (iv) the institution is collaborating with the school district providing employment; and
    - (v) the institution will provide the candidate with on-site support.
- (2) Each local education agency that employs a person holding a restricted district leadership license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted license. This progress report shall include the following:
- (A) Verification of completion of a school leadership assessment prescribed by the state board by the end of the second year;
  - (B) a statement from the chief administrative officer of the employing local education agency attesting to the following:
    - (i) The local education agency will offer an additional year of employment to the candidate; and

- (11) the local education agency will continue to assign a mentor and provide release time;
- (C) verification from the licensing officer of the applicant's teacher education institution attesting to the following:
- (i) Normal progress has been made by the candidate on the deficiency plan for the restricted district leadership license;
- (ii) the candidate has maintained a 3.25 GPA on a 4.0 scale on program courses; and
- (iii) the institution will continue to provide the candidate with on-site support.
- Go to the Kansas State Department of Education (KSDE) Website at <http://www.ksde.org/LinkClick.aspx?fileticket=adxw8%3d&tabid=295>.

## WHO WANTS TO BE AN ALTERNATIVE EDUCATOR?

The route to alternative licensure is not quick, easy or cheap. Those pursuing it must be dedicated and persistent. Despite these barriers, however, many people are finding this option attractive. The numbers of individuals inquiring about alternative licensure, following through and remaining in the profession are encouraging.

**The individuals who are most likely to pursue alternative licensure are:**

- Mid-career professionals (i.e., people with successful careers in other fields) who want a career change and new challenges
- Retirees (including retired military personnel) who prefer to remain employed
- Recent graduates with liberal arts or other degrees who now wish to become teachers
- People who are beginning careers later in life (including homemakers with degrees who are entering the workforce, perhaps for the first time)

Most individuals pursuing alternative licensure "...are highly educated, life-experienced adults who want to teach and to improve America's educational system. They will do whatever is necessary in the way of preparation in order to accomplish those ends. Many of them think alternative routes not only make sense, but also provide the best preparation for the real world of teaching."<sup>33</sup>

The primary reasons people pursue an alternative educator licensure (AEL) are:

- Lifelong desire to teach that was thwarted earlier in life by various internal and/or external factors
- Desire to teach that has emerged as a result of life experiences, greater knowledge about their interests and talents, and/or other personal changes
- Awareness of the employment opportunities in education including the availability of jobs

Although there are some who have less lofty motivations (e.g., escape from work they do not like or from low-paying professional plateaus, solution to unemployment,) this is not true of the majority of individuals pursuing alternative licensure. Research suggests that seasoned employees who switch to teaching are likely to see themselves as making a change to "a more worthy occupation,"<sup>34</sup> in order to do something desirable and positive.

In other words, most individuals who pursue alternative licensure do so to move toward something more fulfilling. *This only adds to their appeal as prospective educators.*

## MAKING A UNIQUE CONTRIBUTION

Alternative educators (AEs) do more than meet the need for more teachers. They also contribute to the need for a "different kind" of teacher. They are bringing with them a wide range of life and employment experiences, which helps them to help students make the connection between their schoolwork to the workplace. This in turn makes the coursework more interesting and relevant for students. It also prepares them to be better employees.

In addition, AEs' diversity-professionally, racially, ethnically, etc.-enriches the school environment for everyone.

Alternative educators are not merely part of the solution to a range of problems. They are a valuable asset that helps us to redefine and modify our approach to the ever-changing needs of schools, business and industry, and society.

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<sup>33</sup> E. Feistritzer and D. Chester, *Alternative Teacher Certification: A State-by-State Analysis 2003* (Washington, DC: National Center for Education Information, 2003), 10.

<sup>34</sup> M. Kwiatkowski, *Debating Alternative Teacher Certification: A Trial by Achievement* (Washington, DC: Thomas B. Fordham Foundation, 1999); Website version (<<http://www.edexcellence.net/better/tchrs/15.htm>>), 4; interpreting and commenting on research done by F. Lutz and J. Hutton.

## SECTION II

### DIFFERENCES BETWEEN ALTERNATIVE AND TRADITIONAL EDUCATORS

#### IMPLICATIONS FOR MENTORING

Alternative educators (AEs) are similar to new traditional educators (NTEs, or recent college graduates) in many respects, and their mentoring needs are similar *in most* respects. Because of this, this guidebook-and particularly the one written for those who will be mentoring AEs-are designed to *supplement* (not replace) the various mentoring training models and materials used in Kansas.

On the other hand, AEs are also different from NTEs. There is greater variety in their personal, educational and employment backgrounds. Consequently, the ways their mentoring needs differ are significant. It is important to understand these differences. It will help you to understand the concerns of the mentors with whom you will be working.

This section is designed to help you to understand:

- The differences among AEs, NTEs and experienced traditional educators (ETEs)
- How these differences might influence mentoring
- How you might use a mentor in your teaching environment

## HOW ALTERNATIVE EDUCATORS DIFFER FROM NEWLY TRAINED EDUCATORS

### Age, Life Experience and Demographics

Difference	Pros	Cons
1. Older	<ul style="list-style-type: none"> <li>• May be more readily accepted as authority figures by students</li> </ul>	<ul style="list-style-type: none"> <li>• May be set in ways, and not flexible enough to adapt to new role and environment</li> </ul>
2. More mature	<ul style="list-style-type: none"> <li>• May draw upon more mature perspectives with regard to teaching, motivating students and dealing with unruly behavior</li> </ul>	<ul style="list-style-type: none"> <li>• May not be as willing to learn and adapt to a new situation</li> </ul>
3. More life experience	<ul style="list-style-type: none"> <li>• May draw upon their experiences to enrich and enliven teaching and classroom management</li> </ul>	<ul style="list-style-type: none"> <li>• May project a know-it-all attitude</li> </ul>
4. More likely to be male	<ul style="list-style-type: none"> <li>• Will serve as role models for all students, but especially for those without father figures in their homes or personal lives</li> </ul>	<ul style="list-style-type: none"> <li>• (no disadvantages)</li> </ul>
5. More likely to be people of color	<ul style="list-style-type: none"> <li>• Will serve as role models for all students, but especially for minority students without successful and/or professional minority role models in their homes or personal lives</li> </ul>	<ul style="list-style-type: none"> <li>• (no disadvantages)</li> </ul>

### Subject Matter Knowledge

6. Majors in subjects other than education	<ul style="list-style-type: none"> <li>• May use this knowledge to develop broader and more realistic lesson plans, and to inform students about other fields</li> </ul>	<ul style="list-style-type: none"> <li>• Will have less formal education in pedagogy, child and adolescent development, classroom management, etc.</li> </ul>
7. More and deeper subject matter (content) knowledge	<ul style="list-style-type: none"> <li>• Will have deeper pools of knowledge from which to draw for planning lessons and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• May be so used to seeing content in prior work contexts that they cannot organize it in ways that make it available and relevant to students</li> </ul>



## Employment Experience

Difference	Pros	Cons
8. Experience applying subject matter to real-life problem-solving and other situations	<ul style="list-style-type: none"> <li>• Can readily incorporate real-life applications of subject matter into lesson plans and discussions</li> <li>• Can help other teachers develop stronger, more work-relevant lesson plans in content area or with regard to business applications</li> </ul>	<ul style="list-style-type: none"> <li>• May have difficulty stepping out of past work experiences in order to make subject matter compatible with students' levels of knowledge and cognitive development</li> </ul>
9. Employment in one or more occupations and/or work settings other than education	<ul style="list-style-type: none"> <li>• Can speak about the nature of the other work they did</li> <li>• Can speak about real-life work applications of academic knowledge (i.e., how academics are used to develop products and services, manage people and projects, etc.)</li> <li>• Can make course content more relevant to a broader range of students with a broader range of career interests</li> <li>• Can speak about employability skills in general, and how they vary in different work settings</li> </ul>	<ul style="list-style-type: none"> <li>• May talk over students' heads</li> </ul>
10. Experience working independently and/or with less supervision	<ul style="list-style-type: none"> <li>• May work more autonomously earlier in their teaching careers than NTEs</li> </ul>	<ul style="list-style-type: none"> <li>• May not be comfortable with close monitoring and being trainees again</li> <li>• May be harder to mentor, and may even resist mentoring</li> <li>• May be embarrassed about needing so much help, and may therefore not ask for or admit they need help</li> </ul>
11. Standards for professional behavior, demeanor and/or dress may differ from educational settings	<ul style="list-style-type: none"> <li>• If worked in settings with higher standards, then may:                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Help maintain and/or improve school standards</li> <li><input checked="" type="checkbox"/> Serve as role models for students about business dress and conduct (i.e., shaking hands, greetings, language)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If worked in settings with higher standards, then new peers may feel some discomfort and resentment</li> <li>• If worked in settings with lower standards, then will need to improve behavior, demeanor and/or dress to match school expectations</li> </ul>

### Teaching and Classroom Management Skills

Difference	Pros	Cons
12. Few pedagogy courses when begin teaching full time	<ul style="list-style-type: none"> <li>Will see students and teaching through “fresh eyes,” which may lead to some creative approaches</li> <li>May learn quickly through hands-on experience with support of mentoring</li> </ul>	<ul style="list-style-type: none"> <li>May make lots of mistakes</li> <li>May teach poorly</li> <li>May lose respect of students</li> <li>Trial by fire may discourage new teachers, and cause them to not want to continue in education</li> <li>May need more of mentors’ time in this area</li> </ul>
13. Lack of exposure to and/or experience with classroom management	<ul style="list-style-type: none"> <li>May bring fresh, creative approaches to classroom management</li> </ul>	<ul style="list-style-type: none"> <li>May manage classrooms poorly</li> <li>May lose respect of students</li> <li>Trial by fire may discourage new teachers, and cause them to not want to continue in education</li> <li>May need more of mentors’ time in this area</li> </ul>
14. More or less knowledge about child and adolescent development, and experiences working with young people	<ul style="list-style-type: none"> <li>If AEs are parents, or have past work or volunteer experience with young people, will be familiar with what young people know, find interesting, are motivated by, etc.</li> </ul>	<ul style="list-style-type: none"> <li>If AEs do not have related knowledge and experience, may have more problems presenting content in a relevant manner and managing classrooms</li> <li>Trial by fire may discourage new teachers, and cause them to not want to continue in education</li> <li>May need more of mentors’ time in this area</li> </ul>

### School Operations and Traditions

Differences	Pros	Cons
15. Less familiar with school operations and other practical concerns <i>(e.g., grade cards, student records, substitute teachers, cafeteria duty, detention, buses, school calendar, fire drills, evacuation procedures, office support, supplies, forms, other school/building/district and/or teachers’ association policies and procedures, Kansas’s codified requirements)</i>	<ul style="list-style-type: none"> <li>May have the “fresh eyes” to see ways these might be improved</li> </ul>	<ul style="list-style-type: none"> <li>May need more of mentors’ time in these areas</li> </ul>
16. Unfamiliar with school facilities and resources <i>(e.g., library, overhead projectors, photocopiers, other technology, school counselor, school nurse, instructional resources, outside resources)</i>	(no advantages)	<ul style="list-style-type: none"> <li>May need more of mentors’ time in these areas</li> </ul>
17. Unaware of school norms and traditions (spoken and unspoken) that foster a sense of community	(no advantages)	<ul style="list-style-type: none"> <li>May inadvertently offend others or create a problem</li> <li>Will have a harder time becoming part of the school family</li> <li>May need more of mentors’ time in this area</li> </ul>

**Other**

<p>18. More likely to teach where demand is greatest (i.e., urban and rural schools) <i>(NOTE: Because AEs are generally from the areas in which they teach, they may be more familiar with the culture and traditions of the communities in which they will work than would NTEs.)</i></p>	<ul style="list-style-type: none"> <li>• Will help meet the demand for teachers in these schools</li> <li>• May be better prepared to teach in these schools <i>if they are from the areas/communities</i></li> <li>• May adapt more quickly to the school environment <i>if they are from the areas/communities</i></li> </ul>	<ul style="list-style-type: none"> <li>• May not know how to deal with the challenges</li> <li>• May not know how to adapt lesson plans accordingly</li> <li>• May not recognize or be familiar with range of causes underlying behavior problems</li> <li>• Trial by fire may discourage new teachers, and cause them to not want to continue in education</li> </ul>
<p>19. More likely to teach in high-demand subject areas</p>	<ul style="list-style-type: none"> <li>• Will help meet the demand for teachers in these subjects</li> <li>• Will contribute their in depth knowledge and hands-on experience in these subjects for students' benefit</li> </ul>	<p>(no disadvantages)</p>

**DIFFERENCES BETWEEN ALTERNATIVE AND EXPERIENCED TRADITIONAL EDUCATORS**

Alternative educator licensure (AEL) is still relatively new, and as such *it is breaking with the longstanding traditions about who becomes a teacher and how*. There is bound to be a wild mix of thoughts and emotions about this. This is natural whenever there is change, and especially when *respected and cherished traditions* are circumvented.

Because of this, it is also important to understand how alternative educators (AEs) differ from experienced traditional educators (ETEs). It is unfortunate, but people do not always readily accept newcomers. They may not welcome them because they harbor some negative beliefs about them, or because they are replacing people they liked. Or, they may not welcome them simply because they are new. *Whether or not the reasons are valid, this is a fact of life.*

It is equally true that when newcomers are readily and wholeheartedly accepted:

- The working environment is more pleasant and positive for everyone
- Good feelings spill out into the workplace and influence everyone
- Employee morale is higher
- People are more productive

## SECTION III

### WORKING WITH YOUR MENTOR

#### YOUR RELATIONSHIP WITH YOUR MENTOR

The Kansas Restricted Teaching license is still relatively new, and as such it *is breaking with the longstanding traditions about who becomes a teacher and how*. This alone will influence your relationship with your mentor, especially if he/she is unfamiliar

with the restricted license or has not mentored an alternative educator (AE) before.

In addition, every relationship is different. Each is the product of the unique personalities that, together, are creating it.

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#### Exercise A: Your Personal Concerns About Being Mentored

Follow these steps:

1. List three concerns that you have about being mentored during your first year of teaching.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

2. Discuss your concerns with a partner and/or with other workshop participants, as instructed by your facilitator.

At a later date, discuss your concerns with your mentor. If you are uncomfortable sharing your concerns, perhaps you could share portions of them. Remember that your mentor was once a first-year teacher, too, and is there to help you.

#### Exercise B: Building Your Relationship

You can help build your relationship with your mentor by telling your mentor a little about yourself. Doing so will help your mentor get to know you better, as a person and as a teacher. Follow these steps:

1. Write down three things that most interest and excite you about being a teacher.

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2. Summarize the reasons you decided to become a teacher at this point in your life.

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3. List the sacrifices you are making to enter this profession (e.g., time, money, status in another field, lost opportunities with family) and why you are willing to make them.)

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4. Name three things that most concern you about your ability to become a topnotch teacher.

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5. Discuss your concerns with a partner and/or with other workshop participants, as instructed by your facilitator.

When the time seems right, work some of this information about yourself into your conversations with your mentor.

At some point, you may also want to ask similar questions of your mentor. For example, what are three things about teaching that most interest and excite your mentor? What were your mentor's three greatest hurdles to becoming an effective teacher?

### **IDENTIFYING YOUR MENTORING NEEDS**

You are similar to new traditional educators (NTEs) in numerous ways, and many if not most of your professional development needs are the same. However, you are also vastly different from NTEs in terms of your:

- Path to teaching
- Point of entry into teaching
- Work experience in the content area to be taught
- Employment in one or more non-education work settings
- Age, greater life experience in general and maturity at the time you start teaching

Because of these differences, your mentoring needs will differ as well. They will differ in terms of not just *what* you need, but *when* you need it.

What are your mentoring needs? Your mentor will be aware of many from the mentoring materials he/she uses, his/her experience as a teacher and mentor, and what he/she observes while working with you. However, your perceptions of your needs are equally important.

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### **Exercise C: Reassessing Your Needs Over Time**

This exercise will help you identify *what* types of help you feel you need, and *when* you believe you need them. Because your needs will change over time, the checklist that follows allows you to reassess them at the beginning of each grading period *or at any time or interval you prefer*. Armed with this information, you and your mentor will be able to customize your work together so it is as relevant and timely as possible.

Follow these steps:

1. Write the number of the grading period (GP) or date in the box at the top of the left-hand column.
2. Place a checkmark in that column for each item that describes a need that you believe you need help with at this time.
3. Write down other topics that are not on this table, but that you want help with at this time. Use the blank areas under each category for these items. Place a checkmark for each in the corresponding box in the left-hand column.
4. Discuss your current needs with a partner and/or with other workshop and participants, as instructed by your facilitator.

At a later date, ask your mentor for help in the areas you checked.

Repeat Steps 1-4 for each grading period or date when you want to reassess your needs.

Because of the complex nature of many aspects of teaching, and your personal needs, you may find that you check some topics time after time. There will also be some that you never check.



### CHECKLIST OF MENTORING NEEDS

GP/Date	GP/Date	GP/Date	GP/Date	GP/Date	GP/Date	Topics and Skills With Which I Need Help Now
---------	---------	---------	---------	---------	---------	--

#### Instructional Design, Teaching, Assessment & Academic Standards

						Planning of instruction (i.e., lesson planning), including how to make lesson plans relevant to careers, employability skills &/or other real life situations
						Delivery of instruction (e.g., presentations)
						Facilitation of student discussions
						Classroom activities, experiments, labs, fieldtrips, etc.
						Assessment of student learning (e.g., tests, quizzes)
						Academic Standards
						Standardized tests and competency testing

#### Classroom Management

						Time Management
						Grade Books
						Attendance
						Seating and room arrangements that promote learning
						Washroom passes
						Discipline & disciplinary actions
						Week/days prior to a holiday & break (expectations for student behavior, etc.)
						Preparing my room so it is ready in the event a substitute teacher must be hired

**CHECKLIST OF MENTORING NEEDS**

GP/Date	GP/Date	GP/Date	GP/Date	GP/Date	GP/Date	Topics and Skills With Which I Need Help Now
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**Relationships**

						Building relationships with students
						Building relationships with peers/colleagues
						Building relationships with administrators
						Building relationships with other school personnel
						Building relationships with parents
						Parent/teacher conferences

**School & Community Activities & Events**

						Student assemblies
						Football games & other non-sporting events
						Dance, proms & other non-sporting school activities
						Cultural and other events on school grounds (e.g., plays, craft shows, voting)
						School newspaper
						Yearbook
						Other extracurricular

**Community Knowledge**

						Community demographics
						Cultural issues that impact school functioning
						Impact on school operations, norms, etc.
						Impact on classroom teaching
						Impact on relationships with students
						Impact on relationships with parents

**CHECKLIST OF MENTORING NEEDS**

GP/Date	GP/Date	GP/Date	GP/Date	GP/Date	GP/Date	Topics and Skills With Which I Need Help Now
---------	---------	---------	---------	---------	---------	--

**School Operations**

						Hours
						Buses
						Lunch
						Money collection
						Office support staff
						Parking (student and staff)
						Maintenance
						Snow days
						Emergency procedures (e.g., fire drills, evacuation procedures)

**Equipment, Technology, Facilities & Other Resources**

						Photocopier
						Audiovisual (AV) equipment (e.g., overhead projectors)
						Computer (including email)
						Software
						Special databases
						Supplies
						Library
						School nurse & nurses station
						Auditorium
						School grounds

**CHECKLIST OF MENTORING NEEDS**

GP/Date	GP/Date	GP/Date	GP/Date	GP/Date	GP/Date	Topics and Skills With Which I Need Help Now
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**Professional Development & Standards**

						In-services
						Other professional training
						Kansas laws/regulations governing professional conduct
						School/district-specific guidelines

**Other**

						Flexibility as I adapt to my new role

If your mentor is not able to help you with some item on this checklist, he/she may be able to steer you in the right direction so you can find what you need.

## WAYS YOU CAN HELP YOURSELF

Professional development is ongoing. Your professional growth as an educator will continue *well beyond* your first year. The table that follows lists some steps you can take to meet your changing professional needs and goals. Use it as a place to jot down ideas about what you might do to help yourself to continue growing. Refer to this table often, and update it regularly.

### Professional Development

<input checked="" type="checkbox"/>	<b>Ideas</b>
	Prepare a list of <i>topics</i> about which you would like more information.
	Prepare a list of <i>skills</i> that you would like to develop.
	Do some additional reading on: <ul style="list-style-type: none"> <li>• Needs of new teachers</li> <li>• Lesson planning</li> <li>• Teaching techniques</li> <li>• Classroom management</li> <li>• Parent/teacher conferences</li> <li>• Best teaching practices</li> <li>• New teaching practices</li> </ul>
	Search the Internet for lesson plans to use as is, or as springboards for your own ideas. Go to your favorite search engine (e.g., Google) and type in “lesson plans” or the type of lesson plan you are seeking (e.g., “biology lesson plans”).
	Join and get involved in professional organizations.
	Participate in professional development workshops and seminars offered through your school, professional organizations and other groups.
	Take college courses beyond those required for licensure.
	Form or join a support group of one or more educators (alternative and/or traditional) in your district. This group may be formal or informal, depending on the needs of those involved.
	Hire a personal coach to help you with any issues that may be preventing you from achieving your professional goals.



## SECTION IV

### RESOURCES

#### BIBLIOGRAPHY

A great deal has been written about alternative educator licensure and the needs of first year teachers, although nothing seems to exist specifically on the topic of mentoring needs of first-year alternative educators. The following are a few sources on these topics, plus others that might be of value to new teachers.

Breaux, A. L. & Wong, H. (2003). *New Teacher Induction: How to train, support, and retain new teachers*. Mountain View, CA: Harry K. Wong Publications.

Curwin, Richard L., and Mendler, Allen N. (1999). *Discipline with Dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, Charlotte. (2007). *Enhancing Professional Practice: A Framework for Teaching Second Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

DePaul, Amy. (September 1998.) *What to Expect Your First Year of Teaching*. Washington, DC: U.S. Department of Education. Available: <<http://www.edu.gov/pubs/FirstYear>>.

Feistritzer, C. Emily, and Chester, David T. (2003). *Alternative Teacher Certification: A State-by-State Analysis 2003*. Washington, DC: National Center for Education Information.

Kanstoroom, Marci, and Finn, Chester E., Jr. (Eds.). (1999). *Better Teachers, Better Schools*. Washington, DC: Thomas B Fordham Foundation.

The above is also available as an online publication; in particular, see these chapters:

- *Debating Alternative Teacher Certification: A Trial by Achievement*, Michael Kriatkowski
- *Traditional and Alternative Certification: A View from the Trenches*, Naomi Schaefer

Wong, Harry K., and Wong, Rosemary T. (1998). *The First Days of School: How to Be an Effective Teacher*. Mountain View, CA: Harry K. Wong Publications.

#### ORGANIZATIONS

The organizations listed below provide valuable information for educators. Call them about or check their Websites for materials and links that might be of interest to you.

Association for Supervision and Curriculum Development (ASCD)  
1703 N. Beauregard Street  
Alexandria, VA 22311-1714  
Phone: 1-800-933-2723  
Fax: 1-703-575-5400  
Email: <[member@ascd.org](mailto:member@ascd.org)>  
Website: <<http://www.ascd.org>>

*Education Week* on the Web  
Website: <<http://www.edweek.org>>

International Mentoring Association (IMA)  
Western Michigan University  
1903 West Michigan Avenue  
Kalamazoo, MI 49008  
Phone: 1-269-387-4174  
Fax: 1-269-387-4189  
Email: <[cedu\\_ima@wmich.edu](mailto:cedu_ima@wmich.edu)>  
Website: <<http://conference.wmich.edu/mentoring>>

Mentoring Leadership and Resource Network, The (MLRN)  
Affiliate of ASCD – publisher of journal *Mentor*  
Website: <<http://www.mentors.net>>

National Association for Alternative Certification  
[www.alt-teachercert.org/](http://www.alt-teachercert.org/)

National Center on Education Information (NCEI)  
4401 Connecticut Avenue, NW, #212  
Washington, DC 20008  
Phone: 1-202-362-3444  
Fax: 1-202-362-3493  
Email: <[cef@ncei.com](mailto:cef@ncei.com)>  
Website: <<http://www.ncei.com>>

NEA Foundation for the Improvement of Education, The (NFIE)  
1201 16<sup>th</sup> Street, NW  
Washington, DC 20036  
Phone: 1-202-822-7840  
Fax: 1-202-822-7779

Email: <info@nfie.org>  
Website: <http://www.nfie.org>

No Child Left Behind (NCLB)  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202  
Phone: 1-800-USA-LEARN  
Fax: 1-202-401-0689  
Website: <http://www.nclb.gov>

Recruiting New Teachers, Inc.  
385 Concord Avenue, Suite #103  
Belmont, MA 02478  
Phone: 1-617-489-6000  
Fax: 1-617-489-6005  
Email: <rnt@rnt.org>  
Website: <http://www.rnt.org>

Thomas B. Fordham Foundation, The  
1627 K Street, NW, Suite 600  
Washington, DC 20006  
Phone: 1-202-223-5452  
Fax: 1-202-223-9226  
Email: <backtalk@edexcellence.net>  
Website: <http://www.fordhamfoundation.org>

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202  
Phone: 1-800-USA-LEARN  
Fax: 1-202-401-0689  
Website: <http://www.ed.gov>

WestEd  
730 Harrison Street  
San Francisco, CA 94107  
Phone: 1-415-565-3000  
Phone: 1-877-4-WestEd  
Fax: 1-415-565-3012  
Website: <http://www.wested.org>

## EDUCATIONAL WEBSITES

The following Websites have information and/or links of value to academic secondary teachers, including advice for new teachers and lesson plans. Websites come and go, and their addresses change all the time. Therefore, if you are unable to find one of the sites below, search for it on your favorite search engine (e.g., Google) to find the new address.

AskEric  
<http://ericir.syr.edu>  
Busy Teachers' WebSite K-12  
<http://www.ceismc.gatech.edu/busyt>  
Classroom Connect  
<http://www.classroom.net>  
Cornell Theory Center (CTC)  
<http://www.tc.cornell.edu>  
Cornell Theory Center-Math and Science Gateway  
<http://www.tc.cornell.edu/Edu/MathSciGateway>  
Education Index  
<http://www.educationindex.com>  
Education World: The Educator's Best Friends  
<http://www.education-world.com>  
Federal Resources for Educational Excellence  
<http://www.ed.gov/free>  
Gateway to Educational Materials (GEM), The  
<http://www.thegateway.org>  
Kathy Schrock's Guide for Educators  
<http://www.discoveryschool.com/schrockguide>  
National Library of Education (NLE)  
<http://www.ed.gov/NLE>  
PedagoNet-Learning Resources Database  
<http://www.pedagonet.com>  
Sites for Teachers  
<http://www.sitesforteachers.com>  
Teacher Information Network  
<http://www.teacher.com>  
Teacher Tips – Lesson Plans  
<http://www.ehhs.cmich.edu/~tvantine/edlesson.html>  
TeacherLINK  
<http://teacherlink.ed.usu.edu>  
Teachers.net  
<http://www.teachers.net>  
Teachers Helping Teachers  
<http://www.pacificnet.net/~mandel>  
Teachers Network  
<http://www.teachnet.org>

C. Classroom Observation Semester Summary

WSU Transition to Teaching

Directions: Rate the Candidate's professionalism using the following scale:

5 – Distinguished	Exceeds expectations
4 – Very Good	Performed with ease, effective
3 – Proficient	Performed well
2 – Needs Improvement	Working toward independence, needs assistance
1 – Unsatisfactory	Dependent – Requires a great deal of support
NA – Not Observed	Not Observed / Not Applicable

Teacher: \_\_\_\_\_

Observer: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Class size: \_\_\_\_\_

**Planning and Preparation**

- |   | 5                     | 4                     | 3                     | 2                     | 1                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. This educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. (CKS1) Std. 7.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. This educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. (HDD1) Std. 2.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. This educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills and facilitate all students' abilities to understand relationships between subject areas. (CKS1) Std. 11..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Classroom Environment**

- |   |                       |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 4. This educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (CTA1) Std. 5..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. This educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (C2) Std. 6.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Instruction**

- |  |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. This educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of the subject matter meaningful for all students. (CKS1) Std. 1.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. This educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on development levels, and that are adapted to diverse learners, including those with exceptionalities. (CTS5) Std. 3.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. This educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading. (CTA5) Std. 4.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. This educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners. (CTA4) Std. 8.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. This educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (T1) Std. 12..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Professional Responsibilities**

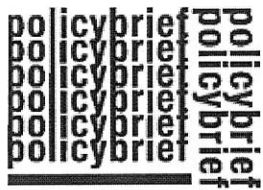
- |   |                       |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. This educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (e.g. students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]). (PR5) Std. 9..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. This educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being. (C3) Std. 10.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. This educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices. (CTA3) Std. 13.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. This educator reflects the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. (C3) Std. 14.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# One License – Many Routes: NEA and Alternative Routes to Licensure

*Improving state policies to recruit, retain, and reward quality teachers is essential if we are to offer a great public school to every student. NEA opposes fast-track alternate routes to licensure that not only fail to provide candidates the training they need to be successful educators, but also shortchange our students and cost states money they can ill afford for retraining or replacing poorly prepared teachers.*

—NEA President Dennis Van Roekel

**E**very student deserves a high-quality teacher. Debate about “traditional” versus “alternative” routes to the teaching profession may obscure a more troubling dilemma: the lack of rigorous



standards for teacher preparation and licensure that are required for all beginning teachers—regardless of the route taken to the profession. Quality public schools

require knowledgeable and well-prepared teachers, but the lack of uniformly applied standards for beginning teachers jeopardizes the quality of instruction available to all students.

The National Education Association advocates for rigorous licensure standards for entry into the teaching profession. While coursework, field experience, and test score requirements vary by state, the one constant in the profession is a license to teach. All teachers must be licensed by the state in which they teach once they complete the specified courses. NEA believes these standards, ideally established by professional licensing boards, must include:

- Demonstrated high academic performance
- Extensive clinical experience
- Demonstrated knowledge of subject matter, pedagogy, and child development.

Research shows that teacher quality is the single most important school-related variable affecting student achievement.<sup>1</sup> Assuring that beginning teachers possess the knowledge and skills necessary to serve effectively as teachers of record means that preparation and licensure systems should be current, comprehensive, and enforced. Unfortunately, the unchecked proliferation of alternative route programs has resulted in a dizzying array of options for prospective teachers, some of which openly circumvent state standards. These licensure loopholes were created in response to selected teacher shortages, or as part of a broader strategy to deregulate the teaching profession.

NEA policy states that “Every candidate, including those entering the profession via alternative routes, should meet every standard prior to being granted a teaching license.”<sup>2</sup> NEA’s rejection of fast-track shortcuts to teaching that do not equip beginning teachers for effective practice is *not* a rejection of alternative routes to licensure. Rather, NEA recognizes the need for alternatives to the traditional preparation programs for mid-career recruits or others possessing substantial training and expertise in a discipline. Established standards governing teacher licensure must be consistent, regardless of the preparation and licensure route taken.

Most classroom teachers enter the profession through comprehensive teacher preparation

programs, most often four- or five-year university-based programs, which are structured to enable graduates to meet state licensing requirements. Alternative routes to licensure are typically more condensed training programs and often target individuals with certain subject area/content majors. There are programs for career changers, military retirees, undergraduates who want short-term commitments, and individuals who want to take a test and teach immediately. The ultimate goal for prospective teachers in both comprehensive and alternative route programs is the same: to obtain a state license to teach.

### The teachers we need

#### **Every student deserves a well-prepared teacher.**

Approximately 200,000 teachers must be hired every school year to replace those who leave the profession, retire, or transfer to other schools.<sup>3</sup> According to the National Center for Alternative Certification, the number of teachers entering the profession through alternative route programs almost tripled between 2001 and 2006, growing from 20,000 to almost 60,000 teachers annually.<sup>4</sup> The growing number of teachers entering the profession through alternative routes and the range of experience each brings to the classroom creates new challenges for states and districts committed to recruiting and retaining quality educators.

NEA believes in the academic potential of all students and insists on high standards for teacher preparation and licensure to ensure that all students truly do have access to well-prepared teachers. To promote uniform quality, in 2008, NEA's Professional Standards and Practice Committee established the following criteria to govern all state licensure requirements – regardless of the route taken to meet them:

- Every candidate must obtain a bachelor's degree that includes a liberal arts curriculum that ensures adequate basic skills in reading, writing, and computation.

- Every candidate must have preparation in and demonstration of subject matter knowledge in core teaching area and have an academic major in that same teaching area.
- Every candidate must have preparation in and demonstration of professional and pedagogical skills, knowledge, and ability.
- Every candidate must participate in supervised clinical practice via an internship, student teaching, and/or mentoring program.
- Every candidate must participate in a new teacher induction program that includes mentoring from a qualified teacher in addition to support and/or mentoring from university faculty, school administrators, and new teacher peers.
- A candidate receives a full professional license only after demonstrating effective classroom practice as a teacher of record.

Recruiting and retaining well-prepared teachers to staff high-needs schools is especially challenging, but fast-track programs only exacerbate the problem of the "revolving door" of teacher turnover by emphasizing short-cut preparation and short-term commitments in the very environments that need teacher stability the most.

One promising strategy for attracting, developing, and retaining high-quality teaching recruits is the urban teacher residency model. Residency models incorporate critical components of NEA's policy into their programs in that they screen, recruit, and support talented college graduates who seek long-term teaching careers in urban school districts. The teacher residents participate in a year-long, paid residency during which they study under a master teacher, take coursework at a partner university, and ultimately teach in the master teacher's class. There is ongoing communication between the master teacher and the residency sponsor, with the candidate's field experience and coursework



leading to state licensure and a master's degree. Established programs currently exist in Denver, Boston, and Chicago.<sup>5</sup>

For all students to have access to well-prepared teachers, states must insist on the same high standards for all preparation programs. The National Council for the Accreditation of Teacher Education (NCATE), which has developed national standards for teacher preparation programs<sup>6</sup>, works with state agencies and educator groups to integrate its standards into state licensure systems. Through its professional accrediting process, NCATE determines which programs meet its rigorous standards for preparing teachers and other school specialists. It has experience working with both comprehensive and alternative preparation programs.

### NEA's Principles of Professional Practice can guide policy decisions

#### Great public schools need great teachers.

Quality teacher preparation and licensing are not about the route chosen but about the training and experiences that these programs provide. To guide policymakers and educators in their development of systems to prepare, license, induct, and continually support classroom teachers, the NEA advances its *Principles of Professional Practice*. To meet the needs of the next generation of learners, we need teaching professionals who:

- Design and facilitate instruction that incorporates the students' developmental levels, skills, and interests with content knowledge.
  - Develop collaborative relationships and partners with colleagues, families, and communities focused on meaningful and deep learning.
  - Provide leadership and advocacy for students, quality education, and the education profession.
  - Demonstrate in-depth content and professional knowledge.
- Participate in ongoing professional learning as an individual and within the professional learning community.
  - Utilize multiple and varied forms of assessment and student data to inform instruction, assess student learning, and drive school improvement efforts.
  - Establish environments conducive to effective teaching and learning.
  - Integrate cultural competence and an understanding of the diversity of students and communities into teaching practice to enhance student learning.
  - Utilize professional practices that recognize public education as vital to strengthening our society and building respect for the worth, dignity and equality of every individual.
  - Strive to overcome the internal and external barriers that impact student learning.<sup>7</sup>

All students should be taught by teachers who have been fully trained through quality preparation programs and licensed through systems based on high and consistent professional standards. Fast-track preparation and licensure programs fail to address the components of quality teaching and do not assure a great public school for every student.

### References

<sup>1</sup> National Commission on Teaching and America's Future (NCTAF), *What Matters Most: Teaching for America's Future*. New York: New York, 1996, [www.nctaf.org/documents/WhatMattersMost.pdf](http://www.nctaf.org/documents/WhatMattersMost.pdf).

<sup>2</sup> NEA Handbook, Resolution G-3, Licensure, 2008.

<sup>3</sup> "The Power of Preparation: Teacher Training Gives New Educators a Head Start," *Edutopia.org*, August 2001, [www.edutopia.org/power-preparation](http://www.edutopia.org/power-preparation).

<sup>4</sup> National Center for Alternative Certification, *Overview of Alternative Routes to Teacher Certification in Alternative Teacher Certification: A State-by-State Analysis 2008*.

<sup>5</sup> Berry, B., Montgomery, D., Curtis, R., Hernandez, M., and J. Wurtzel. *Creating and Sustaining Urban Teacher Residencies: A New Way to Recruit, Prepare, and Retain Effective Teachers in High-Needs Districts*, The Aspen Institute and Center for Teaching Quality, August 2008, [www.aspeninstitute.org/atf/cf/%7Bdeb6f227-659b-4ec8-8f84-8df23ca704f5%7D/CREATINGANDSUSTAININGUTR.FINAL.PDF](http://www.aspeninstitute.org/atf/cf/%7Bdeb6f227-659b-4ec8-8f84-8df23ca704f5%7D/CREATINGANDSUSTAININGUTR.FINAL.PDF)

Berry, B., Montgomery, D., and J. Syder. *Urban Teacher Residency Models and Institutions of Higher Education*, National Council for the Accreditation of Teacher Education and Center for Teacher Quality, August 2008, [www.ncate.org/documents/news/UTR\\_IHE\\_Aug122008.pdf](http://www.ncate.org/documents/news/UTR_IHE_Aug122008.pdf).

Darling-Hammond, Linda, "A Future Worthy of Teaching For America," *Phi Delta Kappan*, June 2008, 730-736.

<sup>6</sup> [www.ncate.org/institutions/unitstandardsrubrics.asp?ch=](http://www.ncate.org/institutions/unitstandardsrubrics.asp?ch=)

<sup>7</sup> NEA Professional Standards and Practice Committee, *Principles of Professional Practice*, Washington, DC, Adopted July 2008.

## Resources

**Center for Teaching Quality (CTQ)** seeks to improve student learning and advance the teaching profession by promoting teacher leadership, conducting timely research, and crafting policy — all in an effort to ensure that every student in America has a qualified, well-supported, and effective teacher.  
[www.teachingquality.org](http://www.teachingquality.org)

**National Council for the Accreditation of Teacher Education (NCATE)** is the profession's mechanism to help establish high quality teacher preparation. NCATE's performance-based system of accreditation seeks to foster competent classroom teachers and other educators who work to improve the education of all P-12 students. NCATE believes every student deserves a caring, competent, and highly qualified teacher.  
[www.ncate.org](http://www.ncate.org)

**National Center for Alternative Certification (NCAC)** is a clearinghouse for information about alternative routes to certification in the United States. Through a toll-free call center and an interactive Web site, NCAC provides answers to questions and guidance for individuals interested in becoming teachers, as well as for policymakers, legislators, educators, researchers, and members of the public.  
[www.teach-now.org](http://www.teach-now.org)



**GREAT LAKES CENTER**  
FOR EDUCATION RESEARCH & PRACTICE

<http://www.greatlakescenter.org>

## **Mathematica Study of Alternative Teacher Certification Does Not Apply to Vast Majority of American Classrooms, Experts Say**

*March 10, 2009*

### **They Note Methodological Limitations and Caution against Relying on the Report to Inform Teacher Certification Policy**

**Contact:** Patrick Richards – (703-237-2554); [Patrick@exemplarpr.com](mailto:Patrick@exemplarpr.com)

EAST LANSING, Mi., (March 10, 2009) – Despite the headlines announcing that a recent Mathematica Policy Research evaluation found alternative teacher certification to be as effective as traditional teacher preparation programs, a closer look by several education researchers shows that such conclusions are not supported by the study's actual data.

Commissioned by the federal Institute of Education Sciences, the Mathematica study reports that teachers from most alternative certification programs have similar impact on student achievement as teachers from traditional certification routes. But the report's conclusions are based on a selective interpretation of results from a sample of schools and teachers that is dissimilar from the general population of schools in the United States, two new critiques have found.

One review of the Mathematica report was prepared by Sean P. Corcoran, assistant professor of educational economics at New York University, and Jennifer L. Jennings, who will join the NYU faculty in the fall. They found significant methodological limitations that call into question the sweeping findings announced by Mathematica. They also found the Mathematica data themselves often suggest the opposite finding: that the alternatively certified teachers who were studied generally produced poorer outcomes than do the traditionally certified teachers in the sample.

The full review is available at <http://www.greatlakescenter.org> as part of the Think Twice think tank review project funded by the Great Lakes Center for Education Research and Practice.

Corcoran and Jennings point out that policymakers and other readers of the Mathematica report tend to look for simple answers to simple questions such as “Is alternative teacher certification a bad thing or a good thing, and if alternative certification does no harm, is traditional teacher certification even necessary?”

“Notwithstanding suggestions to the contrary in the report's press release or executive

summary, this report is unable to provide a satisfactory or general answer to either of those questions,” they conclude.

Specifically, the review found the Mathematica study:

- Did not fully report and acknowledge in its conclusions the many analyses from the study finding that traditionally trained teachers outperformed alternative route teachers in both math and reading.
- Has a research design that favors finding few significant differences between groups, most notably its small sample size, sampling methods, and failure to distinguish the “treatments” that alternative certification and traditional certification teachers provided (meaning that members of the two compared groups had substantially overlapping preparation experiences).
- Is relevant only to a very limited population of teachers in schools that hire many alternatively certified teachers, and is not generalizable to most states, districts, and schools that do not allow such programs and are more selective in their hiring.

The review found that the study sample includes teachers with an average of three years experience and is heavily weighted towards grades K-2, which comprise 71 percent of the study’s teachers. The average school in the study is a high-poverty, high-minority urban school, and the traditionally certified teachers who are the comparison group in the study are only those employed by these disadvantaged schools. As a result, alternatively certified teachers are compared only with teachers that prior research has demonstrated are, on average, less qualified than other traditionally certified teachers.

“Unfortunately, none of the results found in this study can be used to meaningfully inform the policy debate over alternative certification because they cannot be generalized to the larger population of schools and teachers,” Corcoran said.

The review also took issue with Mathematica’s selected emphasis of results, highlighting those results suggesting no difference between alternatively and conventionally certified teachers while minimizing results showing alternatively certified teachers doing significantly less well than other teachers in many categories. For example, alternatively certified teachers still taking coursework were significantly less effective in teaching reading and mathematics than their traditionally certified counterparts; and alternatively certified teachers from California were significantly less effective in teaching mathematics than traditionally prepared teachers.

“We want to be careful here not to overstate the findings—because in reality the findings are minimal,” wrote Corcoran and Jennings. “This is for good reason: if one set out to design a study that would find no statistically significant differences between the achievement of students taught by traditionally and alternatively certified teachers, this is precisely the study one would have designed.”

Aaron Pallas, professor of education and sociology at Teachers College, Columbia University, concurred with the findings, noting that “The design of this study successfully precludes it from addressing the most salient policy questions about alternative teacher certification – but we get a pretty clean estimate of the relative effectiveness of pairs of traditional-route and alternate-route teachers that are not representative of any population

of teacher education programs, teachers, or schools.”

These concerns are also reinforced by a second review of the Mathematica research, conducted by Linda Darling-Hammond, the Charles Ducommun Professor of Education at Stanford University, as part of a policy brief on teacher preparation programs generally. In her analysis, Darling-Hammond pointed to a number of similar methodological flaws in the Mathematica study. She also noted that, when students’ fall-to-spring scores are examined, Mathematica’s data show that alternatively certified teachers from “low-coursework” programs – most of them from Texas schools – actually *lowered* student achievement noticeably – hardly a standard to which other schools should aspire. Students of “high-coursework” alternatively certified teachers did only slightly better. In all cases, the students of traditionally certified teachers gained more or declined less than the alternatively certified teachers, but none of these already low-achieving students did well enough to begin to close the achievement gap.

Characterizing the outcomes of these programs as a “race to the bottom,” Darling-Hammond also reviewed the results of studies showing substantial gains for students of teachers with stronger qualifications and much higher-quality training.

“If we truly want our children to engage in a race to the top, we must create substantially higher levels of teacher effectiveness, particularly in those classrooms that have been left the furthest behind,” Darling-Hammond said. “The poor overall outcomes reported by Mathematica for these overwhelmingly disadvantaged schools show that these children are being abandoned by a system that has not invested in the quality of teachers needed to substantially improve their learning. This race to the bottom cannot be halted through alternative certification programs that simply seek to ‘do no more harm’ – or at least not much more harm – than other relatively poor training. Our students deserve far better than that. We need to invest in replicating the high-quality programs that achieve better results.”

Darling-Hammond’s review, “Educational Opportunity and Alternative Certification: New Evidence and New Questions,” can be found on the Stanford Center for Opportunity Policy in Education (SCOPE) website, <http://edpolicy.stanford.edu/>.

#### **About The Think Twice Project**

The Think Twice project provides the public, policy makers and the press with timely, academically sound reviews of selected think tank publications. It is a collaboration of the Education Policy Studies Laboratory at Arizona State University and the Education and the Public Interest Center at the University of Colorado at Boulder and is funded by the Great Lakes Center for Education Research and Practice.

###

The mission of the Great Lakes Center is to improve public education for all students in the Great Lakes region through the support and dissemination of high quality, academically sound research on education policy and practices.

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# KANSAS BOARD OF REGENTS

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[www.kansasregents.org](http://www.kansasregents.org)

March 17, 2009

Representative Terrie Huntington, Chair  
House Higher Education Committee  
Docking S.O.B.  
Topeka, KS 66612

Representative Ann Mah, Ranking Member  
House Higher Education Committee  
Docking S.O.B.  
Topeka, KS 66612

Dear Chairwoman Huntington and Ranking Member Mah:

On behalf of the Kansas Board of Regents I write to you regarding actions taken to promote collaboration between the Board and Kansas State Department of Education (KSDE) staff in the area of teacher education, including alternative certification programs. The appendix to this document provides examples of the alternative certification programs currently offered by the state's six public universities.

It is important to note that Board President and CEO, Reginald Robinson, and the Kansas Commissioner of Education, Alexa Posney, have been in regular contact on teacher education issues. In particular, they play pivotal roles in developing and promoting the agenda for the Governor's P-20 Council, which was created to promote the development of a seamless educational system for Kansans, from early grades through college.

It is also critical to recognize that KBOR and KSDE play very different roles in teacher education. While KBOR is responsible for approving new programs and overseeing a general review of all academic programs at public universities, it neither accredits programs nor certifies teachers. Nor does KBOR's responsibility reach to the level of determining how programs meet the required state standards for individual teacher education disciplines. KSDE, on the other hand, has direct responsibility for all teacher certification programs in the state; works with the National Council for Accreditation of Teacher Education (NCATE) in accrediting the state's teacher education programs; and ensures that those programs adhere to state standards.

While the Board and KSDE play distinct roles in addressing issues related to teacher education, it is imperative that the two agencies collaborate in addressing the range of issues facing teacher education in Kansas, especially the problem of teacher shortages both in key geographic areas and in specific disciplines such as mathematics and science, among others. To foster that collaboration, staff from the two agencies engage in regular communication on these and related concerns.

One specific initiative, implemented following last year's legislative session, is a collaboration between the Board and KSDE, led by Dr. Pam Coleman, Director of Teacher Education and

House Higher Education Committee  
March 17, 2009  
Attachment 4

Licensure at KSDE, and myself. This project entails a series of three meetings that bring together representatives of all the postsecondary education sectors offering teacher education programming. Participants include representatives from public and private colleges and universities and the state's community colleges. Two of these meetings have been held, with the third scheduled for June 5. The general goal of the meetings is to improve communication among the schools that offer teacher education in order to ensure that their programming is offered as effectively and strategically as possible. In addition, we expect a major outcome of these meetings to be the creation of a small advisory group, consisting of representatives from each sector that will serve as a consultative body to advise us in the development of effective educational strategies to meet the state's need for qualified teachers.

In summary, the Board and KSDE are committed to a strategic collaboration that will enhance each agency's ability to meet the state's need for effective teacher education.

Sincerely,



Dr. Gary Alexander  
Vice President for Academic Affairs

**Appendix**  
**Alternative Teacher Certification Programs at State Universities**  
**March 17, 2009**

Emporia State University

- Transition to Teaching (T2T) State grant program
  - Program originally included four individuals. One is teaching in western Kansas under ESU science faculty supervision; two persons are teaching science under Restricted Teaching Licenses and expect to finish this year; one individual has left the program
- Alternative post-baccalaureate teaching program
  - Program will enroll individuals who have earned a baccalaureate degree in a content area; would teach in a Kansas school under a Restricted Teaching License while completing the program
  - Expected initial enrollment of 20-30 individuals

Fort Hays State University

- Transition to Teaching (T2T) Program designed to fill teaching vacancies in school districts by providing an alternative route to teacher licensure
  - Seeks to attract mid-career professionals seeking career change
  - Candidates possess undergraduate or graduate degree in content area or equivalent coursework; at least a 2.5 cumulative GPA
  - Must pass content test by end of first year of teaching and a pedagogy test by the end of the three year program
  - T2T program has grown from 4 students in FY03 to 68 students in FY07, with a total of 133 individuals having participated in the program
- Master's in Education
  - Includes 24 hours of T2T program plus 14 hours of core courses
  - Geared to individuals hired to begin teaching in august; accommodations can be made for individuals hired to begin teaching in January

Kansas State University

- Graduate Certificate in Teaching and Learning (approved by KSU Faculty Senate in January 2008) addresses critical need areas in middle level and secondary education
  - Candidates meet Graduate School requirements and specific departmental criteria, including possession of baccalaureate in subject area in which licensure is sought; at least two years of post-baccalaureate work experience

- Program requires 20 credit hours of graduate education, including five credit hours of internship experience under the supervision of College of education graduate faculty members
- KSU has developed options for elementary and secondary education candidates to complete many of the requirements for a Special Education Endorsement (a graduate program) while completing undergraduate programs

#### Pittsburg State University

- Alternative licensure programs allowing individuals with a baccalaureate degree to teach under a Restricted Teaching License; programs have produced 167 teachers through the Kansas City Kansas Fellows (KCKF) program, as well as nine teachers in southeast Kansas
- Master of Arts in Teaching (MAT) degree approved spring 2007; current enrollment includes 58 KCKF and 24 southeast Kansas and southwest Missouri participants
  - Among requirements for admission, KCK Fellows must have earned a 2.75 GPA in the major, participate in a full-day interview, and meet teacher education admission requirements
  - Program entails collaboration between Kansas City, KS and PSU
  - Retention requirements include maintaining a 3.0 GPA, retain their teaching position in KCK, and receive a positive recommendation from university and school district faculty, supervisors and administrators
  - All students work closely with faculty advisors
- PSU currently has 54 Kansas City Kansas Fellows, with a total of 132 individuals having completed the program; 87 Fellows are licensed in high need content areas, some in more than one area. Of the KCK Fellows, 90.9 percent are currently teaching
- The PSU campus has 46 individuals enrolled in its alternative licensure program, with nine completers and four individuals licensed in high need areas. Of campus participants, 88.9 percent are currently teaching.

#### Wichita State University

- Has had an alternative teacher certification program since 1992, part of which involves partnering with Fort Hays State University
  - In fall 2007, a total of 189 candidates were served through WSU and the WSU/Fort Hays partnership
  - The program shows an 81 percent retention rate after 16 years and a 92 percent program completion rate. Average age of participants is 37.4 years.
- In 2003, WSU began participation in the KSDE's statewide Transition to Teaching Program (T2T) and the school currently has a well-articulated structure for preparing alternative candidates for licensure that includes recruitment and selection of candidates,

curriculum, internships, placement, support, assessment, interventions and recommendation for licensure.

- WSU has developed partnerships with community colleges, e.g., it partners with Cowley County Community College to deliver the first two years of teacher preparation on the community college campus, with the remaining two years being provided through WSU courses taught on a Cowley College site and through interactive distance learning.
- WSU has a teacher training partnerships with the Wichita Public Schools, the Urban Teacher Preparation Program, under which the district provides tuition for the last 60 hours of course work for WSU students who meet district qualifications and agree to teach for four years in the district
- WSU is currently collaborating with Fort Hays State on a \$6.5 million grant, directed by Ohio State University, to write national standards for alternative teacher certification

#### The University of Kansas

- KU has offered one alternative licensure program, funded by a Transition to Teaching (T2T) grant and was exclusively for math and science teachers in the Kansas City, Kansas, public school district. It is in its final year, with seven individuals having completed the program (1 in May 2006; 3 in May 2007; 4 in May 2008).
- Admissions requirements included a baccalaureate degree in the content area; interviews, evaluated against major; GPA requirement. Students complete the program in three years while teaching on a Restricted License. Mentoring is done at the schools.