



**Center
On
Personnel
Studies in
Special
Education**

**An Analysis of
Alternately
Prepared Teachers
Using the *Schools
and Staffing Survey***

Vincent J. Connelly
The University of New Hampshire
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**Schools and Staffing Survey Study
*Purpose:***

- To describe the demographics of those teachers who have attained their certification through alternative routes, as well as to describe the characteristics and outcomes of their alternative preparation.

**Schools and Staffing Survey Study
*Background:***

The proliferation of alternative routes to certification (ARC)

- Debate continues regarding ARC:
 - Proponents argue ARC:
 - Reduce shortages
 - Raise the quality of teachers
 - Diversify the teaching workforce
 - Opponents argue ARC:
 - Degrade the professional status of teaching
 - Ultimately hinder student learning
 - Teacher retention: Easy come, easy go

**Schools and Staffing Survey Study
*Research Questions:***

– Research Question One:

The extent of alternative certification.

- What are the numbers of practicing alternatively certified special educators in the elementary and secondary teaching force today? How have the demographic and descriptive characteristics of these educators changed over time?

**Schools and Staffing Survey Study
*Research Questions:***

– Research Question Number Two:

The quality and efficacy of alternative certification.

- How do alternative routes vary from traditional routes to elementary and secondary special education certification according to both the quality and components of the teacher preparation program?

**Schools and Staffing Survey Study
*Research Questions:***

– Research Question Number Three:

The relationships among method of preparation, and intent to remain in the profession.

- What are the relationships, if any, among types of certification and new teacher intent to remain in the profession? Specifically, what are the differential effects of a new teacher's method of preparation on their intent to stay, mediated by variables such as their sense of preparedness, control, and job satisfaction?

Schools and Staffing Survey Study
Methodology:

- This study is based upon an analysis of data from the public school teacher surveys of the Schools and Staffing Surveys (SASS) 1993-94 and 1999-2000 .
- The SASS surveys were sponsored by the United States Department of Education, National Center for Educational Statistics (NCES). Schools were sampled nationally, and proportional to size within various demographic strata. Approximately 4,000 certified public special educators were sampled to derive these results.

Basics:
Are you certified to teach?

Holds Certification in Main Field?	sample (n)	pop. est. (value)	plus/minus (value)	percent (%)	
Special Education:	yes	4,397	307,209	6,182	93.33
	no	356	21,958	1,704	6.67
	total	4,753	329,167	6,324	100
All Other Education:	yes	35,262	2,509,587	13,108	94.50
	no	2,071	146,028	3,760	5.50
	total	37,333	2,655,615	13,130	100
Total:	yes	39,659	2,816,796	19,290	94.37
	no	2,427	167,986	5,464	5.63
	total	42,086	2,984,782	19,454	100

Q0103: Do you have a teaching certificate in this state in your main teaching field?

Basics:
If not currently certified as a special educator, are you currently enrolled in a certification program?

If No, Are You in a Certification Program?	sample (n)	pop. est. (value)	plus/minus (value)	percent (%)	
Special Education**:	yes	494	29,641	2,147	60.01
	no	271	19,752	1,745	39.99
	total	765	49,394	2,864	100
All Other Education**:	yes	2,050	154,945	2,996	44.70
	no	2,520	191,792	3,363	55.30
	total	4,570	346,557	4,176	100
Total:	yes	2,544	184,406	5,143	46.57
	no	2,791	211,544	5,108	53.43
	total	5,335	395,951	7,040	100

Basics:
Description of this program:

Description of this certification program?	sample (n)	pop. est. (value)	plus/minus (value)	percent (%)	
Special Education**:	IHE	380	22,278	1,686	75.16
	LEA	40	2,851	725	9.62
	Other	74	4,513	928	15.22
	Total	494	29,641	2,147	100
All Other Education*:	IHE	1,288	97,181	2,799	62.79
	LEA	327	27,737	1,427	17.92
	Other	435	29,847	1,437	19.29
	Total	2,050	154,765	2,996	100
Total:	IHE	1,668	119,459	4,485	64.78
	LEA	367	30,588	2,152	16.59
	Other	509	34,360	2,365	18.63
	Total	2,544	184,406	5,143	100

Basics:
If yes, what type of certificate do you hold in this field?

What Type of Certification in Main Field?	sample (n)	pop. est. (value)	plus/minus (value)	percent (%)	
Special Education**:	Regular/APC	3,988	279,774	5,926	91.07
	Probationary	122	8,216	867	2.67
	Provisional	161	11,694	1,387	3.81
	Temporary	97	5,775	936	1.88
	Emergency	29	1,751	385	0.57
	Total	4,397	307,209	6,182	100
All Other Education**:	Regular/APC	32,763	2,309,057	12,710	92.01
	Probationary	977	73,703	2,068	2.94
	Provisional	921	83,907	2,819	3.34
	Temporary	416	25,605	1,244	1.02
	Emergency	185	17,313	1,373	0.69
	Total	35,262	2,509,587	13,108	100
Total:	Regular/APC	36,751	2,588,831	18,636	91.91
	Probationary	1,099	81,919	3,035	2.91
	Provisional	1,082	95,601	4,206	3.39
	Temporary	513	31,390	2,190	1.11
	Emergency	214	19,064	1,758	0.88
	Total	39,659	2,816,796	19,290	100

Basics:
How was your regular certificate earned?

How Certification Earned in Main Field?	sample (n)	pop. est. (value)	plus/minus (value)	percent (%)		
Special Education**:	Bachelor's	1,607	103,552	4,429	44.36	
	5th year	177	13,774	1,810	4.92	
	Master's	1,218	67,000	2,999	31.10	
	After_ALTCERT	271	18,460	1,911	6.60	
	Before_ALTCERT	65	4,517	928	1.91	
	Prof_Develop.	320	18,469	1,523	6.96	
	Other	170	13,002	1,401	4.65	
	Total	3,888	219,744	5,586	100	
	All Other Education**:	Bachelor's	20,551	1,377,854	6,780	59.67
		5th year	2,654	219,388	4,219	9.50
Master's		3,798	324,773	4,984	14.84	
After_ALTCERT		1,533	100,863	2,211	4.37	
Before_ALTCERT		634	37,257	1,199	1.61	
Prof_Develop.		2,287	151,076	3,225	8.54	
Other		1,306	98,477	2,558	4.26	
Total		32,763	2,309,057	12,710	100	
Total:		Bachelor's	22,218	1,501,408	13,209	58.00
		5th year	2,831	233,142	6,099	9.91
	Master's	5,016	411,773	7,983	15.88	
	After_ALTCERT	1,804	119,213	4,122	4.81	
	Before_ALTCERT	699	41,774	2,133	1.91	
	Prof_Develop.	2,607	170,545	4,748	6.59	
	Other	1,476	111,479	3,659	4.31	
	Total	36,751	2,588,831	18,636	100	

Demographics of Special Educators:
Traditional or Alternative?

How Was Certification Earned?	sample (n)	pop. est. (value)	percent (%)	std err. (%)	
Special Education	Traditional	3,162	224,325	80.18	0.97
	Alternative	656	42,446	15.17	0.87
	Other	170	13,002	4.65	0.49
	Total	3,988	279,774	100	

The SASS Study: Demographics in 1999-2000

- Age
- Gender
- Race
- Educational Background
- School Level
- Urbanicity of Placement

Demographics: Gender

Gender	Sample	Percent	Std.Err. %
Alternative			
Male	165	23.52	2.38
Female	491	76.48	2.38
Total	656	100.00	
Traditional			
Male	520	12.54	0.75
Female	2642	87.46	0.75
Total	2,162	100.00	

Demographics: Ethnicity

Traditional	Sample	%	std err
American Indian	17	1.72	0.37
Asian	15	1.35	0.28
Black	65	7.39	0.68
White	539	89.54	0.84
Alternative			
American Indian	76	0.55	0.19
Asian	59	0.89	0.24
Black	206	11.20	1.93
White	2,723	87.35	1.95

Demographics: Ethnicity- Hispanic Origin

Hispanic?	Sample	%	std err
Traditional			
Yes	98	2.91	0.42
No	3,064	97.09	0.42
Alternative			
Yes	20	3.18	1.16
No	636	96.82	1.16

Demographics: Location- Urbanicity

Location	Sample	%	std err
Traditional			
Central city	830	28.30	1.19
Urban fringe	1033	41.33	1.19
Large town	70	1.20	0.17
Small town	503	10.94	0.76
Rural	726	18.24	0.90
Alternative			
Central city	168	26.56	2.73
Urban fringe	205	42.31	3.18
Large town	13	1.05	0.24
Small town	103	12.55	1.90
Rural	167	17.54	1.76

Demographics: Students Served			
% Minorities	Sample	%	std err
Traditional			
0-9%	1135	32.35	0.95
10-19%	462	13.61	0.86
20-29%	313	9.75	1.88
30-39%	252	8.26	0.83
40-49%	197	6.55	0.62
50-59%	162	6.01	0.71
60-69%	150	4.68	0.51
70-79%	103	4.18	0.73
80-100%	365	14.60	0.90

Demographics: Students Served			
% Minorities	Sample	%	std err
Alternative			
0-9%	220	32.06	2.78
10-19%	79	16.11	2.40
20-29%	65	9.36	1.88
30-39%	45	5.07	1.45
40-49%	55	8.85	1.78
50-59%	30	5.91	1.62
60-69%	21	1.95<t	0.57
70-79%	29	3.88	0.83
80-100%	108	16.81	2.01

Demographics: Specialization

Of nearly 37,000 teachers listing a specialization in their main teaching assignment, 11.78% of traditionally prepared teachers list a specialization in the field of special education, 14.56% for alternatively prepared teachers.

Areas that include some notable differences are in more generalized fields such as general special education (3.27 v. 4.53%), ED/BD (0.73 v. 1.20%), and LD (3.06 v. 3.93).

Demographics: Age			
Age group	Sample	%	std err
Alternative			
<20	*	*	*
21-25	4	0.57	0.26
26-30	61	10.19	1.90
31-35	66	8.75	1.59
36-40	70	9.72	1.70
41-45	102	12.63	1.56
46-50	134	20.59	2.68
51-55	140	26.07	2.80
56-60	72	10.40	1.75
>60	7	1.07	0.42

Demographics: Age			
Age group	Sample	%	std err
Traditional			
<20	*	*	*
21-25	118	4.39	0.59
26-30	337	12.26	0.92
31-35	311	10.30	0.80
36-40	393	11.89	0.76
41-45	648	21.59	1.04
46-50	724	21.08	1.04
51-55	406	12.11	0.81
56-60	213	6.23	0.65
>60	12	0.15	0.04

Demographics: Education			
Masters?	Sample	%	std err
Traditional			
Yes	1890	60.37	1.17
No	1268	39.63	1.17
Alternative			
Yes	337	53.20	3.09
No	317	46.80	3.09

Demographics: Education

Other degree?	Sample	%	std err
Traditional			
Yes	551	15.38	0.89
No	2611	84.62	0.89
Alternative			
Yes	165	25.04	2.91
No	491	74.96	2.92

(Caution? 2 BAs, MAs, adv cert, etc.)

Variance in Preparation: Aspects of Coursework:

Did your Preparation for Teaching Include?		sample Y/N	pop. est. Y/N	percent Y/N
Special Education, Traditional:	Select & Adapt	536/33	37,868/2,908	92.87/7.13
	Learning Theory	545/24	38,343/2,433	94.03/5.97
	Observation/others	557/12	40,077/699	98.29/1.71
	Feedback	559/10	39,873/903	97.79/2.21
Special Education, Alternative:	Select & Adapt	80/11	5,216/413	92.67/7.33
	Learning Theory	82/9	5,202/427	92.42/7.58
	Observation/others	84/7	5,420/210	96.27/3.73
	Feedback	83/8	5,289/340	93.95/6.05

Variance in Preparation: Practice Teaching?

Did your Preparation Include Practice Teaching?		sample	pop. est.	percent
Special Education, Traditional:	For How Long?			
	had none	15	1,134	2.78
	4wks or less	3	279	0.68
	5-9 weeks	67	3,826	9.38
	10 weeks plus	484	35,537	87.15
Special Education, Alternative:	For How Long?			
	had none	16	964	17.13
	4 wks or less	6	338	6.00
	5-9 weeks	14	397	7.05
	10 weeks plus	55	3,930	69.82

Variance in Support: Support Given to New Teachers:

Did You Receive the Following Supports?		sample Y/N	pop. est. Y/N	percent Y/N
Special Education, Traditional:	reduced sched.	26/543	1,590/39,185	3.90/96.10
	reduced preps	32/537	1,622/39,153	3.98/96.02
	planning time	166/403	13,562/27,214	33.26/66.74
	seminars	287/282	21,865/18,910	53.62/46.38
	extra class assist.	259/310	16,337/24,437	40.07/59.93
	supportive comm.	412/157	28,867/11,907	70.80/29.20
Special Education, Alternative:	reduced sched.	7/84	393/5,236	6.99/93.01
	reduced preps	6/85	273/5,356	4.85/95.15
	planning time	31/60	1,898/3,731	33.73/66.27
	seminars	51/40	3,923/1,706	69.69/30.31
	extra class assist.	36/55	2,162/3,466	38.42/61.58
	supportive comm.	71/20	4,687/942	83.28/16.74

Variance in Support: Mentorship Provided?

Do You Work With A Mentor?		percent (%)
Special Education, Traditional	Yes	60.92
	No	39.08
Special Education, Alternative	Yes	73.92
	No	26.08

Variance in Support: Helpful Mentorship?

How Helpful Was This Mentor?		percent (%)
Special Education, Traditional	(1) Not at all	4.49
	(2)	9.21
	(3)	29.22
	(4)	26.14
	(5) To a great extent	30.94
Special Education, Alternative	(1) Not at all	2.02
	(2)	8.28
	(3)	14.94
	(4)	20.73

Variance in New Teacher's Self Report of Preparedness:

How Well Prepared to:		sample	pop. est.	percent
		Not Really-Well	Not Really-Well	Not Really-Well
Special Education, Traditional:	management/ discipl.	230/339	15,769/25,006	38.67/61.33
	instructional methods	161/408	12,829/27,946	31.46/68.53
	teach subject matter	163/408	11,506/29,267	28.22/71.78
	use computers	369/500	25,403/15,371	62.30/37.70
	plan lessons effectively	126/443	9,002/31,773	22.08/77.92
Special Education, Alternative:	assess students	145/424	11,592/29,183	28.43/71.57
	select and adapt curric.	160/409	10,043/30,731	24.84/75.37
	management/ discipl.	35/66	2,461/3,168	43.73/56.27
	instructional methods	28/63	1,729/3,898	30.73/69.28
	teach subject matter	22/69	1,355/4,293	23.73/76.27
Special Education, Alternative:	use computers	52/83	3,122/2,591	55.56/44.44
	plan lessons effectively	23/68	1,850/4,048	28.08/71.93
	assess students	22/69	2,067/3,562	36.72/63.28
	select and adapt curric.	31/60	884/4,744	15.71/84.29

Variance in New Teacher's Self Report of Satisfaction:

Do You Agree or Disagree With The Following?		sample	pop. est.	percent
Special Education, Traditional:	It's a Waste of Time			
	Strongly Agree	141	8,234	3.67
	Somewhat Agree	538	36,025	16.06
	Somewhat Disagree	532	36,050	16.07
	Strongly Disagree	1951	144,017	64.20
	Total	3162	224,325	100.00
Special Education, Alternative:	It's a Waste of Time			
	Strongly Agree	29	2,029	4.78
	Somewhat Agree	98	5,177	12.20
	Somewhat Disagree	110	7,742	18.24
	Strongly Disagree	419	27,498	64.78
	Total	656	42,446	100.00

Variance in New Teacher's Self Report of Satisfaction:

Do You Agree or Disagree With The Following?		sample	pop. est.	percent
Special Education, Traditional:	I Am Satisfied			
	Strongly Agree	1,565	115,123	51.32
	Somewhat Agree	1,274	87,937	39.20
	Somewhat Disagree	234	15,405	6.87
	Strongly Disagree	89	5,860	2.61
	Total	3,462	224,325	100.00
Special Education, Alternative:	I Am Satisfied			
	Strongly Agree	340	23,107	54.44
	Somewhat Agree	244	14,643	34.50
	Somewhat Disagree	51	3,880	9.14
	Strongly Disagree	21	816	1.92
	Total	656	42,446	100.00

Variance in New Teacher's Self Report of Intent to Remain in the profession:

How Long Do You Plan To Remain a Teacher?		sample	pop. est.	percent
Special Education, Traditional:	As long as I am able	1,220	87,986	39.22
	Until retirement	1,191	84,386	37.61
	Until something better	273	19,506	8.70
	As soon as I can	100	6,661	2.97
	Undecided	378	25,804	11.50
	Totals	3,162	224,325	100.00
Special Education, Alternative:	As long as I am able	270	16,376	38.58
	Until retirement	247	17,474	41.17
	Until something better	43	3041	7.17
	As soon as I can	22	885	2.08
	Undecided	74	4,669	11.00
	Totals	656	42,446	100.00

Path Model for predicting teacher attrition

