Rowan University

Rowan Digital Works

Theses and Dissertations

6-3-2013

Support for Alternative Route (AR) teachers in the New Jersey Public School System

Ashanti Holley

Follow this and additional works at: https://rdw.rowan.edu/etd

Part of the Elementary and Middle and Secondary Education Administration Commons

Recommended Citation

Holley, Ashanti, "Support for Alternative Route (AR) teachers in the New Jersey Public School System" (2013). *Theses and Dissertations*. 168.
https://rdw.rowan.edu/etd/168

This Dissertation is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

المنارة للاستشارات

www.manaraa.com

SUPPORT FOR ALTERNATIVE ROUTE (AR) TEACHERS IN THE NEW JERSEY PUBLIC SCHOOL SYSTEM

by

Ashanti N. Holley

A Dissertation

Submitted to the

Department of Educational Leadership

College of Education

In partial fulfillment of the requirement

For the degree of

Doctor of Education

At

Rowan University

March 25, 2013

Dissertation Chair: Gloria Hill, Ed. D.

المنارة للاستشارات

www.manaraa.com

© 2013 Ashanti N. Holley

المنارة للاستشارات
www.manaraa.com

DEDICATION

Family is the most important thing in the world.

-Princess Diana

This dissertation is dedicated to my family; my father, mother and brother. I love you.

للاستشارات المنارة

www.manaraa.com

ACKNOWLEDGMENTS

I can do all things through Christ who strengthens me. - Philippians 4:13

This dissertation was only possible through my Lord and Savior, Jesus Christ.

I would like to express my heartfelt gratitude to my parents, Edison and Sarah Holley, who were my first teachers in life. My brother, Darvis Holley, provided an ear to listen to my frustrations throughout this process. My family's love, encouragement and support have helped me tremendously through this journey.

I would like to thank and acknowledge my dissertation committee as they were instrumental to the completion of my doctoral dissertation: Dr. Gloria Hill, my dissertation committee chair, for her consummate expectations of excellence, wisdom, perspective, and invaluable guidance throughout this process; Dr. Patrick Westcott and Dr. Corrine Meredith, my dissertation committee members, for their continuous support. My committee constantly challenged me to think critically and guided my efforts.

I give a heartfelt thanks to the participants of the study who shared their stories. I appreciate your candor and brutal honesty. It was your stories and perspectives that made this dissertation possible.

I would like to thank Willingboro Public Schools, Wilmington University and Winston-Salem State University for cultivating my academic foundation so that I could purse my doctoral degree. I would like to thank all the teachers that I've had throughout my life. I have taken a little piece from each of you.

المنارة للاستشارات

www.manaraa.com

Abstract

Ashanti N. Holley
SUPPORT FOR ALTERNATE ROUTE (AR) TEACHERS
IN THE NEW JERSEY PUBLIC SCHOOL SYSTEM
2013
Gloria Hill, Ed. D.
Doctor of Education in Educational Leadership

In this study, the researcher explored the perceptions that New Jersey content specialized, alternate route (AR) teachers had about the support provided to them by those in their educational support system (administrators, mentors, peers, students, parents, and others) in their first five years of service. Thirteen (N=13) female individuals participated in a qualitative research design study. The researcher interviewed this selected group of participants to answer two inter-related research questions: 1) To what extent do the alternative route, content specialized, female teachers perceive support from their educational support environment; and 2) To what extent do the alternative route, content specialized, female teachers perceive support from their educational support environment, as having an affect on their decision to remain in or to leave the teaching profession? The interview findings were then related to the professional education literature on support for new teachers (orientation, critical support training, induction, mentorship), comparisons with traditional certification route teacher education, the history of the alternate route certification law and its aftermath since 1984, and the continuing controversies about what some feel are serious shortcomings of AR teachers and their training that have dampened the acceptance and support of AR teachers by their support systems in some school systems. Finally suggestions were made for practice and for additional research to confirm the findings of this research.

المنارة للاستشارات
www.manaraa.com

Table of Contents

Page

Abstract………………………..……………………………………………………….. v

Table of Contents……………….…………………………..…………………………. vi

List of Figures………………………………………………………………………. xvii

List of Tables..……….………………………………………………………… xviii

Chapter

1. Introduction..…….……………...……………………………………………………. 1

The American Education System is Facing Serious Challenges…………... 1

New Jersey's Experimental Program to Recruit Career Changers into the Teaching Profession……………………………………………………... 5

A Program Accompanied by Continuing Controversy and Concerns……... 9

The New Jersey Alternate Route Reaching Reality 30 Years Later………. 12

How this Dissertation is Organized.………………………………………… 14

Research Methodology…………………………..……………………………….. 14

The research problem...…………………….…………………………... 14

Purpose of the study..………………...………………………………. 15

Research design.....………………………………………………….. 16

Data collection as an exploratory inquiry about perceived support.… 16

Participant selection...…………………………………………………... 19

Context of the study...……….……………………………………….. 19

Data analysis...………………………………………………………. 19

Research questions..………..………………………………………… 20

المنارة للاستشارات

www.manaraa.com

Table of Contents (continued)

Chapter Page

Significance of the Study………………………………………………………… 20

Definition of Terms……………………………………………………………… 20

Limitations of the Study……..…………………………………………………… 22

Chapter Summary………..………………………………………………………….. 23

2. Literature Review………………..……………………………………………………….. 25

Meaning and Types of Support…………………………………………………... 29

Personal and emotional support..………...………………………….. 30

Task or problem-focused support..………………………………….. 31

Critical reflections on teaching practice...……………..…………… 31

Provision of Support…...……………….……………………………………... 32

Perception of Support…...…………..………………………………………… 34

Context of Support……………………………………………………………….. 36

Collegial peer support..………..…………………………………….. 36

Student support in challenged urban contexts…....………………….. 36

Principal and administrative support......………...………………….. 39

Context of an unsettled educational system…......………………….. 44

The Cooperman report..…………………………………….. 47

Research methods in the literature about alternate route

teaching...……………………………………………………. 50

المنارة للاستشارات

www.manaraa.com

Table of Contents (continued)

Chapter Page

Other controversies and issues... 52

A Nation at Risk... 52

Darling-Hammond... 55

Teacher certification.. 59

Process of credentialing... 65

Other factors contributing to teacher effectiveness in

Alternate route teachers... 69

Attrition for inner-city alternate route teachers.................... 71

Alternate Route Certification Program... 72

Context of the Institute of Educational Services (IES) (2009) Evaluation

Findings.. 73

Chapter Summary... 75

3. METHODOLOGY.. 78

Introduction.. 78

Research Problem... 78

Purpose of the Study... 78

Qualitative Research design.. 79

Data Collection Site.. 81

Sampling and Selection of Study Participants.................................. 82

Recruiting of the sample pool... 84

Screening the sample pool... 85

www.manaraa.com

Table of Contents (continued)

Chapter Page

Selecting the final sample...……………………………………………. 86

Background Characteristics of the Participants…...………………..... 86

Pilot test interviews prior to the official interviews…...…………….. 87

Investigative Process...……………………………………………………. 88

Interview process…………..……………………………………………. 88

Semi-structured interviews...……………………………………………. 88

One-on-one, face-to-face interviews.....……………………………..... 89

Observation Set..………………………………………………………….... 89

Recorded interviews..…………………………………………………... 89

Field notes and self-memos....…………………………………………. 89

Method of observation data analysis....……………………………... 90

Methodological Considerations………………………………………….. 92

Trustworthiness..……………………………………………………….. 92

Internal credibility...……………………………………………………. 93

Internal reliability...……………………………………………………. 93

Chapter Summary…………………………………………………….... 94

4. Results…....…………………………………………………………....……….. 95

Chapter Overview...………………………………………………………. 95

Restatement of Research Questions, Methodology, and Data Analysis

Process…………………………………………………………………. 95

Research questions……………………………………………………. 95

المنارة للاستشارات
www.manaraa.com

Table of Contents (continued)

Chapter Page

Research methodology…………………………………………………….. 95

Data analysis process.…………………………………………………….. 96

Findings Related to Research Question One (1)..…………………………… 98

Theme 1: All of the AR teachers did not perceive the New Jersey Educational support environment and their administrators as being very supportive…………………………………………………………… 99

Theme 2: AR teachers received differing support from the administration, school district and principals.………………………… 106

Theme 3: All AR teachers valued support by mentors and colleagues……………………………………………………………… 111

Theme 4: The AR teacher gained confidence and felt supported when students were engaged, participated in classroom activities and showed their appreciation for the teacher's efforts…………….. 115

Theme 5: Although some AR teachers felt supported by parents, most parents provided limited support……………………………… 119

Theme 6: Three AR teachers felt that the union passively supported them and school personnel but then did not feel that there was strong governmental support……………………………………………... 123

Theme 7: Other constituencies were not acknowledged – press, educational public policy makers and the general taxpaying public… 125

المنارة للاستشارات
www.manaraa.com

Table of Contents (continued)

Chapter Page

Findings Related to Research Question Two (2)…………………………… 126

Perception of support and its affect upon those who stayed: Internal drive as a significant support in the absence of external support.….. 127

Theme 1: Participants, often encourage by educators and Family, recognize that becoming an AR teacher is a Pathway to achieve goals………………………………….. 127

Theme 2: Participants were self-motivated to teach, relying principally on themselves as their primary support system…………………………………………………… 131

Theme 3: AR teachers who decided to stay in the district expressed the supporting satisfaction they felt working with children, impacted their lives, and helped them to flourish academically…………………………………………………... 134

Theme 4 (Emergent): Classes were helpful as support when they facilitated discussion of instructional methods and provided an opportunity for AR teachers to collaborate……………... 136

Perception of support and its affect upon those who left: Lack of support and persistent bias against AR teachers contributed………. 141

المنارة للاستشارات
www.manaraa.com

Table of Contents (continued)

Chapter Page

Theme 1: AR teachers stated that a lack of support from the district and administration influenced their decision to leave the district.. 141

Theme 2: Bias against AR teachers is demonstrated when *administrators prefer to hire only teachers who are standard certified teachers who express the opinion that AR teachers are less skilled and trained than traditional Teachers*... 144

Chapter Summary... 147

5. Conclusions And Recommendations For Practice And Future Research............ 150

Major Findings **Within the Scope of** the Research Questions..................... 150

Personal internal support... 152

Family support... 153

Educational certification support... 153

Professional specialization support....................................... 153

Support experiences.. 154

Recommendations... 154

Recommendations for educational practice............................... 154

Change marketing and recruiting tactics emphasizing future alternate route (AR) teachers with strong personal motivations... 155

www.manaraa.com

Table of Contents (continued)

Chapter Page

Change marketing and recruiting tactics emphasizing recruiting future alternate route (AR) teachers with strong family ties to education……………………………... 156

Improve educational pre-teaching experiences moving towards longer-term comprehensive induction plus mentoring programs……………………………………….. 157

Strengthen alternate route (AR) peer training and collegiality support………………………………………… 158

Improve principal level monitoring support for alternate route (AR) teachers..……………………………………….. 158

Encourage further case study research into alternative Route (AR) teachers who stay and those who leave..………. 159

Organize an alternate route (AR) parental support effort…. 159

Organize an alternate route outreach support effort to hidden support groups……………………………………… 160

Recommendations for societal support..……………………………. 162

Recommendations for future research..……………………………. 161

Comprehensive peer induction and mentoring may be an effective support model…………………………………….. 161

Peer personal and emotional support may be an effective support model……………………………………………. 162

www.manaraa.com

Table of Contents (continued)

Chapter Page

Traditional route (TR) teacher mentoring of alternate route (AR) teachers may be an effective support model……. 162

Alternative route (AR) teachers may be better supported in informal settings………………………………………. 163

More knowledge may be needed about alternate route (AR) teacher attrition………………………………………….. 163

Is traditional route (TR) teacher support different from alternate route (AR) support……………………………….. 163

Are alternate route (AR) supports for women different from alternate route (AR) supports for men?................................ 164

Limitations………………………………………………………………. 164

Limitations of scope……………………………………………... 164

Limitations of the interview procedure……………………………. 165

Limitations of the data analysis procedure..……………………….. 165

Summary Conclusions…………………………………………………… 166

List of References...……………………………………………………….... 168

Appendix A - IRB Interview Consent Form…...…………………………………… 180

Appendix B - Interview Questions………………………………………………… 182

Appendix C - NVivo 9.0 Data Analysis Software Procedure for Analyzing Themes Found in the Interviews…………………..………………………………. 183

المنارة للاستشارات
www.manaraa.com

Table of Contents (continued)

Chapter Page

Appendix D - Theme 1 Responses: Participants, often encouraged by educators and family, recognize that becoming an AR teacher is a pathway to achieve goals.. 187

Appendix E – Theme 2 Responses: Support by mentors and colleagues are valued by alternate route (AR) teachers.. 191

Appendix F - Theme 3 Responses: Alternate route (AR) teachers receive only limited support from administration and district.. 198

Appendix G - Theme 4 Responses: When students are engaged, participate in Classroom activities, and show their appreciation for the teacher's efforts, the alternate route (AR) teacher gains confidence and feels supported....................... 207

Appendix H - Theme 5 Responses: Although some alternate route (AR) Teachers felt supported by parents most parents provided limited support............. 210

Appendix I - Theme 6 Responses: Alternate route (AR) teachers are Supported by the union and school personnel but do not feel that there Is strong government support... 214

Appendix J - Theme 7 Responses: Bias against alternative route (AR) Teachers who are standard certified and by teachers who express the opinion that AR teachers are less skilled and trained than traditional teachers..................... 216

Appendix K - Theme 8 Responses: Alternate route (AR) teachers find the AR classes helpful because they facilitate discussion of instructional methods and provide an opportunity for AR teachers to collaborate.................. 220

المنارة للاستشارات
www.manaraa.com

Table of Contents (continued)

Chapter Page

Appendix L - Theme 9 Responses: Alternate Route (AR) teachers state a lack of support from the district and administration influenced their decision to leave the district. AR teachers who decided to stay in the district expressed the satisfaction they felt working with children, impacting their lives, and helping them to flourish academically..…………………... 223

Appendix M - Theme 10 Responses: Alternate route (AR) teachers suggest that districts can improve the program by offering consistent support, increasing the length of the mentorship program, and by offering in-house workshops and programs specifically geared to the needs of the AR teacher…….…. 229

www.manaraa.com

LIST OF FIGURES

Figure Page

4-1. Data Analysis Process.. 97

المنارة للاستشارات
www.manaraa.com

LIST OF TABLES

Table Page

Table 4-1 Perception of Support from Principals and District Administrators for Current and Former AR Teachers.. 108

Table 4-2 Perception of Support from Mentors and Colleagues in Comparison for Current and Former AR Teachers.. 115

Table 4-3 Perception of Support from Students in Comparison for Current and Former AR Teachers.. 119

Table 4-4 Perception of Support from Parents in Comparison for Current and Former AR Teachers.. 122

Table 4-5 Perception of Support from Unions and Government in Comparison for Current and Former AR Teachers.. 124

Table 4-6 Perception of Support from Other Constituencies for Current and Former AR Teachers.. 126

Table 4-7 Perception of Support from Family, Internal Drive or Circumstances for Current and Former AR Teachers.. 130

Table 4-8 Perception of Calling Support or Developed Personal Support for Current and Former AR Teachers... 133

Table 4-9 Perception of Supporting Satisfaction or No Mentions for Current AR Teachers... 136

Table 4-10 Perception of Class Support or No Mentions for Current and Former AR Teachers.. 140

المنارة للاستشارات
www.manaraa.com

List of Tables (continued)

Table Page

Table 4-11 Perception of Lack of Support from the School District and Administration as the Reason to Leave for Former AR Teachers……………………. 143

Table 4-12 Perception of Bias or No Bias for Current and Former AR Teachers.…. 147

www.manaraa.com

Chapter 1 - Introduction

The American Education System is Facing Serious Challenges

The nation's school system has some highly disturbing red flags. Approximately 7,000 teenagers have been dropping out of high school every day (Alliance for Excellent Education (AEE, 2010), a shocking number that amounts to 857 students dropping out every hour of every school day (Chen, 2012) and accumulating at a rate of approximately 1.3 million students per year (AEE, 2010). Over 50% of these teenage dropouts are students of color. Various estimates place this growing number at approximately one third of all high school students (Thomas & Date, 2006; Barton, 2005). Just 12% of high schools, mainly located in the Eastern United States are responsible for almost half of these dropouts. Over one-third of dropouts have been leaving in the ninth grade although problems are typically visible by the 6th grade (AEE, 2010). Moreover for every dropout there are millions more who are underperforming, failing, and falling behind (Thomas & Date, 2006).

Those who lack a high school diploma are more likely to face poverty (32% less average income) incarceration (68% of state prison inmates nationally are high school dropouts), and a shorter lifespan of 5 years for white females (6-7%) and 3 years for white males (4-5%) (Kavoussi, 2012; Thomas & Date, 2006). The average life span difference between a person with a college degree and a high school dropout is even greater at 10.4 years for women and 12.9 years for men (Kliff, 2012).

Parallel and related to these disturbing current student outputs of the American educational system are attrition statistics by new teachers entering the nation's school systems, continuing trends documented since the 1960s - the teaching inputs to the

المنارة للاستشارات
www.manaraa.com

system that were initially attributed to the nation's traditional teacher preparation programs (Feistritzer, 2007). The National Center for Education Statistics (2007) reported that in school year 2004-2005, 257,192 newly educated teachers left the profession after just their first year of teaching. Hammer and Williams (2005) estimated that between 9.3% and 17% of all new teachers in the nation did not complete their first year of teaching. A decade ago, Curran and Goldrick (2002) estimated that 25% of all new teachers in the nation were leaving teaching within their first three years, a percentage that increased to 30% within their first five years. Moreover, when just the nation's urban areas were considered, turnover rates rose to approximately 50% within the first five years. Inner city statistics are even larger. These numbers have been so high that the National Commission on Teaching and America's Future (2003) and Gold (1996) estimated that more teachers in their first five years were leaving teaching than were entering it. Combining these high attrition rates with the retirement of substantial numbers of teachers in the baby boom generation has created a serious staffing concern in the nation's school systems. Understaffing has been especially dire in the key subjects of mathematics and science (National Commission on Mathematics and Science Teaching for the Twenty-first Century, Legislative Analyst's Office, 2000; National Comprehensive Center for Teacher Quality, n.d.). Both Ingersoll and Smith (2004) and the National Comprehensive Center for Teacher Quality (n.d.) have noted that these patterns of attrition in these subject areas are even more critical for urban and inner city schools. Tillman (2005) shed light on three possible reasons for this including minimal parental involvement and support, a lack of basic resources, and low morale; however, the answers to the question go much deeper beginning in the process of personal

المنارة للاستشارات
www.manaraa.com

maturity and teaching motivation (Easley, 2008; Feistritzer, 2007), teacher training (Batenhorst, 2004; Conlan, Grabowski, & Smith, 2009; Speck, 1996; Kroth, 1997; Lee, 2001; Mezirow, 1995;), professional induction (Ingersoll and Smith, 2004) and mentorship (Curran & Goldrick, 2002; Ilmer, Elliott, Snyder, Nahan, & Colombo 2005; Ingersoll & Smith, 2004); extending to classroom staffing teaching structure (Quaid, 2009), professional growth (Seryfath, 2005), and development (SEDL, 2000); and continuing all the way to teacher school culture (Madsen and Hancock, 2002), and support systems, collaboration (Ingersoll and Smith, 2004) and collegiality (Brown and Wynn, 2007), administrative, parental, financial, and personal issues (Madsen and Hancock, 2002). Lose the multiple ands and use commas?

In an even broader and more devastating assessment of both the inputs and outputs of the nation's educational system, the blue ribbon National Commission on Excellence in Education (1983) in their report to then U.S. Secretary of Education T.H. Bell entitled *A Nation at Risk* called for serious reform of the nation's educational system. Among many indicators of student output problems was the following statement:

> Many 17-year-olds do not possess the 'higher order' intellectual skills we should expect of them. Nearly 40 percent cannot draw inferences from written material; only one-fifth can write a persuasive essay; and only one-third can solve a mathematics problem requiring several steps (p. 5).

In addition, the National Commission on Excellence in Education added that among the many findings of disturbing teaching inputs were the following points:

المنارة للاستشارات
www.manaraa.com

• Too many teachers are being drawn from the bottom quarter of graduating high school and college students.

• The teacher preparation curriculum is weighted heavily with courses in 'educational methods' at the expense of courses in subjects to be taught. A survey of 1,350 institutions training teachers indicated that 41 percent of the time of elementary school teacher candidates is spent in education courses, which reduces the amount of time available for subject matter courses.

• The shortage of teachers in mathematics and science is particularly severe. A 1981 survey of 45 states revealed shortages of mathematics teachers in 43 states, critical shortages of earth sciences teachers in 33 States, and of physics teachers everywhere.

• Half of the newly employed mathematics, science, and English teachers are not qualified to teach these subjects, and less than one-third of U. S. high schools offer physics taught by qualified teachers (pp. 15-16).

Although the particulars of these reports are complex and the time frame being covered may be long and imprecise, one thing is clear from these headlines and reports: America is or continues to be at risk as was first indicated 30 years ago (Howard, 2003; Lips, 2008; Palmer, Davis, Moore, & Hilton, 2010). The trends presented here are not encouraging. Education can be a foundational element in the nation's social structure that can ensure a secure future for our children if built and operated well (Barclay, et. al, 2007). Conversely, the implications of not providing a strong educational foundation

المنارة للاستشارات
www.manaraa.com

and allowing the nation's educational system to disintegrate may lead to undesirable consequences including an insecure future for our children.

New Jersey's Experimental Program to Recruit Career Changers into the Teaching Profession

This dissertation focuses upon New Jersey's attempt to address one part of this complex problem – having enough teachers in the classroom - an experiment begun over 30 years ago built upon some major assumptions about the educational system itself and the roles of teachers in it. A few of the most important questions about these assumptions were: 1) How many teachers should there be in a classroom?; 2) What kind of teachers with what kind of training and proficiency should be allowed to teach?; and 3) What student quality outcomes should be expected?

In 1978, educational analysts and the New Jersey legislature became convinced for a variety of reasons including a severe math and science teacher shortage in urban schools that teacher preparation programs in New Jersey needed improvement. They created the Commission to Study Teacher Preparation Programs in New Jersey Colleges as a means to that end and found students were being admitted to teachers colleges with low SAT scores and furthermore were being allowed to graduate without courses in science, mathematics or history (Klagholz, 2000). They also found that "practice teaching" was an important part of their training performed in real school classrooms under the supervision of mentors. At the end of their study, the commission recommended increasing standards for all undergraduate education programs to include a minimum of 60 credits of liberal arts courses including those relevant to teaching classes in schools. They also recommended that a liberal arts or science major and

المنارة للاستشارات
www.manaraa.com

substantial practice teaching experience with mentorship in real field classrooms be packaged as a minimal standard for a teaching degree. Upon review of the commission's findings and a study of their own, the New Jersey Department of Education (NJDOE) created a proposal for an "Alternate Route" to certification program upon discovery that, "many individuals with outstanding academic qualifications and pertinent experience were being barred from employment (as teachers) for lack of seemingly trivial courses" (Klagholz, 2000). When the NJDOE finished their study, they concluded that there was indeed a need to have an alternate route (AR) to certification (other than the traditional teacher's college route) (TR). They also fully realized when drawing their conclusions and passing these recommendations on to the State Board of Education and the Governor of the State of New Jersey that they were opening the teaching profession to people from all fields (Klagholz, 2000).

This was a major reform proposal, thus it was not a surprise the New Jersey educational bureaucracy and the New Jersey state legislature spent a few years thrashing out the issues. Midway through their deliberations and debates in early 1980s, the issue transformed into a national discussion that gained momentum with the publication of *A Nation at Risk* by the National Commission on Excellence in Education in April, 1983. What took so long for this to process were prolonged discussions about what to do about unacceptable student outcomes and their relation to what were decidedly less than acceptable teacher inputs, especially teacher attrition impacting the education system. Governor Thomas Kean of New Jersey formed a Panel on the Preparation of Teachers eight months after the publication of *A Nation at Risk* in December 1983 to determine what both beginning TR or AR teachers would need to go through in the way of

www.manaraa.com

educational training. Concurrently, another group formed and also began meeting periodically that was made up of New Jersey citizens and educators to discuss similar issues (Cooperman and Klagholz, 1985). While it took nearly two more years to sift through political differences, New Jersey became the first state in the nation to offer what was then called the Provisional Teacher Program in September of 1985 over the objections of teachers unions, the New Jersey Education Association (NJEA) and many colleges of education in the nation (Van Tassel, 1983). What became the winning argument was that the introduction and training of ARs might directly supplement the severe shortage of qualified teachers in New Jersey's school system, especially in math and science courses in inner-city schools, with an almost ready-made stock of more deeply experienced professional practitioners who had the necessary knowledge of math and science but not the legally required certified teaching credentials (Barclay, et al., 2007).

The final agreement was predicated upon several key assumptions, among them:

1) The 200 year old Prussian based educational structure (emphasizing high teacher responsibility for providing content as well as teaching methods, classroom lectures, classroom control, one-size-fits-all lesson planning, students having minimal choices in determining their own educational coursework and learning experience, hierarchal grades and ages, homogeneous achievement grouping, substantial homework, standardized group testing, permanent stationary classrooms, extensive school support staff, extensive extra-curricular services, and equal facilities for all students in all geographic and economic situations, upon which most of the nation's educational system has replicated (including New Jersey) and continues to be a suitable approach to

www.manaraa.com

educate America's (and New Jersey's) children given its highly urbanized nature and its socioeconomic history and trends (Khan, 2012, 150-162).

2) More teachers in New Jersey's educational system especially in inner-city school systems would lead to better educational outcomes for New Jersey students;

3) The New Jersey taxpayer would be willing to pay significantly more (over and above an already expensive system) to support the expanded scope of the new educational initiatives even if economic conditions became significantly more challenging in the future; and

4) More specialized math and science AR teachers (whose skills were supplemented by teacher training) would lead to higher teaching quality (Nagy & Wang, 2007; Tamir, 2008; Boyd, Goldhaber, Lankford, & Wycoff, 2007; Klagholz, 2000; Cooperman, Webb, and Klagholz, 1983) and better student outcomes; and

5) The alternate route teachers (ARs) would successfully supplement the existing school system and the traditional route teachers (TRs), and be well supported by the New Jersey educational system support environment and all of its key constituencies – students as a class, students individually, mentors, faculty peers, personal friends and contacts, administrators, colleges and learning institutions, unions, parents, professional teachers organizations, policy making forums including the governor, legislature and State Department of Education, textbooks, and other teaching tools and materials, and taxpayers.

A Program Accompanied by Continuing Controversy and Concerns

The experimental alternate certification route program was not implemented without deep concerns being expressed in many quarters going back 30 years and

المنارة للاستشارات
www.manaraa.com

especially touching upon the major assumptions that the experiment rested upon in its initial formulation. The initial plan was opposed by a coalition of 15 groups, including the 117,000-member New Jersey Education Association (NJEA), the New Jersey Federation of Teachers led by the New Jersey Association of Teacher Education (NJATE) and the American Association of Colleges for Teacher Education (AACTE) (Van Tassel, 1983). By the time the program actually started in the fall of 1985, only the college teacher groups continued to officially oppose and fund an opposition against it (Klagholz, 2000). Although the opposition diminished, issues connected to the program remained.

Teacher shortages were just one aspect of the ongoing debate. There was a larger set of related issues that had been swirling about and in the minds of reform minded professionals in education since the 1960's. Having enough qualified teachers in the right places in the face of a dynamic context of societal changes was always what was at the heart of the matter (Barclay et al., 2007). These large scale social changes included rapidly increasing enrollments, a high percentage of teachers retiring at rapid rates, high new teacher attrition after just three years, falling numbers of newly trained teachers not teaching after graduation, increasing numbers of special needs children, increasing diversity of the population, and growing numbers of unqualified teachers teaching. The net result was a strongly challenged educational system that struggled to keep up (Barclay et al., 2007, p. 9). New Jersey's proposal addressed just the tip of the iceberg and led many to wonder why going around the traditional teacher's training programs was being tried instead of putting more resources into the existing training apparatus already setup in many teacher's colleges. In many ways this led to a lingering

المنارة للاستشارات
www.manaraa.com

question of whether traditional route (TR) teachers were going to be left behind or thought to be inferior in some way to the new alternate route (AR) teachers.

Unfortunately, this question was never quite resolved for at least 20 years, in part because the AR program was never given a serious ongoing evaluation until 2003-2005. In this regard, Barclay et al., (2007) reported that:

> The state has not kept data about candidates from the time they first expressed interest in entering teaching via the Alternative Route through application, acceptance, placement in a school, completion of the program and subsequent career path. [AND] The state also has not collected programmatic data and information that could be used to evaluate and make judgments about the effectiveness and impact of various components of the program.

Thus, the study had to be started from scratch with a lot of valuable history lost thus the results were less than ideal about the early years and not necessarily what they might have been hoping for had New Jersey done a better job of preparing to address the evaluation of the program as it unfolded from the very beginning. Nevertheless, it was determined that 26,000 new teachers joined the New Jersey teaching ranks through the state's alternative route between 1985 and 2005, introducing more teaching diversity (non-white/minority candidates and males) into the system and filling positions in shortage areas such as math, science and foreign languages in middle and high schools. Additionally, AR teachers now occupy 24% of teaching positions in New Jersey (Feistritzer, Harr, Hobar, & Losselyong, 2004). However, although the program has been accomplishing many interesting and desirable new things Barclay et al. (2007)

المنارة للاستشارات
www.manaraa.com

concluded that, "The majority of educational administrators interviewed reported that within their district, the general consensus is that there is no perceived difference between AR and [TR] Teachers" (p. 43). Thus, it might be difficult to conclude that the experiment was worth the all the effort. Could not all that was accomplished have been realized either way or perhaps another way? What the evaluators also concluded underscored this last point. Despite New Jersey's prominence in this field, the state in recent years has provided very little evidence regarding the effectiveness or impact of the program in light of its original or current goals" (p. 65).

Along these lines the evaluators also noted, "Instructional planning and learning environment (classroom management) were noted to have high TR teacher advantage" (p. 66). In other words, TR teachers were thought to be better ~~th~~at these things than AR teachers. "As novice teachers, neither group [of TR or AR teachers] is viewed as exceptional in dealing with youth with special needs" (p. 66).

This is understandable. Teaching special needs children was legislatively mandated for all teachers nationwide during ~~in~~ the same time period. This is an area that requires a high level of support by other experts in specific areas of special needs. "Neither group [of TR or AR teachers] was thought to be particularly strong in teaching diverse learners" (p. 66). This was not an irresolvable issue with adequate support. "It [the school system] is not doing its job with respect to the 'in-class mentoring' mandated for the first twenty days of the AR teachers' classroom experience. This is mentoring districts cannot afford to provide" (p. 63).

للاستشارات المنارة
www.manaraa.com

Are AR teachers getting the critical mentor support they require to qualify as teachers? If they are not, would this explain their 50% attrition by the time they reach their fifth year of teaching?

What appears to be happening is that all the talent, depth of content knowledge, and experience that AR teachers bring to the profession may be wasted for lack of sufficient support provided by the New Jersey school system. If half the AR teaching staff leaves after just five years on the job, it is not surprising that the original goals of the AR program are not being met, as described by the evaluation team. Moreover, as researchers Nagy and Wang (2007) asserted, preparation, support and retention are interdependent. They confirmed this in their interviews of 36 high school principals and questionnaires distributed to 155 AR teachers in 33 high schools, "New Jersey districts, principals, mentors, and educational institutions that supported the AR teacher did prepare, support, and retain teachers" (p. 111). It may not be too surprising then that if just 50% of AR teachers have been exposed to a formal mentoring process in New Jersey (Nagy & Wang, 2007), nationally only 30% of AR teachers leave the classroom after just 3 years (Ingersoll & Smith, 2004), and only 50% of AR teachers in urban areas (as much of New Jersey is) remain AR teachers after five years on the job (Curran & Goldrick, 2002; Gold, 1996). With ~~large~~ attrition rates this large, it may be safe to assume that preparation, mentoring and support deficiencies may be playing an important role.

The New Jersey Alternate Route Reaching Reality 30 Years Later

Approximately 60,000 alternative route teachers enter the national job market for teachers each year for the 250,000 openings that become available. Approximately 37%

المنارة للاستشارات
www.manaraa.com

of the 60,000 new alternative route teachers find their way into inner city schools, principally serving students of poverty and color (Feistritzer, 2011; NCES, 2012b). To get there in 2011, approximately 17% of alternate route teachers obtained their credentials through a specialized alternate route program, 65% went through an undergraduate teaching program, and 18% went through a graduate school education program (NCES, 2012). Thirty-four percent (34%) of alternate route teachers were in pre-kindergarten to grade 4 in 2011, 44% were in grades 7-8, and 30% were in grades 9-12.

Alternate route teachers are found instructing students in most subjects including special education and advanced placement classes. They teach mostly mathematics (29%) and general education courses (29%), some science (16%), and some bilingual classes (9%) such as history, English as a second language, and life sciences (Feistritzer, 2011).

Overall, the net percentage of ARs (42%) relative to all teachers continues to grow annually in New Jersey (Feistritzer, 2005) and may reach parity with TRs in percentage terms soon. Specifically however, half of ARs have been assigned to poor urban communities that will probably mean their attrition rates will continue to be high (Barclay, et al, 2007). This kind of distribution means that ARs will likely need more support of all kinds than their TR colleagues because poor schools in inner city neighborhoods that have many high-risk students who are likely to drop out significantly challenge administrators in recruiting and retaining teachers (Barclay, et al, 2007; Freedman & Appleman, 2008).

المنارة للاستشارات
www.manaraa.com

How this Dissertation is Organized

This dissertation is organized in a manner that directly addresses one of the five fundamental assumptions that the New Jersey alternate route teacher experiment is based upon – the AR teacher support described in assumption #5:

> The alternate route teachers (ARs) would successfully supplement the existing school system and the traditional route teachers (TRs), and be well supported by the New Jersey educational system support environment and all of its key constituencies – students as a class, students individually, mentors, faculty peers, personal friends and contacts, administrators, colleges and learning institutions, unions, parents, professional teachers organizations, policy making forums including the governor, legislature and State Department of Education, textbooks, ~~and~~ other teaching tools and materials, and taxpayers.

Assumption #5 was addressed in two ways: 1) by direct analysis of the assumption in a review of the academic literature and lay press coverage; 2) by a qualitative research design analysis of the educational support system as perceived by 13 former and current alternate route teachers in the New Jersey School system.

Research Methodology

The research problem.

Although alternate route (AR) teachers in New Jersey have nearly achieved parity in staff numbers with traditional route (TR) teachers 30 years after the AR program was established in New Jersey to mitigate chronic teacher shortages, attrition by AR teachers in some inner city urban secondary schools may now be as high as 50% within the first five years of being assigned to a teaching position (Curran & Goldrick,

المنارة للاستشارات
www.manaraa.com

2002; Gold, 1996). Rates this high are unacceptable and troubling from an educational policy as well as an operations perspective calling for closer scrutiny as to what may be triggering and contributing to the outcome. Pertaining to this outcome some well known educational policy analysts such as those of the same mind as Darling-Hammond, L. (2000) may argue that their assertions begun decades ago have been exonerated - that ARs have been unsuitable because they have been unprepared for teaching in the nation's schools. Others may cast a spotlight on students within some categories, citing high student dropout rates (AEE, 2010; Chen, 2012) and serious student underperformance (Thomas & Date, 2006). Still others may cite the broken structural model of the educational system itself (Khan, 2012) that is seriously flawed and in need of significant reform. This researcher believes that an outcome of this scale probably means that some aspects of each of these positions may have and probably do have merit and explain, in large part, some of this outcome. The researcher also believes, however, that an important part of this outcome may very well reside within the experiences of the AR teachers themselves, who are on the everyday front lines of classroom teaching so to speak and therefore have an empirical perspective that deserves attention.

Purpose of the study.

The purpose of this study was to explore perceptions that alternate route (AR) teachers have about the support system that they expect to buttress their teaching efforts in some of the most challenging inner city classrooms in New Jersey, where there is a predominance of AR teachers. Specifically, this is a study of the perceived support structure for AR teachers in a New Jersey secondary school to assess the extent that their teaching efforts have the (psychological, physical, financial, moral and any and all other

المنارة للاستشارات
www.manaraa.com

forms of) support of the New Jersey educational system support environment and all of its key constituencies - governing policymakers, teacher's unions, press, educational administrators, AR teaching peers, traditional route (TR) teaching peers, mentors, students, the students' parents, and non-parent New Jersey citizens (tax payers). While some information about this exogenous support system (including constituencies) were gleaned from the literature, the researcher focused her primary attention on the endogenous perspectives and attitudes of alternative route teachers who were either still in or have voluntarily left the system.

Research design.

This is a qualitative case study analysis exploring the relative amount of professional support that 13 alternatively certified, content specialized, female teachers in the New Jersey inner city high schools received from their support environment and their support system constituencies while fulfilling their teacher contracts. Six of the teachers are still teaching as a New Jersey classroom school teacher after at least five years of service, and seven of the teachers have left the program for other pursuits, five after at least five years of service as a New Jersey classroom school teacher, one after six years of service, and one after 12 years of service.

Data collection as an exploratory inquiry about perceived support

The researcher is an educational administrator who personally conducted and audio-recorded open-ended, semi-structured one-on-one interviews with all 13 participants. Before beginning the interview, the interviewer verbally reviewed an information sheet with each participant describing the nature of the study and its risks and benefits. All interviews lasted 60-120 minutes. Upon completion, a professional transcriber transcribed all of the audio recordings.

www.manaraa.com

The interviewer prepared a standard interview format of questions that was repeated with each participant. The repetitive protocol of the procedure is what is termed semi-structured. The questions themselves were constructed by the researcher to address the two research questions, yet were open ended so that the participant would not be biased by the researcher in any particular way. Open-ended questions allow for more latitude in responses than specifically targeted questions. Although time limitations existed, there was a comfortable time to allow for a relaxed response to each question. The researcher made no attempt to cut off any responses. The researcher also asked probative follow-up questions when the answers from participants were felt to be too vague or general, verbal descriptions called for clarification because they were unclear, and when responses were unexpectedly unusual and interesting. The researcher did not probe with questions intended to uncover obvious omissions from the response as she felt this approach would overly bias the response. Although initial questions were the same for all participants, the researcher asked probative questions following responses received to the general questions. The probative questions were more personalized to the individual and the situations described. At the end of each interview, participants completed a brief demographic questionnaire containing questions about age, professional experience, education, specialization, and selection of teaching as a profession. The researcher also prepared self-memos after the interviews to comment on body language and general attitudes of the participants.

The researcher developed a semi-structured interview guide that included questions designed to explore patterns of support from some of the key constituencies. Using previous research as a basis, the researcher created the following domains for the

للاستشارات المنارة
www.manaraa.com

interview guide: (1) acceptance of teaching efficacy; (2) acknowledgment of content competence; (3) assistance in integrating alternative teacher specialization into the school's curriculum; (4) willingness to cooperate in joint teaching, parenting, and student learning efforts; (5) respect for and commitment to stylistic differences between traditionally trained TR and alternatively trained AR teachers; (6) tolerance by the educational system, administrators, mentors, peers, parents, and students; for alternative education models and philosophies put forth by the alternative teaching approach ; (7) allowance for mistakes, missteps, and misunderstandings of the alternative teaching approach; 8) willingness to compromise over and rise above differences with the educational system, administrators, peers, parents, and students; (9) fair assignment and sharing of duties, responsibilities, blame, and credit; (10) covering and standing up for omissions and oversights when facing criticism; (11) capabilities of the teaching facilities, materials, manpower, timing and curriculum structure, and equipment to fulfill the job requirements; (12) openness to discussions about and suggestions for perceived program changes and adjustments; (13) educational environment of the classroom (emphasizing high teacher responsibility for providing content as well as teaching methods, classroom lectures, classroom control, one-size-fits-all lesson planning, students have minimal choice in determining their own educational coursework and learning experience, hierarchal grades and ages, homogeneous achievement grouping, substantial homework, standardized group testing, permanent stationary classrooms, extensive school support staff, extensive extra-curricular services, and equal facilities for all students in all geographic and economic situations); and (14) accountability for student outcomes.

المنارة للاستشارات
www.manaraa.com

Participant Selection.

The researcher recruited six purposefully selected, alternative route (AR), female teachers with at least five years experience in an area of specialization (for example math) teaching in a New Jersey inner city, traditionally organized secondary school after at least five years in the program were recruited; and the researcher recruited seven purposefully selected, alternatively certified, female teachers who left the employ of a New Jersey, inner city, traditionally organized, high school program after at least five years in the program. Females only were selected to reduce an additional external variable (gender) from the study population. The researcher employed the "snowball approach" to find suitable participating candidates from her circle of contacts in the inner city New Jersey public schools- asking alternatively certified peers for referrals to those who have remained and others who have left the school system.

Context of the study.

The research took place in many statewide school districts of New Jersey because of access to the main population of current and former alternate route (AR) teachers. The population represented all parts of New Jersey to the extent that just 13 participants can be representative of the entire state. There were a small number of participants who were in the same school districts that were large and diverse.

Data analysis.

The NVivo 9.0 (QSR International, Cambridge, MA) qualitative management and analysis software package was used to analyze the data. The researcher developed a coding workbook based on the four sections of an interview guide. A comparison of coding patterns ensured adequate intercoder agreement. All texts were read in the coded segments and generated notes highlighting connections with categories and

المنارة للاستشارات
www.manaraa.com

subcategories from the first coding phase. Quotations from participants were complied and included under the codes within the four domains described above as well as developed concepts and relationships pertinent to these core themes. In accordance with true qualitative methodology, quantitative descriptions of how many participants expressed each theme were detailed, as the overall goal of the study was to explore the rich narratives emerging from the interviews. Themes in this analysis procedure are systemic patterns or portions of patterns that emerge from many data points.

Research questions.

The research questions were as follows:

Q1: To what extent, if any, do alternative route, content specialized, female teachers perceive support in the New Jersey Public School System from the New Jersey educational support environment and their administrators, teaching peer colleagues, mentors, students and parents and other constituencies such as government policy makers, press, teachers' union representatives and the general taxpaying public?

Q2: To what extent, if any, do alternative route, content specialized, female teachers perceive support or lack of support from the New Jersey educational support environment and their administrators, teaching peer colleagues, mentors, students and parents and other constituencies such as government policy makers, press, teachers' union representatives and the general taxpaying public, as having an affect on their decision to remain in or to leave the teaching profession?

Significance of the Study

Evidence shows that the U. S. educational system may be seriously challenged and in need of major reform and reorganization, in part because the assumptions that

المنارة للاستشارات
www.manaraa.com

underlie educational system are out of date, no longer fit the situation in which they have been applied and/or are no longer valid. This study concerning the New Jersey AR experiment revealed significant questions about the efficacy of the assumptions that formed the basis of this experiment.

Controversy has been a companion of the AR teaching experiment since its beginnings and continues to persist despite its popularity and growth of the program in most states of the union. In this context, support is regarded as a key element in continuing the program in the future. It is vital to know how support is perceived both by AR teachers as well as by others closely connected with the educational profession.

Definition of Terms

In order to clarify terms used within the context of this study, the following definitions are provided:

1. Attrition - A teacher who: (a) has left teaching altogether – OR – (b) transfers into a different subject or general education from a specialty subject – OR – (c) transfers from one school to a different school.
2. Commitment - The act of dedicating oneself to a course of action. In the context of this study, commitment refers to the commitment of an alternate route teacher to remain in his or her current teaching position.
3. Content Specialization - Five to ten years in area of specialization or 10,000 hours of depth (≈ five years) of knowledge in math, sciences, history, literature, or other courses in the New Jersey public, urban school curricula.

المنارة للاستشارات
www.manaraa.com

4. Retention - A tenured or non-tenured teacher who: (a) remains in the same teaching assignment at the same school or who changes teaching assignments within the same school.

5. Support - The total context that the Alternate Route Certified Teachers find themselves in the New Jersey classrooms in which they are assigned as defined by various official documents and statements of the New Jersey Department of Education; and the actions and attitudes provided by administrators, students, peers (traditional teachers and alternatively certified teachers), parents of alternatively certified teachers and other interested constituencies.

Limitations of the Study

The study intentionally was structured using inclusionary and exclusionary criteria that limited its scope, excluding as many biasing factors as practicable. The "support community" was delimited to two groups – a larger exogenous group who made up much of context of the New Jersey educational environment, and a smaller endogenous group who are present or former alternative route (AR) teachers. The exogenous group included the academic and general press, public policy makers, educational administrators, teacher's union representatives, traditionally trained teachers, parents, taxpayers of New Jersey and students. The endogenous support group included both current and former AR teachers within the New Jersey educational system as well as close family members of these AR teachers, many of whom are current and former teachers who deeply understand what AR teachers experience by virtue of being a close family member and therefore in close contact with direct personal experience by virtue of their relationship. Both types of groups have expressed or could potentially

للاستشارات المنارة
www.manaraa.com

express the kind, persistence, and intensity of support (or its converse) that might influence the course of teaching practice, attitudes held by, and tenure of AR teachers to practice their profession as well as their decision to stay or leave the profession.

Chapter Summary

The alternate (certification) route (AR) teaching program was first created in New Jersey - the nation's most urbanized state (U.S. Census, 2012) – in 1984 by educational reformers in response to a serious teacher shortage that had impacted many of its urban, inner city school districts. A work-around plan was crafted by reform minded educators and New Jersey policy makers to short circuit the protracted traditional process [known as the traditional (certification) route (TR)] of going thorough collegiate schools of education, followed by a long period of teacher training under the tutelage of experienced teacher/mentors. This was a 5-6 year process that had proven to be effective. A different idea was created to shorten this time period to a year or two at most. The idea begins with college graduates already possessing content training and skills in math, science, or language arts, combined with real world work experience, who could then transfer those skills to classroom teaching with a minimum of training. The challenge was that these graduates would have to learn classroom management and teaching skills quickly, in prescribed short courses so that they could become skilled enough to practice in the classroom in a matter of a couple of years rather than a many years.

The proposals were met with stiff resistance that remained right up to the time they politically collapsed before passage of the new law. One of the foundational assumptions about the plan to insure its success was that alternate route teachers would

المنارة للاستشارات
www.manaraa.com

have to have a lot of support by the educational establishment of teachers, administrators, parents, mentors, unions, and students.

More than 30 years have passed since the law was enacted and in that time the alternate route (AR) program has been well established with approximately 250,000 AR teachers in 47 states and approximately 60,000 new AR teachers entering the work force every year. Despite this, support has been unevenly provided and in many cases nearly nonexistent while AR programs have continued to be highly controversial and residual resistance remains among some education professionals.

This study seeks to explore where and what kind of support is being provided from the perspective and perception of alternative route teachers in the field. A qualitative research design was created to discover more about this support with a small group of 13 (n=13) New Jersey certified and subject specialized females who have had at least five years of experience in the New Jersey school before deciding to continue in teaching or leave it. Statistics on AR teacher attrition show as many as 30% of AR teachers in the state drop out before reaching their 5th year anniversary and up to 50% of inner-city AR teachers drop out of teaching before their 5th year anniversary. The researcher wanted to obtain a deeper sense of what those who stayed experienced and thought about in making the decision to stay, and what those who left experienced and thought about in making their decisions to leave. The researcher selected and then interviewed six participants (n=6) who stayed and seven participants (n=7) who left, then analyzed their responses for systemic patterns.

www.manaraa.com

Chapter 2 - Literature Review

Nearly three decades have passed since New Jersey created the alternate certification (AC) teaching option in 1985, also known as the Alternate Route (AR) program in the New Jersey public school system to supplement the traditional certification (TC) teaching option, as known as the traditional route (TR) program. With the exception of one comprehensive evaluative study of the overall efficacy of the program initiated a decade ago between 2003 and 2005, there has been very little evaluation of the results of the program. In this context, this dissertation was an examination of one of the key assumptions made by New Jersey public policy makers in justifying the creation of the AR program – *that* ***AR teachers would successfully supplement the existing school system and the traditional route teachers (TRs), and be well supported by the New Jersey educational system support environment and all of its key constituencies*** *- students individually, mentors, faculty peers in including Traditional Route (TR) teachers, personal friends and contacts, administrators, colleges and learning institutions, unions, parents, professional teachers organizations, policy making forums including the governor, legislature and State Department of Education, textbooks, and other teaching tools and materials, and taxpayers*.

The researcher wanted to determine if this assumption was actually fulfilled in the perceptions of the Alternate Route (AR) teachers themselves. Additionally, there was also a question of how much support the system has historically provided to AR teachers as seen through the eyes of the AR teachers, and how support perceptions, and thus the support environment may have changed over time.

www.manaraa.com

The researcher was especially motivated to examine this assumption in light of the current high AR teacher attrition rates within five years of beginning their practice, estimated to be approximately 30% of all school districts to 50% of all the inner city school districts (Feistritzer, 2007) - statistics that might be regarded as challenging to the efficacy of the program. Although there was no particular official expectation about attrition rates placed upon the program by public policy makers initially that the researcher has been able to find, surely these levels would not have been viewed as being desirable in the long run. On the contrary, these findings may have been viewed as indicating serious program challenges that warranted investigation and program changes. Moreover, it is suspected that a potential key cause, in part, of the high AR teacher attrition rates relates directly to the perception of support, if not actual support that new Alternate Route (AR) teachers (teaching five years or less) perceive that they are receiving. Facts backing these suspicions are troubling. Wong (2005) reported the following about teachers and schools in the nation: 1) 33% of new teachers are hired after the school year has already started (thus missing orientation, induction, and other critical support training); 2) 56% of new teachers reported no extra assistance was available to them as new teachers (perhaps the equivalent of throwing a non-swimmer into the deep end of the pool and expecting swimming to proceed skillfully and uneventfully); 3) 87% of the new teachers in a particular state said they had a mentor, but only 17% said their mentors ever observed them; 4) Few teachers begin with a clear, operational curriculum in hand; and 5) Only 1% of new teachers currently receive the ongoing support that constitutes comprehensive induction when they enter the profession. Thus obtaining the perceptions of AR teachers teaching five years or less

المنارة للاستشارات
www.manaraa.com

about the support they have received was an important part of this research investigation.

The researcher was also motivated about this assumption of support for the Alternate Route (AR) program in light of the current contentious educational policy environment that has been in the news recently. In the recent two year run-up to the national and local elections this past November, there seemed to be no end of news coverage about teacher's union clashes involving the American Federation of Teachers (AFT) and its spokesman Randi Weingarten in many Midwestern and eastern seaboard states. There was also nearly nightly coverage involving the U.S. Department of Education and its current Chairman, Arne Duncan, and educational reformers such as Educational Commissioner Michelle Rhee and the former Washington D.C. Mayor Adrian Fenty (Turque, 2010) in the D.C. School District. All of this coverage may have been exacerbated in part by tight money, high unemployment, recession, and political party polarization. Whatever the causes, there were many public clashes over national, state, and local education policies including what was at stake in the No Child Left Behind national policy involving the measurement of the value and effectiveness of teachers in the classroom in the context of declining student test scores.

Additionally, the researcher was also motivated by the officially reported findings of the Institute of Education Sciences (IES) in the only major evaluation of the Alternate Route (AR) program after more than 20 years of operation, that despite an untold amount of resources expended to develop and establish more than 250,000 AR teachers in the nation's schools by governments, educational institutions and students, and despite there being more than 500 educational programs throughout the nation

المنارة للاستشارات
www.manaraa.com

producing approximately 59,000 new Alternate Certified (AC) teachers annually (Feistritzer, 2007), ***"There was no statistically significant difference in performance between students of AC teachers and those of Traditionally Certified (TC) [or traditional route (TR)] teachers"*** [boldfacing by the researcher](p. xiii). Moreover, they also stated that**, *"There is no evidence that the content of coursework is correlated with teacher effectiveness,"*** (p. xix). In addition, they determined that, ***"There is no evidence from this study that greater levels of teacher training coursework were associated with the effectiveness of AC teachers in the classroom"*** [boldfacing by the researcher] (IES, 2009, p. xviii).

These were perhaps surprising and unexpected findings to Alternate Route (AR) program policy makers and supporters who have studied the relationship between preparation of the teacher workforce and student achievement (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2006, p. 2). Some even thought that this report might have been stated this way in an attempt to establish political cover to squelch debate rather than to reveal more of what might have been uncomfortable to disclose about what was actually happening and its associated and potentially disruptive contentiousness (Humprey & Wechsler, 2007; Quigney, 2010, p. 42). The IES findings match similar or inclusive results found by many other researchers both before and after the study (Ballou, Sanders, & Wright, 2004; Bell et al., 2010; Boyd, Goldhaber, Lankford, Loeb, & Wychoff., 2007; Brownell, Smith, McNellis, & Miller, 1997; Goldhaber & Brewer, 2000; Humphrey & Wechsler, 2007; Ilmer, Elliott, Snyder, Nahan, & Colombo, 2005; Ludlow, 2012; Nagy & Wang, 2007; Strong, Gargani, & Hacifazlioglu, 2011; Zeichner &Schulte, 2001).

المنارة للاستشارات
www.manaraa.com

Finally, the researcher was motivated by the meaning, importance and delivery of the concept of support in the context of the New Jersey public secondary school system, and in particular the wide variability in what the perception of support may mean to the primary recipients of that support and especially the new alternate route (AR) teachers who have been on the front lines in some of most the challenging inner city classrooms. In general, the educational support environment is a complex system that has been made up of many interdependent parts and people where 'no man is an island' and therefore the provision or withholding of support has the potential of significantly affecting teaching performance and learning behavior.

Meaning and Types of Support

Support is a concept generally understood as 'a bearing up or holding up as a foundation for something tangible or intangible,' that when described as simply 'support' does not reveal its true nature, meaning or intensity. This vagueness may be the best feature of the concept enabling support to potentially describe many things. Such is one of the virtues of the English language. In the context of the public school system the concept of support for new AR teachers, while still retaining its vague quality, has a more limited meaning confined to some of these kinds of provisions such as school facilities, materials, curriculum, training, development, manpower, and psychological underpinnings that can be provided to teachers enabling them to succeed in fulfilling their classroom educational and training missions, mandates, and functions. Stansbury & Zimmerman (2000) described three categories of support that were especially important to new teachers. This is relevant due to the significant amount of attrition that has been taking place by new teachers. The three categories they described

www.manaraa.com

were: 1) *Personal and Emotional Support*, 2) *Task or Problem-Focused Support,* and 3) *Critical Reflection on Teaching Practice.*

Personal and emotional support.

This is the kind of support that is especially needed in the early first years of teaching and includes more experienced peers becoming empathic sounding boards, providers of perspective and advice givers about stress reduction. These kinds of general emotional supports transmit the culture of teaching, develops and solidifies networking connections and promotes, "personal and professional well being" (Stansbury & Zimmerman, 2000, p. 4) – the kind of support that, "improves the likelihood that new teachers will stay the course long enough to have the opportunity to become more effective teachers" (Stansbury & Zimmerman, 2000, p. 4;). The first five years are especially challenging for new teachers as evident by the 30-50% AR teacher attrition rates (Dianda, et al., 1991; McCallum & Price, 2010). It is in these years that lesson plans are developed and perfected, policies are learned, fatigue is ever present and much that is unfamiliar needs to be mastered in a context of limited time and classroom isolation. These personal and emotional supports have been shown to be critical for teachers to have so that the may effectively express this to their students in the classroom (Thomasson, 2011) as well as when they are in an advisory role (Phillippo, 2010). It is also important for teachers to have this kind of support between administrators and teachers, what has been described as "leading collegiality" (Butt & Retallick, 2002, p. 31) as well in the entire school culture (Aelterman, Engels, Petegem, & Varhaeghe, 2007).

المنارة للاستشارات
www.manaraa.com

Task or problem-focused support.

This kind of support that commonly comes from more experienced teachers, peers or mentors is helpful for knowing how to approach standard repetitive tasks such as grading, making speeches at PTAs, dealing effectively with school protocols and conventions, learning how to use classroom materials and finding solutions for typical student idiosyncrasies. Veteran teachers or mentors can make life much easier for new teachers in helping them develop approaches, priorities, and analyze situations drawing from their larger repertoire of experiences (Stansbury & Zimmerman, 2000, p. 5). Mentoring and induction programs can do this if they are made available. Hanushek, Kain and Rivkin (2001) discovered that the difference between beginning teachers participating in mentoring and induction programs could be dramatic. If mentoring is a component of an induction program, its impact can be substantial. As Wong (2004, p. 42) defined induction combined with mentoring:

> An induction program is a system wide, coherent, comprehensive training and support process that continues for 2 or 3 years and then seamlessly becomes part of the lifelong professional development program of the district to keep new teachers teaching and improving toward increasing their effectiveness.

Critical reflection on teaching practice.

The purpose of critical reflection support is to enable the new teacher to become autonomously self aware of his or her own teaching practice so that he or she can be better problem identifiers, problem analyzers of evidence, and better developers of alternatives to solutions to various challenges. This is a part of teaching practice in which the beginning teacher must be able learn from the evidence he or she has had

المنارة للاستشارات
www.manaraa.com

presented whether, for example, students have learned what he or she has been trying to teach, and if not, how he or she may be able to self-analyze their own performance accurately to be able to correct the situation effectively. Veteran teachers can play an important role in this process, perhaps modeling the self-reflection process (Stansbury & Zimmerman, 2000, p. 5).

Provision of Support

Stansbury & Zimmerman (2000) pointed out that individual schools, school districts, and consortia of districts may provide a whole host of support strategies to develop and make connections with new teachers using for example, some 'low intensity strategies' such as *providing orientation sessions* (p. 6), pairing beginning and veteran teachers (p. 7), making adjustments to working conditions (p. 7), and promoting collegial collaboration (p. 8). They also described what they term 'high-intensity support strategies' such as selecting and training effective support providers (p. 8), providing mini-courses addressing common challenges (p. 9), and examining evidence of their teaching practice (p. 10). Additional strategies from abroad were also considered important as well including networking new teachers (p. 11), and group observation and advice (p. 11). Moreover, there is also a list of policies that larger institutions would do well to provide such as early identification of beginning teachers (p. 11), having realistic expectations for beginners (p. 11), having cooperative agreements with unions (p. 12), coordination of efforts (p. 12), providing release time to attend training functions, seminars, and similar reflection and development activities (p. 12), providing time for support activities (p. 13), managing the relationship between

المنارة للاستشارات
www.manaraa.com

beginning teacher support and beginning teacher evaluation (p. 13), and getting resources to struggling teachers (p. 13).

Wong (2005) also reported what constituted support in other locations and nations such as:

• Switzerland, Japan, New Zealand, Shanghai (China), and France that have cultures of lifelong learning that begin with induction processes that are comprehensive, coherent, and sustained;

• in the Flowing Wells School District of Tucson, Arizona, that has a structured eight-year process that develops their new teachers from novices to expert teachers;

• in the Forsyth County Schools of Georgia, where their Induction Academy is focused on the quality of student work, where they "Work on the Work" (WOW);

• in the Carlsbad School District in New Mexico, where the induction program is focused on teaching teachers how to teach the required benchmarks and standards;

• in the Homewood-Flossmoor High School District in Flossmoor, Illinois, that has a lifelong professional development program called Homewood-Flossmoo University;

• in the Dallas Public Schools in Texas that has a comprehensive new teacher initiative that is comprised of learning opportunities for future teachers in high school, student teachers, and beginning teachers and advanced studies for veteran teachers; and

• in Connecticut, California, and South Carolina that have structured, multiyear induction programs with specific protocols for teacher effectiveness and student learning.

Wong (2005) asserted that there is a critical difference between induction and mentoring. Induction is, "a comprehensive, coherent, and sustained professional development process…organized by a school district to train, support, and retain new teachers, which then seamlessly progresses them into a lifelong learning process" (p. 43); whereas mentoring is, "a component of the induction process" (p. 43). Wong further reported that Bennets (2001), Hawk (1986-1987) and Little (1990) asserted that there is little empirical evidence to support specific mentoring processes. Wong thus

المنارة للاستشارات
www.manaraa.com

concluded that, "The use of mentoring alone, without the other components of induction is not supported by research as being a proven strategy" (p. 43).

Perception of Support

Most Alternate Route (AR) teachers, who are typically very knowledgeable about particular subjects such as math, science, and writing, usually lack sufficient direct field experience in the practice of being with, teaching, and managing students as well as the educational theory when they begin their first teaching assignments (Darling-Hammond & Berry, 1999). In most states where AR teaching certificates are dispensed, requirements for taking coursework in the following subjects will have been satisfied by the time actual teaching begins: instructional strategies, motivating students, learning mechanics of how the brain learns, differentiated instruction, culturally sensitive teaching, and classroom management (Learning Bridges, 2013). In the early stages, orientations are presented (North Carolina State Board of Education Policy Manual, 2010), mentors and administrators are made available for at least a limited time to observe and provide feedback (Learning Bridges, 2013; NC State Board of Education Policy Manual, 2010), learning communities of fellow AR new teachers collaborate about their efforts (Learning Bridges, 2013; Hines, Murphy, Pezone, Singer, & Stacki, 2002), professional development plans are prepared (Connecticut Beginning Educator Support (BEST), 2005; Hassel, 1999, p. 23); NC State Board of Education Policy Manual, 2010) written teaching guides are sometimes offered (Learning Bridges, 2013), parent programs are introduced (Learning Bridges, 2013), and some direct classroom training may be offered (Learning Bridges, 2013; NC State Board of Education Policy

المنارة للاستشارات
www.manaraa.com

Manual, 2010). Many of these programs are briefly offered and some are offered for extended periods depending upon school district budgets.

Once basic teacher support is provided and mastered by the Alternate Route (AR) teacher, mentors, induction programs or school districts may offer supplemental and ongoing support (Learning Bridges, 2013). The use and value of this ongoing support depends upon AR teachers perceiving that it exists, understanding what it is, considering it as having genuine value, having access to it, engaging in it in at the right time within the structured framework of a development plan, and finding it helpful. Perception of what is offered as support is the first and most important step in the process. Support is not always obvious, nor is what is offered. It is also sometimes neither widely distributed nor clearly presented. There are many kinds of support offered, so distinguishing one kind of support from another is required. Inexperience at teaching probably means that much if not all of the support being offered may be helpful in some way, but the responsibility is placed upon the new teacher to discover what is available and what may be needed. Unfortunately, in the early stages of gaining teaching experience, what is needed may not be known. The experience may be compared with using a dictionary in trying to discover how to spell a word. This can sometimes be a frustrating exercise because a word can't be found in a dictionary unless it is ~~not~~ known how to spell it, thus unless there is a lucky guess made, no spelling assistance can be rendered.

المنارة للاستشارات
www.manaraa.com

Context of Support

Collegial peer support.

Alternate Route (AR) teachers do not teach in a vacuum. They are surrounded by a context of their peers within a professional culture and that culture matters a great deal to many teachers, AR and Traditional Route (TR) teachers alike. Jorissen (2002) reported that a teacher's decision to remain or leave a position at a school is often a "factor of the professional culture of their schools (p. 47). Collegial acceptance and support have been shown to be a critical element of a teacher's decision-making regarding as to whether or not to remain at a school or to remain in the profession (Jorissen, 2002). Self-efficacy is also tied to perceptions of peer acceptance (Smith, 2008). The absence of collegial acceptance or acceptance by principals and school administrators can create a *sink or swim* mentality for the alternate route teacher tha~~n~~t can foster negative feelings about the job that translate into attrition for either a position at a different school or a job outside the teaching field (Casey, Dunlap, Brister, Davidson, & Starrett, 2011). One of the key elements determining how a new alternate route teacher perceives their job is whether they believe their peers want them to succeed and are willing to help them during the first year or two years of teaching (Casey, Dunlap, Brister, Davidson, & Sterritt, 2011).

Student support in challenged urban contexts.

Schonfeld and Feinman (2011) followed the daily journal entries of 252 first-year AR and TR teachers as they taught in New York City inner-city public schools. AR teachers made up 70% of the sample. A variety of factors typically have affected teacher attrition in inner-city schools. Perhaps the two most challenging factors have

المنارة للاستشارات
www.manaraa.com

been students' poor academic performance in concert with the high prevalence of violence and teachers' need to be particularly adept at classroom management. Losing control of their classroom for either reason can generate the loss of a sense self-efficacy as a teacher (Boyd, Lankford, Loeb & Wyckoff, 2005).

Other factors affecting teachers' self-efficacy and classroom management skills include the teacher's ethnicity. When a teacher's ethnicity matches their students' ethnicity, attrition rates are significantly lower (Boyd, Lankford, Loeb & Wyckoff, 2005). Other factors that affect attrition are commute distance and time to get to school and to get home after work (Boyd, Lankford, Loeb & Wyckoff, 2005). Darling-Hammond (2003) suggested that working with a wide range of students exhibiting a broad spectrum of serious needs can overwhelm teachers who are unprepared for the enormous amount of attention required by inner-city students of poverty and color, Darling-Hammond applied this situation equally to both traditional route (TR) and alternate route (AR) teachers.

Schonfeld and Feinman (2011) applied an event-proneness model (EPM) to the situations faced by the teachers to measure how different curricula affect the ways that AR teachers and TR teachers deal with identical problems. The situations encountered and recorded in the diaries provide a stark vision of the daily issues confronting many inner-city teachers: a significant potential for violence in the classroom and the school, a high degree of learning issues that must be addressed, often within a single classroom, a serious shortage of textbooks and other basic items conducive to the construction of a positive learning environment, a physical plant that is often a barrier to the creation of learning environments, and angry parents and caretakers who are often suspicious of

المنارة للاستشارات
www.manaraa.com

teachers' motives for being at an inner-city school (Brownell, Smith, McNellis, and Miller, 1997; Chubbuck & Zembylas, 2008; Schonfeld & Feinman, 2011).

Stress specifically related to teaching in inner-city settings is not a new phenomenon (Brenner, Sorbom, & Wallis, 1985). Violence and the anger directed at teachers by parents and caregivers have remained two of the most significant stressors for teachers over the past quarter of a century (Brenner, Sorbom, & Wallis, 1985). The teachers in Schonfeld and Feinman's (2011) study report being confronted by angry parents or caretakers at least once in any given 14-day period, and about a third of these confrontations include some oral threat of violence against the teacher. A study of inner-city alternate route (AR) teachers with high attrition rates found that the most frequently cited reason for a decision to leave the school was the failure of principals, administrators, and peers to assist teachers in dealing with angry parents (Ilmer, Nahan, Elliott, Colombo, & Snyder, 2005).

Female teachers are especially subject to stress resulting from students' physical fights in the classroom and on school grounds, as well as vocal altercations between students containing threats of physical violence (Schonfeld & Feinman, 2011). School violence has been often associated with the level of a teacher's classroom management skills, which is a more studied topic in traditional certification programs (Schonfeld & Feinman, 2011). Yet the presence of additional curricula focused on classroom management skills appears to have had no statistically valid effect on TR teachers deflecting the stressors of student violence and angry parents and caretakers (Ilmer, Nahan, Elliott, Colombo, &Snyder, 2005; Schonfeld & Feinman, 2011).

المنارة للاستشارات
www.manaraa.com

The most significant difference in how these two stressors affect traditional route (TR) and alternate route (AR) teachers is found in how principals work with each type of teacher during the first teaching year (Ilmer, Nahan, Elliott, Colombo, &Snyder, 2005; Schonfeld & Feinman, 2011). TR teachers complained that their theoretical study of classroom management did not in any way prepare them for the reality of frequent violence and anger directed at teachers by students and parents and caregivers, and the high level of physical student-to-student violence (Schonfeld & Feinman, 2011). The remediating factor in dealing with the violence in the inner-city school setting is the guidance provided by principals during the first and, to a lesser degree, second year of teaching (Ilmer, Nahan, Elliott, Colombo, &Snyder, 2005; Jorissen, 2002; Schonfeld & Feinman, 2011).

Principal and administrative support.

One of the key functions of principals and vice principals has been to "ensure the necessary support" for new teachers "is provided or available" during the first year of teaching (Casey, Dunlap, Brister, Davidson, & Sterritt, 2011, p. 4). The level of support rests on many factors including, but not limited to, the preparation provided to the teacher through their certification program regarding classroom management, instructional skills, and the ability to discern the proper solution to a variety of student needs (Casey, Dunlap, Brister, Davidson, & Sterritt, 2011). Active principal support for new teachers is critical for a successful first year and a long-term future in teaching. If a principal is "unaware of his or her responsibilities involved in the alternative certification program, then the induction process will be hindered" (Shepherd, 1999, p. 40).

المنارة للاستشارات
www.manaraa.com

Although alternate route (AR) certification programs reflect a wide variety of approaches to preparing candidates for teaching, the need for mentoring first and second year teachers is a key component of most programs (Casey, Dunlap, Brister, Davidson, & Sterritt, 2011; Sass, 2012). Principal support for first year teachers is considered critical for all teachers regardless of their certification route (Casey, Dunlap, Brister, Davidson, & Sterritt, 2011; National Center for Education Statistics, 2012; Sass, 2012). The value of principal support is critical for AR teachers, however, in ways that may not be as necessary for TR teachers. The controversy that continues to rage regarding the quality and fitness of AR teachers to teach at all creates a continuing stigma that many AR teachers must face. This stigma may be pronounced or subtle. But the battle defined by Darling-Hammond continues to rage, and the effects of that battle have been reflected even in literature that supports the use of AR teachers.

Nagy and Wang (2007) demonstrated that alternate route (AR) teachers can succeed as well or better than TR teachers when principals provide constant levels of support. Yet they begin their study with a bold statement: "Despite having met the prerequisites of the federal No Child left Behind Act…for being highly qualified relative to credentials content knowledge, AR teachers generally do not have *proper teaching preparation before entering the classroom* [italics added]" (p. 100). The authors may be unaware that their study begins with a premise that AR teachers are somehow not as qualified as traditional route (TR) teachers. But this statement is typical of a common belief regarding the "value" of AR teachers.

The rationale for Nagy and Wang's (2007) study is that on many occasions, in fact, an applicant pool for certain teaching positions is small and, as a result, principals

المنارة للاستشارات
www.manaraa.com

are faced with situations where AR teachers outnumber the traditionally trained teachers who apply for those same teaching positions" (p. 100). The exercise of principal support is presented as a key means of making up for the deficiencies of AR teachers who are far more wiling to work in inner-city schools. The "extensive and efficient support" required by principals may explain, according to Nagy and Wang (2007)**,** why principals are reluctant to hire AR teachers (p. 100).

Nagy and Wang (2007) conclude that attrition rates for AR teachers are far lower when principals provide mentor-like support, and that when such support is not forthcoming attrition rates are much higher. This conclusion makes no distinction between how the supply of support affects AR teachers' perception of acceptance. The conclusions offered suggest that the skills imparted through principal support somehow allow the alternate route teacher to cope with the stressors of inner-city teaching.

Walsh and Jacobs (2007), whose report is funded by the Thomas B. Fordham Foundation, an organization that Darling-Hammond, Berry, and Thoreson (2001) criticize as completely, almost fanatically biased in favor of AR programs, argued that there has been a built-in prejudice against AR teachers that has resulted in a low level of principal support for first and second year teachers. The authors argued that this withholding of support was the key reason for high attrition rates by AR teachers in inner-city schools. They compared the frequency of classroom visits and observations by principals at different schools and correlated high frequency visit rates with high retention levels (pp. 20-31).

Darling-Hammond (2010) argued that for teachers working in high-need schools, success during the first year results from the teacher's "certification process, pathway

المنارة للاستشارات
www.manaraa.com

into teaching, teaching experience, graduation from a competitive college, and [high] math SAT scores" (p. 17). Darling-Hammond (2010) clarified the point farther by asserting that only teachers graduating from "a university pre-service program" have the highest likelihood of successfully teaching inner-city students, while teachers who are "inexperienced …on a temporary license," are the least effective. Darling-Hammond's (2010) reference is to AR interns and Congress' decision to amend ESEA "highly qualified" requirements. But AR teachers who have graduated from certification programs are not spared her criticism.

Citing Boyd (2006) in a less than complete manner, Darling-Hammond (2010) concluded that "attrition [in New York City inner-city schools] was over 50% after three years for AR candidates in New York City and Houston, who were also found to be less effective than fully prepared beginners (Boyd, Grossman, Lankford, Loeb and Wyckoff, 2006)" (p. 23). In fact, Boyd (2006) argued that teachers graduating from AR programs who accepted positions in New York City urban schools "have qualifications (for example, certification exam scores, undergraduate college rankings, , and SAT scores) that on average substantially exceed those of teachers from traditional preparation programs" (p. 60).

Boyd (2006) focused on the elite graduates from state AR teaching programs and they conclude that linking student performance based on a teacher's credential process was not possible given existing research (p. 62). Boyd (2006) noted that the hiring decisions for inner-city teachers often take place outside the direct control of principals, and that this fact may affect the levels of support offered to any candidate.

www.manaraa.com

Darling-Hammond (2010) argued that the "intense" support required by mentoring programs for AR teachers are expensive but cost effective (although hiring TR teachers might well eliminate the extra cost of mentoring AR teachers. Attrition is tied to the presence of mentoring and hands on first-year assistance, and this view is generally found in all recent studies of the importance of mentoring to AR teachers.

McCarty and Dietz (2011) showed that AR teachers can elicit higher levels of student performance than TR teachers when appropriate support mechanisms are in place. The importance of the support mechanism of mentoring for new teachers by principals and peers is likened to the adage "it takes a village to raise a child" (p. 55). Support by mentors and peers not only serve to impart skill sets and knowledge, it allows the new teacher to feel accepted and supported in their environment. The role of a school's culture in either supporting or alienating new teachers is critical to the teacher's long-term commitment to teaching and to higher levels of student performance (Casey, Dunlap, Brister, Davidson, & Sterritt, 2011; Johnson & Kardos, 2003).

Lee (2011) interviewed AR teachers concerning why they left inner-city school positions and found that many continued to seek out inner-city teaching positions in schools that provided the teacher with a sense of belonging and acceptance. Most teachers leaving inner-city schools in the study cited poor support from principals as a key reason for their decision. Support was not perceived as simply providing valuable insight into practical teaching methods but that principals considered them worth the expenditure of effort that comes with mentoring. Beginning AR teachers also cited support from peers as the equivalent of "outside experts and advisors" who assisted them in honing their craft (Lee, 2011, p. 14).

المنارة للاستشارات
www.manaraa.com

Context of an unsettled educational system.

Recent controversies about the nation's educational system began in the middle 1970's, expanding into the 1980s and 1990s. The nation's urbanized areas where most of the education systems were located became the focus of these debates where teacher shortages were transforming from intermittent to chronic phenomena. Not unexpectedly, the strongest impetus for the Alternate Route (AR) program reform movement began in the nation's most heavily urbanized state – New Jersey – currently with 92.2% of its population living within urbanized areas of 50,000 or more (US Census Bureau, 2012). New Jersey is also perhaps not so coincidentally in a region in the middle of the nation's most prolific high school dropout rate where just 12% of high schools are responsible for nearly half of the 7,000 teenagers who drop out of school in the nation every day (AEE, 2010).

The first substantial literature about alternate route (AR) teaching programs was initiated in 1983 with the recommendations made to the New Jersey Legislature suggesting that an alternative certification process be made a part of broad reforms to the traditional teaching curriculum (Cooperman, Webb, and Klagholz, 1983). New teachers were to be hired on the basis of holding a college or postgraduate degree in a field related to what they would teach (Klaholz, 2000).

Each school in New Jersey had the authority to hire and credential temporary teachers on an emergency basis using criteria based on whatever a school district or school felt was appropriate (Cooperman, Webb, and Klagholz, 1983). Alternate route credentialing was proposed as a way to improve the overall quality of education provided to public school students (Cooperman, Webb, and Klagholz, 1983; Sass, 2012).

المنارة للاستشارات
www.manaraa.com

The relative insignificance of the alternative route credential reforms to education is evident in the small number of teachers who received a credential using the program from its inception in 1984 to 1986. Three hundred teachers in the U.S. (fifty-seven of whom were in New Jersey) received credentials through alternative programs (Sass, 2012). This occurred despite an unusually high level of public media attention placed on alternative route programs (Ludlow, 2012).

In 1983, teaching was considered a profession that was available only to those who completed traditional educational and practice activities that conformed to standards set by the profession. A degree in education with its accompanying field practice experience in a classroom setting was considered essential for a successful career as an educator (Ludlow, 2012). These teaching programs were regulated by and subject to the oversight and licensing of state agencies. Teaching was considered to have a single best approach, and alternative route programs were seen as an ancillary means of meeting temporary shortages of teachers.

The alternate route reforms offered by Cooperman, Webb, and Klagholz (1983) were not designed to be a temporary fix, but to create an entirely new portal to teaching education (Klagholz, 2000). The issuing of *An Alternative Route to Teacher Selection and Professional Quality Assurance: An Analysis of Initial Certification* was meant to revolutionize teaching standards for education. Unfortunately, many legislators, teachers, teachers' union officials, and school administrators missed this point. Most attention was focused on the reforms suggested to traditional educator programs. Why very few people noticed that the two reforms were directly related to one another remained unclear (Klagholz, 2000).

المنارة للاستشارات
www.manaraa.com

Beginning in 1997, the research literature increasingly turned to statistical analysis of various attributes of alternate route credential and traditional credential processes. The literature between 1997 and 2002-2003 effectively set the tone for research and debate that has continued to this day on the following point: Does the type of credential bestowed on a teacher matter; and if so, how does it matter? Opponents of alternate route methods and proponents of alternate route methods continue to debate these questions repeatedly with no definitive resolution.

The debate between opponents and proponents of alternate route teaching is often sharp and occasionally disparaging in tone. The rancor has been evident on both sides in the expression of strong opinions about the efficacy of alternate route teachers. This debate has also resulted in sharp, at times angry opinions about the value of alternate route teachers among traditionally credentialed teachers and principals. These opinions may have powerful effects on how AR teachers perceive the ways TR peers and principals regard them. Tracing the history of discussions and assertions about the training background of alternate route AR teachers may shed some light on the depth of emotions associated with these issues and where hardened positions may have originated.

The Cooperman Report was issued in New Jersey, nearly simultaneously with *A Nation At Risk* (1983), issued by the federal government. Each report justified a need for sweeping educational reform at the credentialing and pre-service level, and for the discovery of alternative solutions to what is characterized as an anemic, poorly functioning teacher corps. Because alternate route teaching programs were presented as a solution to anemic and dysfunctional teacher training programs, proponents of

المنارة للاستشارات
www.manaraa.com

traditional certification programs often characterized alternate route programs as political strategy to break up teacher unions and teachers' authority. The legacy of the Cooperman Report and *A Nation at Risk* became evident as recently at April 2011, when New Jersey Governor Chris Christie gave a speech at Harvard's Graduate School of Education, essentially offering the same analysis as the two reports issued in 1983.

The Cooperman report.

An Alternative to Teacher Selection and Professional Quality Assurance: An Analysis of Initial Certification (1983) begins by describing a crisis in the teaching situation in New Jersey:

> The poor image of the profession, low teacher salaries, lack of job security, and the exodus of women from the field have contributed to the problem…there is evidence that the crisis has been exacerbated by the inability of undergraduate teacher education programs to attract the most academically able students (Cooperman, Webb, & Klagholz, 1983, p. 6).

The implication of this statement was clear. The teaching profession was not able to attract the people best suited for teaching because of, "artificial barriers to those who are able and likely to succeed as teachers but may lack certain types of preparation" (Cooperman, Webb, & Klagholz, 1983, p. 6). The required forms of preparation were, in the works of the report, "meaningless" to the development of a strong teacher. The report was in many ways an attempt to return teaching to its "good old days" as a craft rather than a profession. This desire for the better days of teaching was suggested by the notable reference to gender, suggesting that as women left the field, the quality of teaching declined. The need for a degree in education was described as an obstruction to

المنارة للاستشارات
www.manaraa.com

recruiting strong teachers who learn their craft through experience rather than rely on degrees that, “seldom provide prospective teachers with the opportunity to integrate and apply theory in a practical classroom setting” (p. 7).

The solution to the crisis was the attracting of a rigorous and highly valuable population of alternative teachers who held at least a bachelor’s degree in the subject that they sought to teach, and who were able to pass the state’s teaching exam (Cooperman, Webb, & Klagholz, 1983, p. 8). All teachers, not just alternatively credentialed teachers, would become subject to an internship designed to filter out promising prospective teachers who, “are able to perform in ways that have been shown to be effective,” from others who should not be allowed to teach simply by virtue of a degree in education (p. 7).

The reform will allow nothing less than opening, “the doors of the teaching profession to a pool of potential talent that is now prevented from being considered” (Cooperman, Webb, & Klagholz, 1983, p. 8). These words would ultimately create the source of support and opposition to alternate route programs in New Jersey and ~~the~~ U.S. Teaching was presented as a failed profession representing less than the cream of the crop of college graduates. The anemic blood of the teaching ranks was portrayed as being in desperate need of a transfusion of outside talent, and alternate credentialing methods were the means for completing that transfusion of talent and ability.

It was important to be aware that a commission headed by the Commissioner of Education for New Jersey authored the report. This extended the state’s imprimatur on the sentiments expressed. Saul S. Cooperman was Commissioner of Education until 1990, and his tenure in office was characterized by a proactive stance toward alternative

المنارة للاستشارات
www.manaraa.com

education and a deconstruction of traditional educational frameworks for preparing prospective teachers.

A search of contemporary periodicals and newspapers revealed dozens of articles quoting Cooperman on the sorry state of New Jersey's teacher education system and the need for evidenced-based training programs that allowed the best and the brightest to gain alternative entry into teaching. A 1983 article in *Education Week* reported Cooperman threatening to cut off state aid to universities that did not voluntarily reform education programs to include more evidence-based curricula (Anonymous, 1983). Teacher organizations responded to Cooperman's plans with accusations that Cooperman's portrayal of the teaching corps was politically motivated to break teacher unions and introduce free market reforms to education. The teachers' union and Cooperman both announced they would welcome formal research into the need for alternate route pathways to becoming a teacher and the efficacy of the pathways proposed by New Jersey's government (Marks, 1984). This provided the rationale for research regarding the efficacy of alternate route teacher programs.

Cooperman did not stop with suggesting alternate route pathways for teachers. He also presented a series of proposals for reforming pathways for principal preparation. The removal of "barriers" preventing qualified individuals from attaining teaching positions was extended to the barriers preventing anyone who could demonstrate a qualification for leadership to become a principal (Anonymous, 1988).

The need for research regarding all areas of alternate route teaching began with the controversial characterization of traditional teaching programs by the report's authors. The report also urged researchers to investigate traditional teacher education

www.manaraa.com

programs and the proposed alternate education program contained in the report. An addendum to the original report authored by Cooperman noted, "Only through the test of time," will alternative programs find the ideal mix of in-the-field practical experience and in-the-classroom study of educational theory (Cooperman, Webb, & Klagholz, 1983, p. 47).

Research methods in the literature about alternate route teaching.

This admission that research was needed justified opened the floodgates of studies devoted to the questions: 1) Does the traditional teacher education program model require reform?; 2) Is the alternate route pathway justified by flaws in existing teacher education programs?; 3) Are alternate route teachers effective as teachers?; 4) Are alternate route teachers more or less effective than traditionally educated teachers?; 5) Do alternative route teachers provide any benefit to schools and students that traditionally educated teachers don't provide?; and 6) Do characteristics of alternate route teachers provide special benefit to students and/or to the community at large?

Research studies in the 1980s sought to establish some negative or positive element of alternate route teaching programs, or a qualitative format involving field observations of traditional and alternate route teachers and prospective teachers. By the early 1990s the research shifted its emphasis, resulting in part, from the growing population of alternate route teachers throughout the U.S. The issue of whether alternate route teaching paths should exist was no longer a topic for study. The efficacy of alternate route teaching paths remains a focus of research today, and the application of some alternate route education elements to traditional teaching education models has been increasingly studied.

المنارة للاستشارات
www.manaraa.com

By the late 1990s, research began to specialize into segments of alternate route education models, alternative route teachers, alternate route teaching and the first few years of alternate route teachers' experiences in schools. Studies of alternative route teachers also began to focus on ethnic components of alternate route teachers, since by this time it was becoming obvious that ethnic diversity was significantly greater. By the early 2000s a new area of study emerged in the literature examining the interplay of traditionally trained teachers with alternate route teachers and the interplay of principals and school administrators with alternate route teachers. This research resulted from a new paradigm applied to measuring the quality of teaching and the quality of education found in the No Child Left Behind (NCLB) legislation and the effects of NCLB had on the reauthorization of the Elementary and Secondary Education Act (ESEA). The ESEA contained a provision that all teachers of core subjects in public schools be "highly qualified" to teach the subject. Exactly what qualities contribute to an individual being "highly qualified" are not found in the legislation (ESEA, 2008).

The reauthorization of the Elementary and Secondary Education Act (ESEA) as part of No Child Left Behind (NCLB) included a need for quantitative assessment of teachers and student performance. Quantitative studies of the effectiveness of alternate route teachers increased after 2002 and this trend has continued to the present time. Concerns prompted by NCLB and ESEA regarding how to standardize measures of teacher performance were complemented by concerns voiced by the National Research Council (NRC) in 2001. Teacher certification programs in each state and territory functioned with little if any input from the federal government (Ludlow, 2012).

المنارة للاستشارات
www.manaraa.com

A 2001 study of individual state certification programs for both traditional and alternate teacher tracks found very few common points and practices among state programs (Wilson, Floden, Ferrini-Mundy, 2001). The Elementary and Secondary Education Act (ESEA) requirement that teachers be "highly qualified was not accompanied by a definition of what "highly qualified" meant. The quality was often interpreted to mean student performance on annual assessment tests (Kaplan & Owings, 2009). But this limited definition gave way to a more global concept as various organizations and government agencies began to shape and define in detail the meaning of "highly qualified" teachers contained in the ESEA (Kaplan & Owings, 2009). The mandate that all schools have "highly qualified" teachers in core subjects once again created a need for preparing and credentialing more teachers who met the "highly qualified" requirement.

Other controversies and issues.

A Nation at Risk.

Research appearing in the mid 1980s to the early 1990s was primarily concerned with determining if alternative route teachers were qualified to teach. Cooperman's call for alternate route teaching programs appeared at the same time the National Commission on Excellence in Education (NCEE) published its report *A Nation at Risk: The Imperative for Educational Reform* in 1983. The NCEE represented a blue ribbon panel of experts including A. Bartlett Giamatti and numerous college and university presidents, two former governors, a teacher of the year (1982), two public school principals and a public school superintendent among the 19 members of the commission. The NCEE report (1983) set forth a number of school reforms and never mentioned

المنارة للاستشارات
www.manaraa.com

alternate route teaching formally. But its section on teachers and teaching concerns read as if Saul S. Cooperman drafted them.

The Commission found that "not enough of the academically able students were being attracted to teaching…and that a serious shortage of teachers exists in key fields" (NCEE, 1983, p. 20). The Commission also found that shortages of science and math teachers are entering a crisis stage and that half "of the newly employed mathematics, science, and English teachers are not qualified to teach these subjects" and that, "fewer than one-third of U.S. high schools offer physics taught by qualified teachers" (p. 20). The Commission then offered a brief and concise analysis of why American public education was in a crisis state, resulting from "disturbing inadequacies in the way the educational process itself is often conducted" (p. 21).

The Commission also found that teacher preparation programs required "substantial improvement" and that "too many teachers" (and the report never defines what "too many" represents) "are being drawn from the bottom quarter of graduating high school and college students" (NCEE, 1983, p.23). The Committee's most scathing assessments were targeted toward teacher education programs. The curricula for teacher education was "weighed heavily with courses in 'educational methods' at the expense of courses in subjects to be taught" (p. 23). The Commission discussed briefly the poor salary structure paid teachers and suggested that higher salaries may attract more qualified candidates to teaching, although the quality of candidates remained a secondary issue to the actual teacher education process.

The Commission argued for more in-the-field preparation and less educational theory in teacher training programs. The Commission found the emphasis on

المنارة للاستشارات
www.manaraa.com

"educational methods" to be a dangerous threat to the nation's future. The report concluded, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war" (NCEE, 1983, p. 9). Although the report contained no references to alternate route programs, the clarion call was sounded for an end to traditional teacher education programs. The report suggested that America has effectively "been committing an act of unthinking, unilateral educational disarmament" (p 9).

The conclusions of the report assisted the acceptance of Cooperman's program for reforming New Jersey's educational system, including the use of alternate route teachers (Kaplan and Owings, 2009; Ludlow, 2012). The public responded to the report with a general outcry for educational reform (Kaplan & Owings, 2009), and the issue of an education gap between the United States and its foreign enemies became an issue in local, state, and federal elections (Kaplan & Owings, 2009).

The report was not universally accepted. Teachers' organizations, academic educators and universities and colleges offering the curricula that were equated with an act of war by hostile foreign powers took exception to the report (Toman, 2008).

Research into the quality and effectiveness of education followed in the wake of the report's conclusions (Urban & Wagoner, 2009) and the general tone of media reports suggested the nation was in the midst of a crisis threatening the very survival of America (Urban & Wagoner, 2009). Cooperman's call for a complete revision of curricula for teacher education programs reflected the national concern for the *crisis* in education. Alternate route teachers were presented as the solution to a national crisis

المنارة للاستشارات
www.manaraa.com

and a means of circumventing a reform process of teacher training programs that might take a great deal of time to accomplish.

Darling-Hammond.

Linda Darling-Hammond (1990) appears frequently throughout the alternate route teacher research literature. Darling-Hammond is currently the Charles Ducommun Professor of Education at Stanford University. Her first (1990) publication on alternate route teachers and her most recent published study (2010), and all articles published between these periods reflect the same general arguments: that alternate teachers represent more of a political issue than an educational issue; that teacher preparation programs required as part of the traditional teacher education curriculum are necessary to shape the pedagogic mind; and that mentorship programs are often a hit and miss system of preparation that fails to supply alternate route teachers with the necessary foundational knowledge to excel at teaching over the long-term. Darling-Hammond's collected articles authored or co-authored regarding alternate route teaching issues have been cited more than 2,000 times according to the Social Sciences Citation Index (SSCI).

Darling-Hammond (1990) approached the controversy of alternate route teachers with a rationale statement given the contents of the NCEE report and Cooperman's report. The debate surrounding alternative certification, "has been a product of competing but often unspoken political agendas, and it has been characterized, on both sides, by undefended assertions and counter assertions grounded in mythology and half-truth" (p. 123).

المنارة للاستشارات
www.manaraa.com

At the time of the article's publication alternate route programs were operating in 30 states, and Darling-Hammond described a wide variety of requirements ranging from 45 credit hours in Maryland to just nine hours in Virginia (Darling-Hammond, 2010, p.124). The states offering alternate route programs were segmented into "high standards" and "low standards" states, with no category created for middle standard states. There was no definitive definition of what separates high from low standard states, and this absence of universal standards upon which research is based appears throughout the literature found between 1984 and the 1990s. The presence of universally or near universally recognized standards continued in the literature even after the Elementary and Secondary School Act (ESEA) issued its standards for "highly qualified" teachers in 2008.

Several national studies were cited that demonstrated a wide difference in how alternate route teachers were selected, and there was a suggestion that the states requiring the lowest number of credit hours for alternate route teachers are the same states that have the greatest need for teachers in the classroom (Darling-Hammond, 2010, p. 129). More than 60 studies were cited that reported the general effectiveness of alternate route teachers, when compared against the effectiveness of traditionally trained teachers, is either similar or, in the case of the sciences and math, superior. But Darling-Hammond argued that this represents short-term performance, and that alternate route teachers in the sciences generally enter teaching after leaving private or government jobs in the sciences or math. The alternative teacher's practical knowledge in a particular subject is presented as providing a temporary edge to the effectiveness of how a subject is taught.

المنارة للاستشارات
www.manaraa.com

Darling Hammond (1990) cautioned that "knowledge of subject matter is important up to a point; for example, out-of-field teachers are less effective than teachers who have been prepared to teach a given subject" (p.136) but this knowledge advantage is only short-lived and the critical knowledge base of teaching theory and fundamentals quickly outpaces the knowledge advantage held by alternate route teachers over traditionally trained teachers. Darling-Hammond's conclusion was that alternate route teaching programs survive and thrive as a result of political support for them as much if not more than for how alternate route teachers fulfill a genuine need in teaching (p. 136).

These conclusions established Darling-Hammond as a leader in the opposition to alternate route teaching as it is practiced using mentorships. The danger posed to American students will be escalated when alternate route teachers gradually replace the aging population of baby boomer teachers. Darling-Hammond and Berry (1999) argued that alternate teacher programs threaten to provide a second-class education to inner-city students of poverty and color. Alternative route teachers have been presented as being an expediency used by school districts to fill an ever-increasing void of inner-city school teachers who either leave the teaching profession altogether or seek employment in non-inner-city schools (pp. 255-256).

The most damning charge leveled against alternate route teachers was that they are supporting a system of social injustice that has plagued students of poverty and color for more than a century. Alternative route teachers are being sent into the nation's poorest schools without an appropriate knowledge of educational theory and methods (Darling-Hammond & Berry, 1999). This means that "African American students are

المنارة للاستشارات
www.manaraa.com

nearly twice as likely to be assigned to the most ineffective teachers, and about half as likely to be assigned to the most effective teachers" (p. 257).

Not all alternate route teachers have been created equal, according to the study. Several programs that prepared alternate route teachers with significant requirements in educational theory were praised. The crux of the problem with alternate route teachers, for Darling-Hammond and Berry (1999) was the amount of time given to the study of educational theory and educational methods. Darling-Hammond and Berry (1999) concluded that the answer to the teaching shortages in inner-city schools would be found in a revitalized traditional teacher education process. Unfortunately, they warned, the political support found in state legislatures for alternative teacher programs will not permit the inclusion of educational theory and methods courses that could delay graduation by as much as a year.

Darling-Hammond and Barry (1999) called for a new teacher education curriculum mandated by the federal government, and a federal credentialing process that will supersede state licensing programs. It was feasible to argue in 1999, when federal involvement into state matters such as education was still considered a viable policy alternative. Analogies were then made to the Peace Corps regarding the need to federally license and regulate inner-city teachers (p. 275). The remaining body of Darling-Hammond's work regarding the importance of certification varied slightly in how it provided its message that the certification process is the most critical element of a how effective a teacher will be in the classroom.

المنارة للاستشارات
www.manaraa.com

Teacher certification.

As Darling-Hammond argued from a qualitative framework, other researchers were designing and carrying out quantitative studies testing the efficacy of alternative route teachers. Shen's (1997) study used a comprehensive analysis of the 1993-1994 Schools and Staffing Survey to conclude that the theoretical arguments advanced by Darling-Hammond were supported by quantitative study. Shen's study concluded that alternate route teachers had lower academic qualifications than traditional teachers; that alternate route teachers did not represent a broad based segment of life that allowed students access to greater practical perspectives and experiences; and that many alternate route teacher programs were being abused by college graduates who sought to circumvent traditional teaching programs by applying as alternate route teachers.

Shen (1997) did find that there are higher populations of persons with math and science degrees in alternate route populations than in traditional populations. The effectiveness of these teachers in teaching their subjects was not a topic of Shen's study and she offered no opinion on that issue. Shen did demonstrate that alternate route teachers were overwhelmingly finding employment in inner-city schools and she advanced Darling-Hammond's argument that students of poverty and color may well be subject to a population of lesser-qualified teachers (p. 280).

Shen's (1997) methods fall well within standards for statistical vigor and rigor, but her database reflected the earliest years of alternative teaching. The statistical survey she used was actually supplying data for alternative route teachers entering the job market four years before the study was performed. This may not have been a problem in a well-established field, but alternative teaching was still a growing

المنارة للاستشارات
www.manaraa.com

profession in 1993-1994. Shen's statistical analysis is valid. The conclusions, however, remain based on graduates from programs that were neither uniform in content nor uniform in credit hours required for graduation. Shen acknowledged this point in a follow-up article following her initial publication (Shen, 1998).

The population of alternative route teachers was also small in comparison to the number of traditional graduates in 1997 when the article was published. Between 1994 and 1997 the number of alternate route teachers in the United States doubled from approximately 6,000 to more than 12,000 (National Center for Education Statistics, 2012). Shen's comparison of performance was skewed somewhat by the large number of traditionally trained teachers entering the workforce (some 178,000) compared to the 6,000 alternate route teachers (National Center for Education Statistics, 2012).

Goldhaber and Brewer (2000), partly in response to Shen's (1997) study and to the lack of quantitative studies on the issue, argued that certification programs had no relevant impact on how well or how poorly a teacher performed in the classroom. The effectiveness of licensure programs in each state are characterized as having limited effectiveness due to the "piecemeal" nature of each program (Goldhaber & Brewer, 2000, p. 129). Political and educational vogues are generally responsible for changes to licensure requirements and none of the states reviewed by the authors had completed a comprehensive rewriting of licensure requirements to align amendments with previously existing requirements.

Licensure was portrayed as a process that had little actual impact on the content of required classes. Goldhaber and Brewer asserted that licensure was simply a means of transferring the legitimacy to confer a teacher credential to schools that followed the

المنارة للاستشارات
www.manaraa.com

licensure requirements. This kind of licensing is a process but not a determinant of teacher acumen, only proof that a teacher has completed a set of required courses in a satisfactory way.

Goldhaber & Brewer (2001) performed a multiple regression study using data from the 1988 National Education Longitudinal Study (NELS), that allowed them to factor in many different variables including, but not limited to, socio-economic status, family structure, external environments, ethnicity, geographic location, income data, and many other factors. Students were analyzed on the basis of math and science grades. The authors then used the 12th Grade Teacher Survey section of the NELS to extract responses about the type of certification they held and offered the response options of "regular or standard," "probationary," "emergency," "private school certification," and "not certified" (p. 133).

Alternate route certification programs were not specifically cited in the 1988 survey, but fewer than 2,000 teachers nationwide in 1988 received their credentials from alternate programs (National Center for Education Statistics, 2012). NELS data was linked to state licensing data to develop even greater detailed criteria for licensing teachers. Criteria included minimum test scores, minimum undergraduate GPA, time as a student teacher or pre-service teacher, and other items. The objective was to construct a detailed model of all requirements for receiving a specific type of credential in order to measure whether one type of credential yielded greater student performance than other types of credentials.

The study found that the type of credential received had no valid statistical effect on student performance (p. 139). When teacher performance was analyzed using

المنارة للاستشارات
www.manaraa.com

licensing and certification processes that differed by state requirements, there was no statistically valid difference in student performance (p. 139). The study concluded, “Although teacher certification is pervasive, there is little rigorous evidence that it is systematically related to student achievement” (p. 141). The authors acknowledged that this discovery shed no light on whether different certification processes requiring more rigorous procedures might have an impact on student performance. The authors also acknowledged that their study is a first step, and that further research was necessary to explore the precise role of certification on student performance.

Darling-Hammond, Berry, & Thoreson (2001) responded to these findings by challenging certain aspects of the study. Goldhaber and Brewer (2000) did state that certain types of credentials in math and science teachers provided some evidence of enhanced performance over teachers who were not credentialed or were issued emergency credentials. Darling-Hammond, Berry and Thoreson (2001) expanded this point, without providing any quantitative evidence to support their contention, to argue that if non-credentialed teachers had less of an effect on student performance than credentialed teachers, then credential programs would have made a difference.

Darling-Hammond, Berry, and Thoreson (2001) did attack the statistical rigor used by Goldhaber and Brewer (2000). They argued that the statistical weight given to some parts of the NELS database was inconsistent with standards of practice for statistical validity (Darling-Hammond, Berry, & Thoreson, 2001, p. 59) and they offered their own analysis of the data that suggested Goldhaber and Brewer (2000) failed to consider the precise qualifications of emergency credentialed teachers and teachers. There was no concession offered to any of the points raised in the Goldhaber and

www.manaraa.com

Brewer (2000) study. Darling-Hammond, Berry, and Thoreson (2001) argued that the certification process bestowed upon teachers an imprimatur of validity that parents, schools, and students could recognize as a mark of professionalism that justified the cost of public education (p. 72).

Darling-Hammon, Berry and Thoreson (2001) summarized what they stated were conclusions drawn by Goldhaber and Brewer (2000). These summarizations included claims that Goldhaber and Brewer (2000) advocated abolishing certification programs altogether (Darling-Hammon, Berry & Thoreson, 2001, p. 25), and that Goldhaber and Brewer (2000) argued "less conventionally certified teachers are likely to be more effective than conventionally certified teachers (Darling-Hammon, Berry & Thoreson, 2001, p. 23). There are more than 14 additional summarizations of points contained in Darling-Hammond, Berry, and Thoreson's (2001) article that are inaccurate or are distorted points found in Goldhaber and Brewer's (2000) original article.

Goldhaber and Brewer (2000) rejoined Darling-Hammond, Berry, and Thoreson (2001) in the same issue. Goldhaber and Brewer (2000) argued that Darling-Hammond, Berry, and Thoreson (2001) quoted out of context, used faulty statistics, and distorted findings to try and discredit a finding that credentialing curricula mattered. Goldhaber and Brewer (2001) suggested that the funding source for their study was the true reason for Darling-Hammond, Berry, and Thoreson's (2001) staunch opposition to their findings.

The Thomas B. Fordham Foundation (Fordham) funded the study, and the Foundation was at that time and remains a staunch opponent of traditional credential programs (Fordham Foundation, 2012). Goldhaber and Brewer (2001) dismissed this

www.manaraa.com

possibility since their article was published in a prestigious first-tier peer-reviewed journal, and they openly disclosed the funding source in their article. They also addressed each point made by their critics, and in doing so they defended their findings well and cast doubt on the criticisms of Darling-Hammond, Berry, and Thoreson (2001).

A check of the SSCI shows that there have been 1,182 citations for all three articles in the past eleven years. The debate that began in 2001 has continued in a nearly uninterrupted manner concerning the role played by certification processes in student academic performance. The points raised by Darling-Hammond and various co-authors continues to contend that certification programs are the most critical factor in how well a teacher is able to produce high levels of student academic performance. The credentialing methods advanced by Darling-Hammond and her many supporters reflected the traditional certification process that is course heavy on educational and instructional theory combined with pre-service field experience that is designed to demonstrate the pragmatic value of educational and instructional theory.

Supporters of Goldhaber and Brewer (2000; 2001) did not necessarily agree that the credentialing process has no effect on how successfully teachers produce academic results from students. Supporters simply used the Goldhaber and Brewer research to bolster positions that traditional credentialing programs and curricula are not the *sine qua non* for successful teaching. Alternate route programs are viewed as equal to or even better than traditional programs not so much for curriculum content but for the type of people the program can attract to become teachers.

The debate set forth by Darling-Hammond, Berry and Thoreson (2001) and Goldhaber and Brewer (2000; 2001) highlighted the controversy regarding the efficacy

المنارة للاستشارات
www.manaraa.com

of alternate route teachers versus the efficacy of traditionally trained and certified teachers. It is not exaggerating to suggest that much of the research that followed was essentially commentary on the points raised by each side.

Process of credentialing.

The Darling-Hammon/Goldhaber and Brewer debate continues to this day. Strong, Gargani, and Hacifazlioglu (2011) suggested that the highest quality teachers are not trained as much as they are born, and that credentialing processes merely helps to shape natural abilities that are required for any individual to be an effective teacher. The authors noted that understanding what qualities, exactly, make for a productive and successful teacher in the classroom remain in many ways indescribable. There are standard qualities such as the ability to communicate well, empathy, patience, transparency, consistency, and a strong sense of self-efficacy feeding a motivation to succeed. But the proper ratios of these qualities and whether the mix of these qualities is universal or different depending on the student population being taught remains a matter of intense and often oppositional debate.

The positive role that can be played by teachers in student performance is fairly well accepted in the general literature. As far back as 1992**,** field studies demonstrated that successful teachers had profound effects on student performance. Students of teachers characterized as *high quality* demonstrated a learning gain of 1.5 grade equivalents while students of teachers characterized as *poor quality* achieved a 0.5 grade equivalent gain (Hanushek, 1992). More recent studies quantifying the effect of successful teachers suggests that successful math teachers can produce student

المنارة للاستشارات
www.manaraa.com

performance gains that are 20% - 25% greater than students working with less successful teachers.

A problem with the characterization of *high quality* and *low quality* or *successful* and *unsuccessful* or *not successful* is the lack of definitive evidence regarding what exactly are the components of these qualities. Strong, Gargani, and Hacifazlioglu (2011) pointed out that there are accepted instruments for measuring various qualities of teachers that can then be used to measure the quality of performance, such as the Tennessee Value Added Assessment System (TVAAS).

The TVAAS is sometimes criticized for being imprecise in both its statistical methods for measuring student performance as a function of teaching, and the effect of classroom observation on final assessment scores (Ballou, Sanders, & Wright, 2004; McCaffrey, Lockwood, Koretz, & Hamilton, 2003). The classroom observation portion of the TVAAS remains a subject of debate among scholars, since the end product of any field observation method ultimately rests with the strengths and weaknesses of the individual making the observations and how well they align themselves to recording data in the required way (Strong, Gargani, & Hacifazlioglu, 2011).

Eleven years after the debate between Darling-Hammond, Berry, and Thoreson (2001) and Goldhaber and Brewer (2001), the exact qualities and mixture of those qualities can generally not be elucidated in any precise detail. In a celebrated Supreme Court decision on obscenity, Justice Potter Stewart made a famous pronouncement that he might not be able to describe obscenity but "I know it when I see it." In many ways researchers and scholars follow the same formula when it comes to determining the qualities of a successful and good teacher.

المنارة للاستشارات
www.manaraa.com

But the absence of any universal standards for recognizing what a good teacher is and how teaching qualifies as *high quality* is the weakness of such a "know it when I see it" approach. Not all concepts of excellence are the same, and the idea that a teacher, *per se* can apply universal qualities to all situations and significantly improve student performance cancels out the role played by socio-economic status, ethnicity, a school's physical plant and resources, levels of violence, general health, family structure, and even the history of certain populations in American history as factors affecting student performance.

Strong, Gargani, and Hacifazlioglu (2011) argued for nothing less than a radical new method for assessing teacher qualities, strengths and weaknesses. The authors did not offer a formula or a method for a new assessment model. They did demonstrate that field observation was a poor method for determining a teacher's qualities. The authors found that when teacher observers from a variety of academic and professional backgrounds (including those in the certification process) observed teachers in the classroom, judgments about the teacher's effectiveness within the students' systematic environment were similar within statistical limits for validity. On the other hand, when judgments were made about an individual teacher's performance they varied widely, suggesting in this case that unless statistical testing is random, there may be significant differences in measured outcomes.

Sass (2012) agreed with Strong, Gargani, and Hacifazlioglu (2011) that existing methods for evaluating the effect teachers have on student performance are less than ideal. Tossing out certification programs altogether is not a viable solution, given that

المنارة للاستشارات
www.manaraa.com

certification processes are critical ~~to~~ for providing the public with a method that filters out teachers who have no business teaching.

Traditional certification programs, such as those supported by Darling-Hammond, have been based on the idea that method and theory are as important if not more important than personal attributes that shape how a teacher teaches, and personal depth of knowledge of a particular subject. Proponents of alternate route programs believe that the personality of the teacher and the depth of knowledge in a subject are the most important elements for high quality teachers, and that instructional and teaching theory is helpful but not critical to the pragmatic exposure alternate credential teachers are provided through their mentorship and pre-service, in-class experiences. Proponents of alternate route programs also argue that there is a significant difference in what might be called the maturity factor of teachers in alternate route programs versus the maturity factor in beginning teachers exiting from traditional certification programs.

The maturity of alternate route teachers is usually taken for granted by virtue of a teacher's age and previous experience in the private sector, but Smith (2008) has shown that when results of several instruments that are regularly used to evaluate teacher self-efficacy levels are given to traditional and alternate route teacher candidates, alternate route candidates core higher, but not significantly so, in most studies (p. 34). Smith (2008) used the Teacher Efficiency Scale, or TES, (Gibson & Dembo, 1984) and the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Wollfolk Hoy, 2001).

The application of self-efficacy to all areas of teaching is difficult since feelings of self-efficacy are often separated into various areas of teaching activity by most teachers (Gibson & Dembo, 1984; Smith, 2008; Tschannen-Moran & Wollfolk Hoy,

المنارة للاستشارات
www.manaraa.com

2001). A teacher who feels complete confidence in his or her ability to teach suburban middle-class children of privilege may lack all confidence when teaching in an inner-city school with children of color and poverty (Sass, 2012; Smith, 2008; Tschannen-Moran & Wollfolk Hoy, 2000).

Feelings of efficacy can also vary among teachers according to the grade they teach (Sass, 2012). Several studies suggest that alternate route teachers are much more likely to teach middle and high school rather than pre-k, kindergarten, and elementary school**,** in part because they perceive that greater educational theory and instructional knowledge is needed with that population of students (Esch & Cox, 2011; Sass, 2012).

These perceptions are partly due to current methods for student assessment arising from NCLB (McCaffrey, Lockwood, Koretz, & Hamilton, 2003). The reauthorization of ESEA as part of the introduction of NCLB in 2001 required administrators and teachers to engage in reflection on what constituted a "highly qualified" teacher. This resulted in a new approach to evaluating teachers: the value added method.

Other factors contributing to teacher effectiveness in alternate route teachers.

Alternate route teachers have far greater racial diversity than traditional route teachers. Approximately 33% of alternate route teachers in inner-city schools are Black or Hispanic compared to ~~compared to~~ 11% for traditionally trained teachers (Feistritzer, 2011). Black and Hispanic teachers are far more likely to remain at a single school for periods of five years or more (National Center for Education Statistics, 2012). The

www.manaraa.com

presence of a teacher sharing the ethnicity of students in inner-city schools has been shown to be a valuable asset in advancing the level of student performance (Dee, 2004).

The ethnic make-up of a school's faculty can play a significant role in building higher academic achievement (Chubbuck & Zembylas, 2008). Minority teachers generally have an uplifting and positive effect on minority students' motivation to do well in school. Minority principals and vice principals also appear to have significant positive effects on minority student academic performance (Gentilucci & Muto, 2007). Several inner-city schools advanced significantly in math and reading skills on NCLB tests after African-American principals and vice principals were installed by the district Gentilucci & Muto, 2007. Similar gains in average test scores are also linked to the installation of principals and vice principals who are the same ethnic status as students in low-income inner-city schools (Gentilucci & Muto, 2007; Chubbuck & Zembylas, 2008).

Poor academic performance by minority students can be segmented into two causal areas: areas affected by non-school factors, and areas affected solely by teaching methods and technologies (Chubbuck & Zembylas, 2008; Bali & Alvarez, 2003). There has been some debate regarding what, exactly, constitutes a non-school factor. Institutional racism is often cited as a primary reason for the poor academic achievement of minority students in general and inner city students of poverty and color in particular (Chubbuck & Zembylas, 2008; Heck, 2006).

The violence of the inner city has been a disruptive force in student lives. Concentration in class can be difficult when gunshots are heard throughout the night, depriving students of sleep (Satcher, 2004). Numerous school-based counseling and

المنارة للاستشارات
www.manaraa.com

tutoring programs in inner-city schools have been abandoned because non-minority tutors and therapists deemed the setting to be too dangerous a destination to participate in programs (Satcher, 2004). Minority teachers, principals, and vice principals exhibit fewer concerns regarding the danger posed by violence found in many aspects of everyday life in the inner-city (Tate, 2008).

Attrition for inner-city alternate route teachers.

Feistritzer (2011) reported that 70% of alternate route teachers express a willingness to work in inner-city schools as compared to 60% of teachers trained in traditional certification programs. While an equal number of traditional and alternate route teachers express a belief that they will still be teaching in five years, the breakdown of teachers by race has suggested an anomaly ~~to~~ regarding the belief that minority alternate route teachers will be a source of stable teaching in inner-city schools.

In a 2011 survey, 43% of Black teachers in inner-city schools stated they expected to be teaching in their current school or any other school in five years (Feistritzer, 2011). Fifty-seven percent of Hispanic teachers in inner-city schools expected to be teaching in five years, and 70% of White teachers expected to be teaching in five years (Feistritzer, 2011). The majority of White teachers expressing a belief that they will be teaching in five years are not currently teaching at inner-city schools (Feistritzer, 2011). Minority alternate route teachers have continued to staff inner-city schools in increasing numbers (National Center for Education Statistics, 2012).

A teacher's decision to remain or leave a position at a school is often a "factor of the professional culture of their schools" (Jorissen, 2002, p. 47). Collegial acceptance and support have been shown to be a critical element of a teacher's decision-making

المنارة للاستشارات
www.manaraa.com

regarding as to whether or not to remain at a school or to remain in the profession (Jorissen, 2002). Self-efficacy is also tied to perceptions of peer acceptance (Smith, 2008). The absence of collegial acceptance or acceptance by principals and school administrators can create a *sink or swim* mentality for the alternate route teacher than can foster negative feelings about the job that translate into attrition for either a position at a different school or a job outside the teaching field (Casey, Dunlap, Brister, Davidson, & Starrett, 2011). One of the key elements determining how a new alternate route teacher perceives their job is whether they believe their peers want them to succeed and are willing to help them during the first year or two years of teaching (Casey, Dunlap, Brister, Davidson, & Starrett, 2011).

Alternate Route Certification Program

In 1983**,** New Jersey was the first state in the nation to establish the Alternate Route (AR) program to remedy a severe teacher shortage**,** especially in inner-city schools and to increase teacher quality that had been steadily moving lower along with a general lowering of academic standards and a worsening of student performance in the schools (Klagholz, 2001).

The initial years of the new program didn't do much in the way of providing remedies for New Jersey's perceived problems as the program took a while to ramp up to speed, but the change in approach attracted a lot of attention and initiated widespread notice and controversy in many parts of the nation that continues right up to the present day. More importantly, the alternate route (AR) program has expanded steadily since 1983 to the point where nearly all states have adopted similar alternative route programs to remedy whatever shortcomings there may be present in their local school districts at

المنارة للاستشارات
www.manaraa.com

the time. Thus despite all the criticism about the AR program, it has grown and appears to have taken a permanent place in providing qualified teachers where they are needed, especially in inner city urban school districts.

Context of the Institute of Educational Services (IES) (2009) Evaluation Findings

Finally this section explores and describes the context of support relative to the Institute of Educational Services (IES) findings.

1) ***"There was no statistically significant difference in performance between students of Alternatively Certified (AC) teachers and those of Traditionally Certified (TC) [or Traditional Route (TR)] teachers"*** (IES, 2009, p. xiii).
2) ***"There is no evidence that the content of coursework is correlated with teacher effectiveness,"*** (p. xix).
3) ***"There is no evidence from this study that greater levels of teacher training coursework were associated with the effectiveness of AC teachers in the classroom"*** [highlighting provided by the researcher](p. xviii).

What should be realized prefacing all things is the complexity of the debate. What may be understood eventually is that contentiousness about these educational issues has not departed because the issues may be much more complex than initially realized or may not be able to be settled at present. The IES findings may be seen as a Rorschach blot – a data point in time that can be interpreted in any number of positive, negative and neutral ways depending upon the perspective of the observer. For example: 1) The statements may be seen as positive or neutral confirmations that alternative route (AR) teachers may be just as capable as traditional route (TR) teachers at practicing the teaching craft (Miller, McKenna, & McKenna, 1998); or 2) They also

المنارة للاستشارات
www.manaraa.com

may be interpreted as deflationary messages in that contrary to all the buildup about AR capabilities (asserted to be superior to TR capabilities because of deeper content knowledge) what was found instead was an exaggeration especially, for example, in specialty areas such as mathematics (Goldhaber & Brewer, 2000); or 3) They may be considered a positive message that both AR teachers and TR teachers together as a mixed group are providing a teaching workforce - an AR backup system - that may assist school districts in resolving teacher shortages and biases in a variety of formats and locations. For example, Quigley (2010) asserted that, "… AR appears to have evolved in response to unmet and far-reaching demands to educate our students… particularly… in the area of preparing special education teachers" p. 43; or 4) They may be found to be negative or neutral messages that neither AR teachers nor TR teachers have been effective in stopping or slowing the growing number of annual high school dropouts now estimated to be 1.3 million/year (AEE, 2010), or the 50% attrition rate of AR teachers registered before they've completed five years of teaching primarily in the inner-city neighborhoods (Curran & Goldrick, 2002); or 5) They may be taken as positive messages that both AR teachers and TR teachers are providing higher teaching quality teaching through internal competition and diversity. As Cook and Boe (2007) put it, if TR teachers are unable to be supplied to meet the demand for required teachers, then AR teachers must be used. In addition to the severe teacher shortages in math and science in inner cities (Klagholz, 2000), there have also been significant shortages in the areas of special education (Honawar, 2006; Rosenberg, Boyer, Sindelar, & Misra, 2007; Rosenberg & Sindelar, 2005), where AR teachers have also been assigned to shore up imbalances.

المنارة للاستشارات
www.manaraa.com

Ultimately the reason why the Institute of Educational Services (IES) statement was made in the way it was presented could have been because there is general agreement among policy makers that no consensus has been found. Perhaps both of the positions traditional route (TR) and alternative route (AR) will always be essential to our educational system. In other words, at bottom, this really may be an argument over whether having specialists such as AR teachers in the classroom are at least as important or more important to student learning than having TR teacher generalists. This may be similar to what has happened and continues to trend in the medical field, as a comparison, where specialists such as cardiologists, oncologists, gynecologists, otolaryngologists, dermatologists, gastroenterologists, hepatologists, nephrologists, radiologists, anesthesiologists, and pediatricians have clearly supplemented and surpassed the numbers of internists, osteopaths, naturopaths, and general practitioners.

Chapter Summary

This chapter provided a literature review of what professional educators might consider support for new alternative route (AR) teachers. When New Jersey policy makers established the nation's first AR teaching program in 1985, they asserted that ***AR teachers would successfully supplement the existing school system and the traditional route (TR) teachers, and be well supported by the New Jersey educational system support environment and all of its key constituencies*** [highlighting by the researcher] – meaning as could be literally interpreted students as a class, students individually, mentors, faculty peers in including TR teachers, personal friends and contacts, administrators, colleges and learning institutions, unions, parents, professional teachers organizations, policy making forums including the governor, legislature and State

المنارة للاستشارات
www.manaraa.com

Department of Education, ~~governor~~, legislature, textbooks, ~~and~~ other teaching tools and materials, and taxpayers.

This statement has been interpreted by the researcher as a key assumption made by New Jersey public policymakers that the alternative route (AR) program would succeed because it would be well supported by the New Jersey educational system support environment. Unfortunately, recently gathered evaluation statistics have shown that although the AR teaching program has been well established after nearly 30 years, clear indications are that all is not well with the program in New Jersey. Student dropout rates are 30% and climbing in New Jersey secondary schools and AR teacher attrition rates within five years of entering the New Jersey school system are 30% overall statewide and 50% in inner-city school districts. Moreover**,** multiple studies have shown that AR teachers are no better or worse than traditional route (TR) teachers, and students haven't performed any better or worse for either AR or TR teachers. Studies consistently have concluded that there is either no discernable difference in student performance, or that any perceived differences are not conclusive. The poor performance described here thus begs the question of whether the alternative route AR program has received the kind and extent of support that it was "assumed" to be entitled to receive.

The chapter contents ultimately provide a baseline foundation to analyze and understand the responses given by alternative route (AR) teachers to questions put directly to them by the researcher as to their perceptions of the various kinds and levels of support they have received as new AR teachers from the various key constituencies of the New Jersey educational support system. The chapter also has provided an idea of

المنارة للاستشارات
www.manaraa.com

what other viable support options exist in other parts of the country such as comprehensive induction programs that include ongoing mentoring and skills updating. In the broader view, since its inception in 1985, the AR program has gone through significant growing pains - a transitional period that continues to this day over intellectual efficacy questions. In the meantime, 47 states have adopted some form of the program, unique and valuable benefits of the program have been pioneered and discovered, and the numbers of AR teachers and programs continue to grow.

المنارة للاستشارات
www.manaraa.com

Chapter 3 - Methodology

Introduction

In this chapter, the research design methodology and background variables that were used in this study are described. The researcher also outlines the methods of observation and analysis that were used to report on the study's findings.

Research Problem

Although alternate route (AR) teachers in New Jersey have nearly achieved parity in staff numbers with traditional route (TR) teachers 30 years after the AR program was established in New Jersey to mitigate chronic teacher shortages, attrition by AR teachers in some inner city urban secondary schools may now be as high as 50% within the first five years of being assigned to a teaching position (Curran & Goldrick, 2002; Gold, 1996) coupled with unprecedented high student dropout rates (AEE, 2010; dChen, 2012) and serious student underperformance (Thomas & Date, 2006). This study attempts to answers these questions: Are AR teachers receiving the critical mentor support they require to qualify as teachers? If they are not, does a lack of support explain the 50% attrition by the time they reach their fifth year of teaching?

Purpose of the Study

The purpose of this study was to explore perceptions that AR teachers have ~~about~~ concerning the support system that they expect to buttress their teaching efforts in some of the most challenging inner city classrooms in New Jersey, where there is a predominance of AR teachers. Specifically, this is a study of the existing support structure for AR teachers in a New Jersey secondary school to assess the extent that their teaching efforts have the (psychological, physical, financial, moral and any and all other

المنارة للاستشارات
www.manaraa.com

forms of) support of the New Jersey educational system support environment and all of its key constituencies - governing policymakers, teacher's unions, press, educational administrators, AR teaching peers, traditional route (TR) teaching peers, mentors, students, the students' parents, and non-parent New Jersey citizens (tax payers).

While some information about this exogenous support system (including constituencies) were gleaned from the literature, the researcher focused her primary attention on the endogenous perspectives and attitudes of alternative route teachers who were either still in or have voluntarily left the system.

Qualitative Research Design

Eisner (1991) asserted that the primary value of qualitative studies is helping others to understand in broad perspective situations that are ambiguous. This is a different purpose from quantitative studies, whose principal value is establishing fact or explaining what is really going on in a more focused way (Stenbacka, 2001). Reliability is therefore somewhat irrelevant in mixed qualitative design given these different purposes (Stenbacka, 2001). "Trustworthiness may be a more accurate criterion to use as a substitute than reliability" (Lincoln & Guba, 1985, p. 317). If trustworthiness is a key issue in qualitative research, as many qualitative researchers believe it is, it means that qualitative research needs to be based on using acceptable research procedures for making observations (Maxwell, 1996). Unfortunately, research procedures are a subjective art and are difficult to quantify or teach. The nature of the information to be discovered by this researcher calls for understanding of each individual's unique qualities and character that only are revealed only during extended personal dialogue in the physical presence of the individual. It may be important for the researcher to record

المنارة للاستشارات
www.manaraa.com

impressions of eye contact, eye gaze, and the comfort of sharing information – how willingly it was offered or accepted. Instead of general reliability and general validity as measures, internal reliability in the sense of consistency and internal validity as to whether questions make sense will be used instead.

The proposed study used qualitative research methods (Creswell, 2009; Pope & Mays, 2006; Yin, 2009) to investigate the research questions guiding this study. The researcher examined a small purposive sample of alternative route, content specialized, female teachers (n=13) in the New Jersey inner city secondary schools**,** who received support from their support environment and their support system constituencies while fulfilling their teachers' contracts. Nearly half (n=6) of the teachers were those who were still teaching in the program after at least five years of service, and slightly more than half (n=7) of the teachers left the program for other pursuits after at least five years of service.

Qualitative research as defined in this study refers to the following from Denizen and Lincoln (2000):

> Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversation, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretative naturalistic approach to the world (p. 3).

Glaser and Strauss (1967) said, "The development of categories...through the framework of the constant comparative method is a process whereby the observations

للاستشارات المنارة
www.manaraa.com

gradually evolve into a core of emerging theory" (p.110). The six elements for developing a new theory used by constant comparative analysis described in Bogdan and Biklen (1998, pp. 66-68) and Glaser (1978) are what the researcher chose to use in the observation collection process:

1. Collect observations;
2. Look for key issues that will become categories of focus;
3. Make observations that may provide many elements of the categories of focus;
4. Document and write about the categories, then describe and account for all things within the observations while continuing to search for new ideas;
5. Continue to work with observations to present the emerging themes to discover relationships of categories; and
6. Connect the relationships of categories through sampling, then coding and finally writing to analyze the foci of the core categories.

The study procedures protocol were developed as initially defined by the researcher, then redefined based on the results of a small pilot project prior to proceeding with the full study. The researcher used the pilot project to identify and resolve any procedural challenges involving the recruitment and consent of study participants as well as assessing the extent that the interview protocol and questions reasonably engages participants.

Data Collection Site

The research took place in many cites in New Jersey because of access to the population of current and former alternate certification teachers. All 13 participants were in urban school districts. Four (n=4) taught only in Newark, two (n=2) taught only

المنارة للاستشارات
www.manaraa.com

in Camden, and others taught in Burlington City, Lindenwold, East Orange, Orange, and Patterson.

Sampling and Selection of Study Participants

The researcher used a sampling strategy called "purposeful sampling." In this sampling strategy, the particular settings, persons, and events we~~a~~re intentionally chosen in order to ~~get~~ obtain information that is not available from other sources (Maxwell, 1996).

The criteria for participant selection are provided below:

1) Each participant was either a currently or formerly employed New Jersey certified alternate route (AR) teacher. New Jersey certified alternate route (AR) teachers were selected to simplify the study as each state has unique training and certification requirements. Certification requirements for New Jersey are described in their Guide to Certification (New Jersey Department of Education (2011).

2) Each participant was a female. Females only were selected to reduce gender variability in sample population and the data analysis; to represent the overwhelming majority of teachers in secondary school education as they outnumber male teachers in New Jersey secondary schools by a factor of approximately 3:1 (New Jersey Dept. of Education, 2011); and to reduce the potentially biasing effects of the many different groups that provide support to New Jersey AR teachers.

3) Each participant had at least five years of continuous teaching experience in a New Jersey inner city secondary school engaged in teaching in her specialization area. AR turnover rates have been statistically measured nationally and in New Jersey after one year, three years, and five years of teaching experience (National Commission on

www.manaraa.com

Teaching and America's Future, 2003; Curran & Gold, 2002; Gold, 1996). Five years was selected as a study criteria ~~because~~ of the three choices available as it was thought by the researcher to represent a more significant amount of teaching experience to enable a reasonable career judgment to be made based upon support and other factors.

4) Each participant had a minimum of five years experience teaching in a specialized area (for example**,** mathematics). More years of experience in an area of specialization distinguishes AR teachers from TR (traditional route) teachers. Five more years was thought to correspond to a significantly greater amount of depth and distinction between the two types of teachers. Additionally, the five years of experience corresponds to existing statistical turnover data for AR teachers in New Jersey. Moreover, five years was selected as a study criteri~~a~~on because of the three choices available it was thought by the researcher to represent a more sufficient amount of teaching experience to enable a reasonable career judgment to be made based upon support factors.

5) At least 13 participants were purposefully selected to participate in the study - six currently employed as full time teachers in the New Jersey secondary school system and seven formerly employed in New Jersey secondary school system. The researcher thought that a total of 13 participants was an affordable and manageable number to interview for this qualitative research study. Qualitative research design does not depend upon a large sample population as the results are not intended to be generalizable. A larger sample population was not felt to contribute anything more to the analysis. A sample population less than 13, on the other hand, might be too small to reveal significant differences in the combined support experience.

المنارة للاستشارات
www.manaraa.com

6) Approximately one half of the 13 participants represented a balance between those who have remained employed after five years of employment and those who have chosen to leave the system. The researcher wanted to compare and contrast the differences in support for those who stayed ~~vs~~. versus those who left. It was thought that it would also be important to know where those who left, transferred to. This nearly equal balance of those who stayed and those who left roughly matches empirical turnover data and projections analysis put forth by the National Commission on Teaching and America's Future (2003). Curran and Goldrick (2002) and Gold (1996) estimated that as many as 30% of all alternate route (AR) teachers in the state leave ~~the~~ teaching every year within their first five years of teaching and that roughly 50% of inner city AR teachers leave teaching every year within their first five years of teaching.
7) Each currently employed participant was a licensed AR teacher in the State of New Jersey and each formerly employed participant was formerly a licensed AR teacher New Jersey when she was employed as a full time, AR teacher in a New Jersey secondary school. The New Jersey Department of Education requires that currently employed AR teachers in New Jersey be licensed to teach in New Jersey (New Jersey Department of Education, 2011a).

Participants for this qualitative study were women who best met the letter and the spirit of the study's seven inclusion criteria described above.

Recruiting the sample pool.

The researcher recruited all of the study participants including those to be used in the pilot study employing the "snowball approach" – first finding suitable participating candidates from the researcher's circle of contacts, then asking those who have been

المنارة للاستشارات
www.manaraa.com

selected into the program who presently are employed or formerly have been employed in the inner city New Jersey public schools to seek other recruits from their circle of contacts found in the same places that they currently are employed or used to be employed. Candidates were presented with a $5 gift card to Dunkin Donuts for participation in the interview process.

Screening the sample pool.

Upon receipt of replies from prospects by email and phone calls, the researcher conducted a short screening of the candidate confirming the selection inclusion criteria and asking a few other questions. Some of these questions were: gender, age, race, academic degrees, years teaching, teaching subject(s), current employer, type of inner-city school where they currently teach, educational preparation, professional experience, how they got into teaching, why they chose a teaching career, and what drove them to teach their subject specialty.

Candidates were asked whether they agreed to be interviewed face to face at a time and place to be specified should they be selected. They were also asked whether they agreed and were willing to confirm that agreement in writing about the terms of a confidentiality agreement insuring their privacy; whether they agreed to the researcher recording their interview on a recording device as long as the recording wa~~i~~s destroyed after the study has been completed; and whether they agreed to and were willing to sign a document stating that the researcher has the right to publish research findings as long as she did~~oes~~ not reveal the participant's identity.

المنارة للاستشارات
www.manaraa.com

Selecting the final sample.

The researcher proceeded through the list of prospects until she fulfilled her quota for a pilot study of 3 individuals and for 10 other individuals that were used for the official study.

Background Characteristics of the Participants

All of the 13 participants were certified, content specialized, female AR teachers in New Jersey inner city secondary public schools with at least five years of continuous teaching experience. Educational backgrounds of the participants included business, computer science, communications, English, history, ministry, music, psychology, and social work. Most of these teachers entered the teaching professions with bachelor's degrees. A very small number had a master's degree. Employment backgrounds included administrator of a private school, business analyst, business marketing, business publishing, military, museum docent, musician in a symphony, preschool aide, receptionist at a YMCA, social worker, substitute teaching, and volunteer teaching. Teaching specialties included computers and technology, English, history, language arts, math, and music.

Six (n=6) of the participants were currently employed as AR teachers and had been teachers from 7-14 years. Seven (n=7) of the participants were formerly employed as AR teachers in the New Jersey public school system. Five (n=5) of the seven (n=7) who left teaching, quit after five years of service, one left after six years of service and one left after twelve years. Most who left teaching in the classroom continued in educational services. Three (n=3) are now in educational administration, one (n=1) is in

المنارة للاستشارات
www.manaraa.com

consulting and college teaching, one is in educational grant writing, one (n=1) became a YMCA administrator in children's programs, and one (n=1) is not working.

All thirteen (n=13) teachers were in New Jersey inner city urban school districts. Four (n=4) taught only in Newark, two (n=2) taught only in Camden, and others taught in Burlington City, Lindenwold, East Orange, Orange, Neptune and Patterson. Five (n=5) of the thirteen AR teachers had high school teaching only experience, five (n=1) of the thirteen had middle school only experience, and three (n=3) had both middle school and high school experience. Two (n=2) AR teachers also had a limited amount of elementary school teaching experience.

Pilot test interviews prior to the official interviews.

A pilot test was conducted with four participants in a focus group format, two from each of the two groups (still teaching as an AR, and no longer teaching as an AR). The researcher interviewed all of them with the 10 questions preselected for the study in Appendix B to see how they responded. The researcher's relative success at posing these questions determined whether they were used in the final interview procedure. All of the other study procedures were tested including meeting at a common meeting place and time, meeting face to face, meeting for various times from 45 minutes to an hour and a half, recording or not recording the conversations, having the researcher alone ~~vs~~. versus having the researcher and an assistant participating together in the interview process, and recording personal notes after the interviews. After the pilot test, an analysis was conducted to analyze what happened and how the questions and procedures might be improved.

للاستشارات المنارة
www.manaraa.com

Investigative Process

Interview process.

In this qualitative study, the interview process was the primary source of data collection. The researcher used 10 interview questions seen in appendix B that directly related to providing a response to the research questions.

Semi-structured interviews.

The researcher used the semi-structured interview protocol because it helped to maintain the focus on consistent research questions while having the opportunity to probe with follow-up questions in order to elicit deeper responses from the participants. Bogdan and Biklen (1998) stated that semi-structured interviews have been helpful when the researcher conducts comparable observations of many interviewees. This protocol also allows the researcher to repeat the interview with the participants if the researcher needs to clarify some issues. For example, meaningful comments may be revealed for questions that cannot be answered with a "yes" or a "no" answer, commentary that is too brief to fully explain the context of the, or for somewhat vague commentary that may be misinterpreted to mean something different from what the interviewer believes it to be. Confirming response interpretation will be a normal part of the interview procedure.

The semi-structured format allows participants to respond freely and answer questions in an open-ended way. At the end of each interview, participants completed a brief demographic questionnaire containing questions about age, professional experience, education, specialization, and selection of teaching as a profession.

للاستشارات المنارة
www.manaraa.com

One-on-one, face-to-face interviews.

The interviews were face-to-face, open-ended, one-on-one, semi-structured, interviews by one interviewer who is a researcher and a teacher. Before beginning the interview, the interviewer verbally reviewed an information sheet with each participant describing the nature of the study and its risks and benefits. All interviews lasted 60-90 minutes. Telephone interviews were ready to be used as a backup interview method to be used if face-to-face interviews were found ~~not~~ to be impracticable.

Observation Set

The recorded interviews, documents, review notes, field notes, and self- memos, are presented in this section by the researcher to describe how each of the procedures contributed to the study with respect to the role it played in recording and documenting the participant's perceptions and experiences.

Recorded interviews.

The recording of the interviews with the study participants was used to measure the reliability of the research. Recordings were compared with the write-ups to insure that what was said accurately reflected what was in the write-up. Recordings were destroyed after the study was complete and as per the requirement of the Institutional Review Board.

Field notes and self-memos.

Field notes enabled the researcher to record ideas and reflections (of the researcher) that emerged while collecting the observations (Bogdan & Biklen, 1998). Bogdan and Biklen mentioned that field notes might be invaluable resources, because recording what the researcher experiences, sees, and thinks can help to focus the observation collection. The researcher hopes to illustrate this point by creating a chart

المنارة للاستشارات
www.manaraa.com

that demonstrates similarities and differences between participants.

The researcher used self-memos to record descriptions, summaries, and feelings about the issues that emerged in this study. These memos also assisted the researcher to see how her reflections connected to research strategies and techniques. Maxwell, (1996) made the point that if "...your thoughts are recorded in memos, you can code and file them, just as you do your field notes and interview transcripts, and return to them to develop the ideas further" (p.12).

The researcher also believed that participants responded much more meaningfully when asked direct, pointed, and repeated questions about their experiences and how they formulated strategies to resolve challenges. This technique may be important because it is suspected that participants may not feel confident expressing their ideas, thoughts and actions. Their suspected lack of confidence may cause them to give initial tentative responses that require a patient, probing type of interviewing technique to get at the real meaning behind the responses.

Method of observation data analysis.

The NVivo 7 (QSR International, Cambridge, MA) qualitative management and analysis software package was used to analyze the data. The researcher developed a coding workbook based on the sections of an interview guide. She compared coding patterns to ensure adequate intercoder agreement. She carefully read all the text in the coded segments and generated notes highlighting connections with categories and subcategories from the first coding phase. Quotations from participants were complied and included under the codes within the domains described above as well as developed concepts and relationships pertinent to these core themes. In accordance with true

المنارة للاستشارات

www.manaraa.com

qualitative methodology, quantitative descriptions of how many participants expressed each theme were not detailed, as the overall goal of the study is to explore the rich narratives emerging from the interviews.

The analysis methodology was similar to an analytical pattern matching technique termed explanation building (Yin, 2009). After the interviews, transcriptions and software analysis were completed, the observation analysis continued with a review of the transcriptions, field notes, and self-memos. The researcher observed preliminary relationships connecting the different parts of the interviews. In doing this, the researcher reviewed the research responses that were generated during the participants' semi-structured interviews that emerged. After this, the researcher recorded elements and characteristics of the interpretations by organizing the field notes, self-memos, and interviews into categories. Categories were then assessed by their similarities and differences with the software analysis. The researcher compared the observations and the categorizing systems to verify the accuracy of the categories and the position of observations in the categories.

Through observation comparison, the researcher believes that the core variables for the analysis were reinforced. The comparison continued until the similarities and differences became apparent and new relationships and categories were created. The categorization process concluded when sets of categories were constructed thoroughly. The researcher completed the categorization process many times until small patterns began to match other similar patterns. Once this occurred, major themes began to emerge, which met the needs of the research questions and therefore became complete sets. When the observations were completely organized, the researcher began writing

المنارة للاستشارات
www.manaraa.com

about, describing, and explaining the major themes.

Methodological Considerations

Methodological issues are part of all serious study efforts. In qualitative research, researchers pay close attention to trustworthiness in relationship to the observations. Along with this, the researcher sought to control potential problems with internal credibility and internal reliability in relation to research design, the data set, and the method of data analysis. The principal way the researcher accomplished this was by following a structured interviewing protocol as identical as possible for each participant. In this protocol, termed an inter-reliability procedure, the interviewer asked a set of questions in such a way that they did not disclose the interviewer's personal or theoretical biases, relying on several verification techniques to ensure that the interviewee confirmed the accuracy of recorded responses to interviewer questions.

Trustworthiness.

Trustworthiness helps to develop a shared understanding of procedure (Maxwell, 1996). To be trustworthy means that more researchers than not understand and trust the procedures being used and revealed to observe and uncover facts. Relationship to the observations – reporting observed findings in relationship to previously reported empirical or theoretical findings - is an important element of trustworthiness. The constant analysis approach is employed as a technique to see if the same findings emerge in the observations as they have been found in other studies. If they match, this may be a strong indication of trustworthiness. The researcher made an effort to relate the study observations to all known empirical findings previously made to test for trustworthiness.

المنارة للاستشارات
www.manaraa.com

Internal credibility.

The internal credibility of the questions put to participants depends upon the extent to which the researcher utilizes the interviewees' experiences apart from their theoretical knowledge of the theme (Kvale, 1996). In this regard, the researcher was supportive, but non-judgmental in receiving the participants' responses so as not to distort the responses in any way. The researcher also went out of her way to document the response accurately and asked for confirmation of the participant as to the accuracy and meaning of the response. When there were doubts about the interpretation of the response, the researcher asked for clarification in a manner that did not reveal what responses might be expected.

The recorded observations of the participants and the researcher provided validation for this qualitative study. The recordings also showed the context in which the researcher and participants have been involved in person-to-person conversation with each other. Kvale (1996) said, "Validation becomes investigation: a continual checking, questioning, and theoretical interpretation of the findings" (p. 289). The researcher intends that continuous validation in this manner will be evident throughout the entire study.

Internal reliability.

Reliability in this qualitative study was determined through comparison of findings across all of the different sources of documentation: recordings, notes and categorizations. According to Bogdan and Biklen (1998), "...researchers who are concerned with the accuracy and comprehensiveness of their data" (p. 36), and researchers confident in the individuals will report perceptions of certain aspects of their

المنارة للاستشارات
www.manaraa.com

own research experience in their study. Kvale (1996) discussed the role of questioning in interview sessions. Internally reliable questions revealed expressions of the participants' experiences that may be retold with the same certainty.

To confirm the reliability of information, the researcher consistently asked the participants further questions to elaborate on the original information they furnished.

Chapter Summary

In this chapter, the researcher described the methodology that was used to collect observations in this study. A series of qualitative interviews were conducted with 13 alternative route (AR) content specialized female teachers in the New Jersey inner city secondary schools. Participants were recruited through a purposive sampling methodology technique. The observations from these interviews were analyzed in the following chapter where categories and themes were developed from the observations.

المنارة للاستشارات
www.manaraa.com

Chapter 4 - Results

Chapter Overview

In this chapter, the researcher first restated the research questions and methodology then presented background information about each of the thirteen (n=13) participants. Participant responses to the research questions were then reported at themes in relation so the two research questions.

Restatement of Research Questions, Methodology, and Data Analysis Process

Research questions.

RQ1) To what extent, if any, do the alternative route, content specialized, female teachers perceive support in the New Jersey Public School System from the New Jersey educational support environment and their administrators, teaching peer colleagues, mentors, students and parents and other constituencies such as government policy makers, press, teacher's union representatives and the general taxpaying public?

RQ2) To what extent, if any, do the alternative route, content specialized, female teachers perceive support or lack of support from the New Jersey educational support environment and their administrators, teaching peer colleagues, mentors, students and parents and other constituencies such as government policy makers, press, teacher's union representatives and the general taxpaying public, as having an affect on their decision to remain in or to leave the teaching profession?

Research methodology.

The researcher undertook a qualitative case study analysis using a purposeful, deliberative and nonrandom sampling technique to achieve a certain goal (Maxwell, 1996), exploring the support that 13 alternatively certified, content specialized, female

للاستشارات المنارة
www.manaraa.com

teachers in the New Jersey inner city high schools received from their support environment and their support system constituencies while fulfilling their teacher's contracts. The researcher recruited six purposefully selected, alternative route (AR), female teachers with at least five years experience in an area of specialization (for example, math) teaching in a New Jersey inner city, traditionally organized secondary school after at least five years in the program were recruited; and the researcher recruited seven purposefully selected, alternatively certified, female teachers who left the employ of a New Jersey, inner city, traditionally organized, high school program after at least five years in the program. The researcher then developed an open-ended semi-structured interview technique in a short pilot, then interviewed all of the participants face-to-face, and by telephone, then returned with phone calls and emails for clarification.

Data Analysis Process.

The data analysis process described in Chapter 3 was closely followed. The interviews were audio-recorded, transcribed, and analyzed for themes both using NVivo 9.0 software and manual analysis techniques. The specific Nvivo 9.0 procedures are described in more detail in Appendix C.

A total of ten (10) themes were developed from the interviews by the Nvivo 9.0 software and are reported as findings in this chapter. In addition, the researcher reported three (3) themes in this chapter that were picked up through manual analysis techniques. Additional insights were provided from the researcher's field notes and self-memos. The themes were also related back to the literature review and well as the context of alternate route (AR) teaching in relation to traditional route (TR) teaching, high student

المنارة للاستشارات
www.manaraa.com

turnover rates and high AR attrition rates that exist in the nation's school systems today. The data analysis process that was followed is shown in Figure 4-1 below. This is the process of data analysis in qualitative research described by Creswell (2009, Data Analysis and Interpretation, Figure 9.1, Loc. 3722).

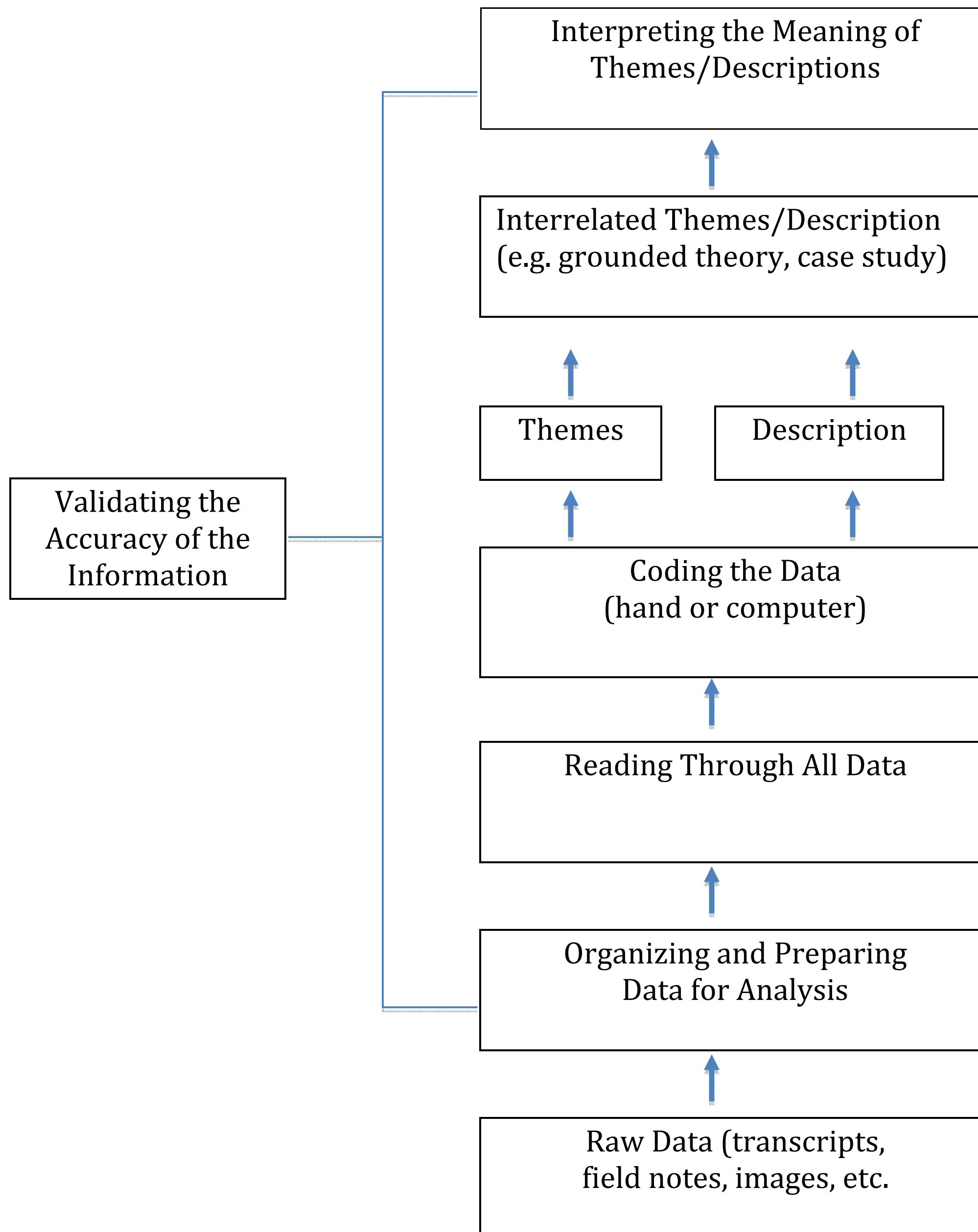

Figure 4-1. Data Analysis Process

المنارة للاستشارات
www.manaraa.com

Creswell (2009) defined the data analysis process in qualitative research, among other things, as examining multiple sources of data in preference to a single source, requiring the researcher to review all data, making sense of it, and organizing it into categories or themes that cut across all sources, building patterns, and categories and themes from the bottom up (inductive analysis). The focus is on learning the meaning participants hold rather than the meaning brought in by the researcher. "A qualitative approach emphasizes the qualities of entities, processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency" (Denzen & Lincoln, 2000, p. 8).

Findings Iin Response to Research Question One (1)

There were seven (7) findings that emerged from the interviews in response to research question one (1) in context of the entire research study. These findings are referred to as "themes" or categories as Creswell (2009) defined them, consisting of multiple sources of data assembled from the interviews, interview transcripts, field notes, self-memos, the literature review and personal experience accumulated as a classroom teacher and educational administrator. Themes are not comparable to "average" or "mean" responses in quantitative studies (Denzen & Lincoln, 2000). Themes sometimes have few or no responses from those interviewed. In qualitative data, themes are large patterns that are reflected in many sources. Sample sizes are so small that themes can't be generalized, even though they can be strongly suggestive.

The concept of support was described to all **of** the study participants as the total supportive context that alternate route (AR) certified teachers found themselves in New Jersey classrooms, in which they were assigned as defined by various official documents

المنارة للاستشارات
www.manaraa.com

and statements of the New Jersey Department of Education and the actions and attitudes provided by administrators, students, peers, traditional teachers, and alternately certified teachers, parents of alternatively certified teachers, and other constituencies. Additionally, support was described to each study participant as the extent that AR teaching efforts had the psychological, physical, financial, moral, and any other form of support of the New Jersey educational system support environment by all of its key constituencies.

Theme 1: All of the AR teachers did not perceive the New Jersey educational support environment and their administrators as being very supportive.

The interview results described in theme 1 were unambiguous to the researcher from the interviews. This theme was also consistent with the literature review findings from a variety of perspectives. Chief among the findings was the 30-50% attrition rate of alternate route (AR) teachers within their first five years (Curran and Goldrick, 2002) and the estimates that more teachers in their first five years were leaving teaching than were entering it (National Commission on Teaching and America's Future, 2003; Gold, 1996). Tillman (2005) also asserted that there were three areas of support especially lacking in inner city schools (where the 13 teachers in this study taught): minimal parental involvement and support, lack of basic resources, and low morale. This was entirely consistent and congruent with the comments and even lack of comments from the interviewees (It was apparent that interviewees did not describe the support that wasn't there as well and in as much detail as they described the support that was there, thus suggesting that tallying quantitative results would be misleading). Many other

www.manaraa.com

researchers contributed insights as to the lack of support for AR teachers in teacher training (Batenhorst, 2004; Speck, 1996; Lee, 2001; Conlan, Grabowski, & Smith, 2009; Mezirow, 1995; Kroth, 1997), professional induction (Ingersoll and Smith, 2004) and mentorship (Ilmer, Elliott, Snyder, Nahan, & Colombo 2005; Curran & Goldrick, 2002; Ingersoll & Smith, 2004); classroom staffing teaching structure (Quaid, 2009), professional growth (Seryfath, 2005), professional development (SEDL, 2000); school culture (Madsen and Hancock, 2002), collaboration (Ingersoll and Smith, 2004), collegiality (Brown and Wynn, 2007), and administrative, parental, financial, and personal issues (Madsen and Hancock, 2002).

It was difficult to decide who provided the least support of AR teachers among all the potential constituents for there were several leading candidates. Understanding the meaning of Thomas and Date (2006), and Barton (2005) reporting on the significant high school student dropout rate strongly suggested that it might be the one third of all the nation's high school students, 50% of whom came from just 12% of high schools in the Eastern US. One third of these dropouts left before their 9th grade year (AEE, 2010), and over 50% of all teenage dropouts were students of color. Another theme that these findings also may explain in Theme 5 below, ~~are~~ regards the very poor support shown by the parents of these very dropout students towards AR teachers who provide up to 37% of teaching manpower in inner city secondary schools (Feistritzer, 2011; NCES, 2012b).

Another leading candidate for a lack of support came from the educational field itself. Despite the fact that alternate route (AR) teachers now account for approximately 250,000 teachers nationwide (Feistritzer, 2011) and 24% of all teachers in the state of

www.manaraa.com

New Jersey (Feistritzer, Harr, Hobar, & Losselyong, 2004), only 50% of AR teachers in urban areas (such as New Jersey) have been exposed to a formal mentoring process (Nagy & Wang, 2007), despite the fact that preparation, support and retention have been demonstrated to go hand in hand and be critical for successful teaching. Along these lines, Barclay et al. (2007) stated:

> It [the school system] is not doing its job with respect to the 'in-class mentoring' mandated for the first twenty days of the AR teachers' classroom experience. This is what mentoring districts cannot afford to provide (p. 63).

It is difficult to know exactly why alternate route (AR) teachers have not been given the support they need. The truth may lie in a complexity of reasons. It may have been in part because of the way the AR teaching program was mandated by the New Jersey legislature in 1985, that in effect made second class citizens of AR teachers by creating a program to**o** quickly to obtain ~~get~~ non-traditional, non-education school college graduates in other fields than education (such as math and science) to become rapidly certified and into the schools so that major teacher shortages, especially in inner cities**,** could be mitigated in a hurry. This stopgap measure resulted in many new AR teachers becoming certified, although not fully qualified and consequently not respected by the mainstream bulk of traditional route (TR) teachers. Some of this disrespect was probably deserved**,** for what these new teachers possessed in the way of specialized talent, they lacked early on in classroom management, teaching skills, and teaching experience**.** Moreover, ~~and~~ it showed at least temporarily until they had a chance to ~~get~~ obtain enough experience in the classroom.

www.manaraa.com

Apparently, even after more than 30 years of program development and experience, second class citizenship still lingers despite recent studies for example, by Barclay et al. (2007) that concluded, “The majority of educational administrators interviewed reported that within their district, the general consensus is that there is no perceived difference between AR [alternate route] and TR [traditional route] Teachers” (p. 43).

Controversy among the educational theoreticians such as Darling-Hammond, Berry, and Thoreson (2001), Goldhaber and Brewer (2001), Shen (1997;1998), Strong, Gargani, and Hacifazlioglu (2011), and many others there remains active today in the literature that is well into its third decade mainly over credentialing and the efficacy of alternate route (AR) teachers ~~vs.~~ versus traditional route (TR) teachers. Unfortunately, this has developed into an emotional issue that has worked its way into many school districts, rising to the level of a stigma labeling AR teachers as inferior to TR teachers. This may lie at the root of the lack of support shown for AR teachers by their TR teaching peers and administrators. A check of the Social Science Citation Index showed that there have been 1,182 citations for just three articles by Darling-Hammond (2000), Darling-Hammond, Berry, and Thorenson (2001) and Goldhaber and Brewer (2001) in the past eleven years – a number that seems quite high. Similar discussions that have been published in numerous places in the educational literature and may have indirectly surfaced in the research interviews conducted by this researcher in the form of lack of support for AR teachers expressed by TR peers and administrators.

Most if not all teachers in the interviews expressed that they perceived a minimal amount of support from the entire educational support environment from top to bottom. Beginning at the highest levels, the support environment in which most public schools

المنارة للاستشارات
www.manaraa.com

operate is either too large, ~~or~~ too obvious to notice, or too invisible because it doesn't figure in the daily life of most teachers. What the researcher had in mind was the entire New Jersey public educational structure including the central administration of the New Jersey Board of Education, national education public policy managers such as the President of the United States, the administrative apparatus of the U.S. Education Department, the Governor and State Legislature of the State of New Jersey, the New Jersey public taxation system that provides funds to pay teacher's salaries, the New Jersey regional school districts, each public school's facilities, and the contents of the schools down to classrooms, blackboards, chairs, and audiovisual equipment. This is a huge, expansive and expensive structure supported by federal, state, regional and local governments, labor unions, and private industries that supply and maintain everything that goes into the operations of schools. These include all **of** the supplies, equipment, textbooks, audio-visual material, sports equipment, computers, and much, much more that are supplied to the schools.

Surprisingly, 11 of the 13 participants when asked this question did not realize what was meant at least about parts of this structure when asked about this (see theme 3, Appendix f). One of the few study participants, who clearly did understand how parts of this support system were missing in action from the New Jersey educational support environment and their administrators was participant D who said the following:

> Well, when I say "tools," I'm talking about things as simple as chairs - things as simple as pencil and pen, computer equipment, having the proper physical environment that is comfortable for the student, like not having an air conditioner during the summer; and also, not having adequate funds

المنارة للاستشارات
www.manaraa.com

and budget in order to be able to enhance the learning experience and provide the basic necessities of what is required in order to do the job, and what the students will need.

Participant D then added, when asked what difference not having this support system meant to her in being a good teacher, ~~she~~ responded:

> And of course that made a big difference in terms of me being able to carry out my function, and the amount of pressure that it created in having to teach the students, getting them to learn, and being an effective teacher, and, as you mentioned, not having all of the tangible as well as the intangible things to work with.

Participant I also understood quite clearly what and who this structure was and its effect upon the teaching profession when she said:

> Now, that's a hard one, because they're always fighting to get rid of us. (laughs)…. Especially the electives and music, oh, my . . . they're always the first to be cut… Oh, gosh. How have they affected me to stay? They pay me. [laughs]. I hate to say it, but, I mean, that's the only . . . I mean, you get the health care. You have a steady paycheck. They do fund our schools, you know? So, I mean, no matter what, you can't fight that. They're not closing down schools, so . . . I think that's the only reason, really, right there.

Participant H also got part of this connection and it apparently did affect her feelings about the lack of support teachers are presently getting when she said:

www.manaraa.com

In some districts, the people vote against the school budgets. And Christie has really come down hard on public school educators. So these things make me want to look elsewhere. Look into a different line of work. I will admit it.

Participant J criticized the state government:

I don't know that, for New Jersey, all of our commissioners have been the best for the state. I don't know that they've had the interest of the children. I think there's a lot of bureaucracy that comes with that, and I think that, because of that bureaucracy, because of the emphasis on test scores, I think that we have really gotten away from what is important: the kids. (Participant J)

All quotes here are found in the interview transcripts.

This theme suggests a serious indictment of the New Jersey educational system, possibly providing a partial explanation for the high AR teacher attrition rates currently being experienced. It is consistent and congruent with seven of the ten themes uncovered by the NVivo 9.0 software analysis that are described in more detail in this chapter:

(1) about limited support from administration and district (see theme 3, Appendix E);

(2) about the opposite of the comments about students (when students aren't engaged) (see theme 4, Appendix G);

(3) about minimal support from parents (see theme 5, Appendix H);

(4) about weak government support (see theme 6, Appendix I);

www.manaraa.com

(5) about bias (see theme 7, Appendix J);

(6) about leaving the district due to lack of support from the district and administration (see theme 9, Appendix L); and

(7) about all the suggestions for improving support (see theme 10, Appendix M).

On the other hand, many issues were not addressed and went undiscussed – items that might be more fairly treated if they had been asked as a multiple choice question including all possible ways that the system supports and does not support teachers – visible and invisible. The theme was based on the totality of all sources of information. Within the interview phase, the researcher considered all the questions that were answered and all of the questions that were not answered. The questions were open ended, allowing for considerable latitude in what could be volunteered.

Theme 2: AR teachers received differing support from the administration, school district and principals.

Lower down on the educational support system from the educational policy makers at the national and state levels are administrators at the New Jersey Board of Education, District Superintendents, and secondary school principals. These are senior education specialists, many of whom have been experienced teachers that have been developed through traditional route education curricula. Educational academics such as the educational theoreticians, college of education professors, and textbook writers of educational textbooks are part of this group. When alternate route teachers take supplementary coursework to develop their teaching skills, they would be reading educational materials prepared by this group.

www.manaraa.com

Participants in this research project mainly considered principals and paid mentors to be in this group. They were not always satisfied with the level of administrative support they received no matter who might be responsible. Administrative support here would mean task or problem-focused support, the kind that typically comes from more experienced educational personnel. Specifically, it might mean receiving direct feedback about their classroom performance, periodic evaluations, and guidance about disciplining students who are seriously disrupting class or flagrantly breaking school codes. Boiling down all the rich and mixed responses to a simple support ~~vs~~. versus no support assessment, seven (7) of the thirteen (13) participants (54%) felt they ~~got~~ received little or no support at this level. Table 4 – 1 compares this pattern with the current status of these teachers as to whether they are currently teaching or if they have left teaching (see theme 3, in Appendix F for more details of the narrative responses). Five of the seven teachers who left (71%) felt they were not supported by the administration and district, whereas two of the seven who left teaching (29%) felt they were supported. This compares with three of the six current teachers (50%) who felt they were supported and three of the six current teachers (50%) who felt they were not supported. When both teacher status situations were combined, eight of thirteen perceived no support (62%) from their administration, school district and principals, and five perceived support (38%).

www.manaraa.com

Table 4-1

Perception of Support from Principals and District Administrators for Current and Former AR Teachers

Participant Code	Currently Teaching, Formerly teaching	Supported, Not Supported
A	Left	Not Supported
B	Left	Not Supported
C	Current	Supported
D	Left	Not Supported
E	Left	Supported
F	Left	Supported
G	Current	Supported
H	Current	Not Supported
I	Current	Not Supported
J	Current	Supported
K	Left	Not Supported
L	Left	Not Supported
M	Current	Not Supported

Examples of the narrative responses received are as follows:

Participant A engaged in more creative classroom management because of thate lack administrative support she received. She reported, "I felt abandoned in the position, because once my mentor left -- she was gone after those first 20 days -- I was alone." Participant A continued, "It definitely made the job more difficult, because you have the perception that you are alone, and you're basically thrown into the classroom. You're thrown to the wolves without any support". Other participants concurred. "So there was no steady support coming from the school principal, either. It was almost as if I was set up to fail (Participant B). "I mean, on one hand, the lack of support, it did affect me, because it made my job much more difficult in terms of having to discipline the students rather than teach" (Participant D). Participant H claimed, "There was no set

للاستشارات المنارة
www.manaraa.com

curriculum. There were no textbooks. And as far as enforcing discipline, it was very based on the whim of whoever".

Not all participants felt the same. Participant G indicated having support from the administration, the supervisor, and the principal and highlighted the tutoring programs, SAT prep, and assemblies. However, Participant G "didn't ~~get~~ receive any support from HR (at the District and Board of Education levels). I didn't get any support from the . . . I didn't even know the superintendent at that time. So I wouldn't say that I was supported by him at the time." Participant J appreciated the mentors put in place. Participant C reported:

> The school leadership, the principal as well as the vice principal, are very supportive. They have been supportive of me through both of my graduate programs, including this one. They've been supportive of different initiatives that I have suggested, created, developed, and then implemented. They have come to me to lead and facilitate different programs. So the support is there. (Participant C)

Participant F commented, "Oh, a lot of support. The principal was very hands-on. Came around in the classroom. Supported you if you had any disciplinary problems. Always had feedback, whether it was negative or positive". Participant E also felt "very supported". Participant E found the school district "phenomenal" and explained:

> But the principal was still very much available. There was no expectation that I would be going into her office and saying, "Would you look at this. Would you look at that?" But she was really paying attention to my lesson plans and my unit designs, and giving thoughtful feedback. So that was

المنارة للاستشارات
www.manaraa.com

really good. I don't think that a lot of teachers get that support, unfortunately. I think principals tend to be just way too busy. (Participant E)

All quotes here and additional supporting quotes are reported in Appendix F.

Here again, it must be said that open-ended questions were asked so the participants were not force-fed or prompted to answer particular specific questions about support. Along with this, however, must be considered what was answered as well as what was not answered. For example, what might have answered were expressions of the kinds of personal and emotional support (received or not) that are especially needed in the early, initial years of teaching (McCallum & Price, 2010; Dianda, et al., 1991). Stansbury and Zimmerman (2000) said these are the kinds of general and emotional supports that transmit the culture of teaching, develops and solidifies networking connections and promotes, "personal and professional well-being" (p. 4). These personal and emotional supports have been shown to be critical for teachers to have so that the may effectively express this to their students in the classroom (Thomasson, 2011) as well as when they are in an advisory role (Phillippo, 2010). It is also important for teachers to have this kind of support between administrators and teachers, what has been described as "leading collegiality" (Butt & Retallick, 2002, p. 31) as well as in the entire school culture (Aelterman, Engels, Petegem, & Varhaeghe, 2007).

It is important to note that these ~~kinds~~ types of support were not mentioned in the interviews for the most part, although some of it may have been implied. This may not mean that this kind of support was not received. It could simply mean that the questions asked were not successful in drawing them out.

المنارة للاستشارات
www.manaraa.com

Theme 3: All AR teachers valued support by mentors and colleagues.

Participants noted how important mentors and colleagues were to them. Eight of the thirteen described that support as unequivocal (62%), although most were not very descriptive of what that meant. The remaining five of thirteen (38%) described support as mixed – either some good and some bad or only there when they were asked instead of providing support unconditionally. Participant A summarized it by saying, "I wouldn't say that I gained that much support from my principal. Mostly the support came from my mentor and my colleagues." Participant A continued,

> I had a team of experienced teachers. I was one of two new teachers that we had. So they would share information about school climate, addressing parents, school policies and procedures. All of that information came, basically, from my coworkers. They were very free with the information. (Participant A)

Participant G explained, "My department was great. They were very, very helpful. They were very loving. They were very supportive. They helped me through that first year." Participant D concurred:

> I also had a mentor, and I had the support of my different colleagues. I was in a cluster of teachers that were specialized in business education and computers and technology, so I had the support of a team, and we rotated our students throughout the course of the semesters. So I was able to benefit from the expertise of master teachers, and under their supervision. (Participant D)

Participant E related positive experiences. "In that first year. . . . there were a couple of people who were particularly helpful." Participant E continued, explaining, "I

www.manaraa.com

don't think that they were all that helpful with teaching me to teach or introducing me to instructional strategies. . . . they were more helpful in just relieving me of students that could be a disruption." Participant F also found a lot of support from colleagues: "In my situation, I was fortunate to have close friends who were teachers who had been in the field for a while. So they took extra steps in showing me how to do things the right way."

Participants B and C had both positive and negative experiences:

> I don't think that they were helpful. People really didn't reach out to me to try to help me, you know, being that it was my first year, and I was coming in from a different profession, nobody really helped me. I didn't really ask for help. Like, a lot of people were really about keeping to themselves, so I didn't feel as if, you know, that they would be helpful. Well, I have support from just one peer.
>
> She was a peer/teacher. She made the job fun, and she helped me out my first year, specifically with making sure I had everything that I needed, and let me know that I wasn't alone. She was always the one I could go to for help. I received a lack of support from school colleagues. They basically trashed me, saying that I was not fulfilling my duties as an inclusion teacher.
>
> I also did not have a space to call my own, so I was like a nomad traveling from space to space. Luckily, I had one colleague/peer who was very friendly to me. She allowed me to use her room, and she gave me a space so that I was comfortable. She helped me out a lot my first

www.manaraa.com

year, because I was new to the profession. However, once I heard that she was moving on to a new job, I knew it was time for me to move along as well. (Participant B)

No other teachers within the school were sort of brought on to further assist and support me, in terms of developing my instructional practice or anything like that. It was just an in and out, "Hey, I'm going to convey how the process works, you cut me a check, and that's it. Well, again, there really was not much. There was one teacher who helped me, a male, but . . . well, there were two. There was one female and one male. And were kind of the younger teachers there, so we collaborated with one another. And other than that, that was it.

Other than the in-school veteran teacher who I was paired with, you have other teachers who are more than willing to help you. Well**,** for the same reasons. I mean, support goes a long way, and it is just words of affirmation and encouragement. They've encouraged me when I've had difficult days, and they've encouraged me in providing me with additional ideas, and classroom practices, and different tools and resources. In that way, because I can speak to them and engage with them, because of that professional relationship, that has probably contributed to my reasons to stay as well. (Participant C)

Participant B did complain, “I never had a mentor. Well, first of all, I never had a mentor at my previous school, so I had no support there.” Participant I had a negative experience with a mentor, stating, “She was completely worthless. I think I saw her

www.manaraa.com

once in the entire year that she was supposed to be mentoring me. So she got money from me, because the school said I had to pay her."

By contrast, Participant J had a positive experience, explaining, "The help that I received from my mentors was consistent. All the time, every day, from the time I walked in to the time that I left. If I needed to call them, I could do that."

All quotes here and additional supporting quotes are reported in Appendix E.

Simplifying all the richly nuanced statements into single overall judgments about support can be seen in Table 4-2. Again, this can be compared to their teaching status (current or former). Two of the seven who formerly taught (29%) were both supported and unsupported. Three of the six who were currently teaching were both supported and unsupported. When both teacher status situations were combined, seven of thirteen perceived support (54%) from mentors and colleagues, five perceived both support and non-support (38%), and one perceived non-support (8%). These findings show generally positive but not the kind of critical support described in the literature by Jorrissen (2002), Smith (2008), or Casey, Dunlap, Brister, Davidson, and Starrett, (2011), who found that professional culture of schools built upon collegial acceptance and support (believing their peers wanted them to succeed especially in their first two years of teaching) was a critical element of a teacher's decision-making regarding early attrition.

المنارة للاستشارات
www.manaraa.com

Table 4-2

Perception of Support from Mentors and Colleagues in Comparison for Current and Former AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Supported, Not Supported, Supported/Not Supported
A	Left	Supported
B	Left	Supported/Not Supported
C	Current	Supported/Not Supported
D	Left	Supported
E	Left	Supported
F	Left	Supported
G	Current	Supported
H	Current	Not Supported
I	Current	Supported/Not Supported
J	Current	Supported
K	Left	Supported/Not Supported
L	Left	Supported
M	Current	Supported/Not Supported

Theme 4: The AR teacher gained confidence and felt supported when students were engaged, participated in classroom activities, and showed their appreciation for the teacher's efforts.

The key word here is "when" because many students aren't engaged for many teachers and the turnover facts speak for themselves with approximately 7,000 teenagers dropping out of high school every day (AEE, 2010) amounting to 857 students per hour (Chen 2012), and 1.3 million students per year nationally (AEE, 2010) or one third of all high school students (Thomas & Date, 2006; Barton, 2005). Engagement makes all the difference and when students are engaged, teachers feel supported. When students were engaged, participate in classroom activities, and showed their appreciation for the

المنارة للاستشارات
www.manaraa.com

teacher's efforts, the AR teacher gained confidence and felt supported. There are mixed perceptions and feelings about this. Participants had many comments about student engagement, but Participant B explained the connection with students uniquely:

> If anything, my former students would have been the one reason that I stayed in teaching. I worked with the special education population, and they were very needy children. I had a great bond with many of my former students. Several of them felt like they could talk to me about anything. Because I had small class sizes, we were like a family. They were always willing to participate, 'cause I encouraged them to always do their best. My former students respected me as well. It was a great feeling. (Participant B)

Teachers did not expect support from their students. Participant F commented, "I don't think I received any support from my students. They were challenging. They needed the support". Participant C commented:

> I don't know if I really had any support. I mean, they supported me as their teacher, but we're talking about students who are low socioeconomic, so they have their own challenges. But in terms of behaviorally and emotionally, the classroom culture was very solid and grounded and conducive to learning, but my students probably had no clue that I was a new teacher, because the culture of the school [laughs] was a little aloof… My classroom management, my practice and pedagogical practices are just stronger now, obviously, as I approach my 10th year of teaching. My students are highly supportive, and so are their parents. Whenever it's

المنارة للاستشارات
www.manaraa.com

perceived that you have a vested interest in a child or student's academic achievement, that's going to be picked up on by their parents as well as the children because they realize that you are displaying an ethic of care. And so I would say they're supportive, I guess.

Well, there's a mutual respect that I have. And I think in any relationship, despite the age, race, gender, whatever of the two people or more, you have to have mutual respect. And my students realize that I respect them, and as a result, they respect me. (Participant C)

Participant E discussed how second graders are "always eager to help". Participant G responded:

And they were very creative, and they were smart, and they were willing and ready, and you don't always get that, especially in the ninth grade. . . . I didn't know how great they were until I had a problem with kids. . . .They made me feel like I was doing what I was supposed to do. I still keep in contact with some of those kids. A lot of them knew that that was my first teaching job, and they just kind of went with the flow. I did not come in with, I guess, a conventional style of teaching. I was very creative in lesson plans, and I think they reacted to that and they appreciated it. So their appreciation was support enough. (Participant G)

Participant H offered, "My students were very accepting of me. . . . I feel like that was supportive. It boosted my confidence. I was very nervous at that time. . . . They kind of fed my self-confidence as far as being a teacher". Participant I compared students to the administration: "Those students appreciate what you do do for them.

المنارة للاستشارات
www.manaraa.com

Even though it might be rougher, and the administration may not be as supportive, the students are so appreciative of any little thing that you do for them." All quotes here and additional supporting quotes are reported in Appendix G.

The simplified perception pattern in relation to teacher status (currently teaching vs. formerly teaching) is shown in Table 4-3. Three different response types were found here: supported, not supported and non-support initially that later changed to support as the teacher gained skills at classroom management and/or the students got used to the teacher. Of the seven teachers who left teaching, three perceived support (43%), two perceived non-support (29%) and one perceived non-support initially that later changed to support (14%); and of the six who remained as teachers four perceived support (67%), one perceived non-support (17%), and one perceived non-support initially that later changed to support (17%). The pattern is nearly identical for teachers who left as those who remained with those teachers who remained eventually perceiving a little more support (83%) than those who left (71%). When both teacher status situations were combined, seven of thirteen perceived support (54%), two perceived non-support that changed later to support (31%), and two perceived non-support (15%).

المنارة للاستشارات
www.manaraa.com

Table 4-3

Perception of Support from Students in Comparison for Current and Former AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Supported, Not Supported, Not supported -> Supported
A	Left	Not supported -> Supported
B	Left	Supported
C	Current	Not Supported -> Supported
D	Left	Not Supported
E	Left	Supported
F	Left	Not Supported
G	Current	Supported
H	Current	Supported
I	Current	Supported
J	Current	Not Supported
K	Left	Not Supported
L	Left	Supported
M	Current	Supported

Theme 5: Although some AR teachers felt supported by parents, most parents provided limited support.

Participant H summarized the AR teachers' feelings about support from parents:

There were parents who were involved, but they were the minority. A lot of parents had their own issues they were contending with. Mostly it was work-related, where they just couldn't make it. Not that they didn't want to or didn't care to. They just were unavailable to come, and come to school during day hours, and talk about issues with their kids. (Participant H)

Participant A had both positive and negative experiences with parents. "Parents would only be combative. They would go against me in discipline, grading. It was a rough first year." Participant A did comment that some parents were very active.

المنارة للاستشارات
www.manaraa.com

Participant B felt, "I did my part in keeping parents abreast of students' academic process, progress, and any behavioral issues that came up." But Participant B did not receive "any support from parents" and explained, "They never called back. And the parents I did speak to, they would always be on the defensive. Like, you know, thinking that their children never did anything wrong." Participant K thought, "parents were tending to be more supportive in the lower grades." Participant C responded,

> The parents are supportive. I would say they're 70% supportive. But you do have those parents who are actively involved, and then you have little to no involvement from other parents. So it's just a mixed bag. I guess that's how I would describe it. It's really not a lack. I mean, there is a lack of support from some parents, but you can't really generalize, because there are some parents who are highly involved and highly active, too. But generally, that's not the norm in our school and, I'm guessing, even in the district. It's little parental involvement and, as a result, support. There's some, but not much. (Participant C)

Participant D believed, "Overall, the parents want their students to be successful, and they appreciate when a teacher takes the time to reach out to them concerning their children." Participant D commented, "I was able to receive a great deal of support from the parents by keeping an open line of communication concerning their children."

Participant F found "It was depressing, because you could have parent/teacher night, and maybe two parents might come out of 12 kids. And then we'd just sit down with those two parents." Participant H was supportive of the difficulties parents faced:

www.manaraa.com

A lot of parents didn't have phones that were still in service. Most of the families had more than one child, so it was hard to just focus on trying to help this one child. Trying to get parental support was hard, and there were just a few who were reachable. So it was minimal. (Participant H)

Participant J explained in detail:

I don't feel that most of the parents were even in a place where they supported their own kids, so they certainly weren't providing me with support. For the parents that I interacted with who were concerned -- not that other parents weren't -- but who came in and inquired about their kids, academically, I never said, "I'm an alternate route teacher," to them. But certainly, if there was a concern with their child's grades, or their child's behavior, then they were there to support their kids. So indirectly, it helped me in that way. But I can't say directly.

So, for the parents who were able to, they supported me in that they made sure that their children maintained their focus. For the parents who were not able to do that, then you have to get creative with how you deal with kids. Because the parents aren't there, so you have to make them accountable. And so, at the end of the day, I would love for my parents to be involved. I think that makes a world of difference for any child.

If you have the parent, the school, and the child working together, that's ideal. But we don't get the ideal. So you have to work with what you have. And so, even when I get frustrated [laughs] I'm like, "These parents!" (Participant J)

المنارة للاستشارات
www.manaraa.com

Participant L concluded, “The lack of support from the parents means that you can't draw from that as a resource.” But Participant L noted, “It doesn't change what you teach, but it helps you to have a greater understanding of what the obstacles are when you teach.”

All quotes here and additional supporting quotes are reported in Appendix H. The simplified perception pattern in relation to teacher status (currently teaching vs. formerly teaching) is shown in Table 4-4.

Table 4-4

Perception of Support from Parents in Comparison for Current and Former AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Supported, Not Supported, Not Supported/Supported
A	Left	Not Supported/Supported
B	Left	Not Supported
C	Current	Not Supported/Supported
D	Left	Supported
E	Left	Supported
F	Left	Not supported
G	Current	Not Supported
H	Current	Not Supported
I	Current	Not Supported
J	Current	Not Supported
K	Left	Not Supported/Supported
L	Left	Not Supported
M	Current	Not Supported

Three different response types were found here: supported, not supported and both not supported and supported. Of the seven teachers who left, three perceived no support (43%), two perceived both support and no support (29%), and two perceived support (29%); and of the six teachers who remained, five of the six perceived non-support (83%) one perceived both non-support and support (17%), and none received

www.manaraa.com

support alone (0%). When both teacher status situations were combined, eight of thirteen perceived no support (62%) from parents, three perceived both support and non-support (23%), and two perceived support (15%). It must be said that the obvious lack of support from parents was not unexpected by these teachers. These were inner city schools and most teachers were empathic about the situations parents found themselves in. One of the teachers made a special effort to reach out to parents and was very successful at it, but most teachers did not.

Theme 6: Three AR teachers felt that the union passively supported them and school personnel but then did not feel that there was strong governmental support.

Consistent with other findings, support that wasn't in the immediate daily contact of teachers wasn't perceived as supportive, even if, in reality it might be. Thus, this became a theme because of its underwhelming response pattern. As an example of this, the union supported all AR teachers but that support was by and large marginally felt. Regarding the union, Participant C commented, "I guess they're supportive, but I haven't really felt them because of any issues at the school level. . . But I haven't really experienced any real support that I can think of from them."

Participant D explained:

> When I came across a problem with my contractual negotiations, the union was able to step in and speak as a voice for my best interest, being that I was new to teaching and had no real understanding of arbitration and contractual obligations in the educational system.

المنارة للاستشارات
www.manaraa.com

Participant L offered:

> I wasn't involved with the union. I did my job. I did my job well. I didn't need union protection or anything like that. I didn't perceive myself as needing it. And so the union just really didn't have anything to do with me. It wasn't a factor… What I did see was a lot of negative examples in terms of the union, though. Like the president of the union, or the building rep, whoever he was, was always lounging in the main office.

All quotes here and additional supporting quotes are reported in Appendix I. The simplified perception pattern in relation to teacher status (currently teaching ~~vs.~~ versus formerly teaching) is shown in Table 4-5.

Table 4-5

Perception of Support from Unions and Government in Comparison for Current and Former AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Supported, Not Supported, Not Supported/Supported
A	Left	Not supported
B	Left	Not Supported/Supported
C	Current	Not supported
D	Left	Not Supported/Supported
E	Left	Not supported
F	Left	Not supported
G	Current	Not Supported
H	Current	Not Supported
I	Current	Not Supported/Supported
J	Current	Not Supported
K	Left	Not supported
L	Left	Not Supported
M	Current	Not Supported

للاستشارات المنارة
www.manaraa.com

Three different possible response types were found here: supported, not supported and both not supported and supported. Of the seven teachers who left, five perceived no support (71%), two perceived both support and no support (29%), and none perceived support alone (0%); and of the six teachers who remained, five of the six perceived not support (83%) and one perceived both non-support and support (17%), and none perceived support alone (0%). When both teacher status situations were combined, ten of thirteen perceived no support (77%) from unions and government, three perceived both support and non-support (23%), and none perceived support alone (0%). What appeared to be working here was out of sight, out of mind, because clearly both unions and government play a significant supporting role.

Theme 7: Other Constituencies were not acknowledged - press, educational public policy makers and the general taxpaying public.

There were no comments either pro or con made by the study participants about the press and the general taxpaying public, although the press frequently plays a role in spotlighting and shaping public debate and the general taxpaying public finances the entire educational system through significant amounts of taxation. Thus this theme became a theme by its overwhelming omission from any kind of connection. The perception pattern in relation to teacher status (currently teaching ~~vs.~~ versus formerly teaching) is shown in Table 4-6. Two different possible response types were found here: supported or not supported. Of the seven teachers who left, seven perceived no support (100%) and none perceived support alone (0%); and of the six teachers who remained, six perceived non- support (100%) and none perceived support alone (0%). When both teacher status situations were combined, thirteen of thirteen perceived no support

المنارة للاستشارات
www.manaraa.com

(100%) **?** other constituencies, and none perceived support alone (0%). Again, what appeared to be working here was out of sight, out of mind, because clearly both other constituencies play a significant supporting role. This is somewhat surprising given the long duration of efficacy controversies over alternate route (AR) teachers and recent significant press accounts of the politics of various school controversies such as No Child Left Behind, Charter Schools, teacher's unions, high dropout rates, taxpayer revolts (Tea Party) over high taxes, and high teacher attrition in New Jersey as well as nationally.

Table 4-6

Perception of Support from Other Constituencies for Current and Former AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Supported, Not Supported, Not Supported/Supported
A	Left	Not supported
B	Left	Not supported
C	Current	Not supported
D	Left	Not supported
E	Left	Not supported
F	Left	Not supported
G	Current	Not Supported
H	Current	Not Supported
I	Current	Not supported
J	Current	Not Supported
K	Left	Not supported
L	Left	Not Supported
M	Current	Not Supported

Findings Related to Research Question Two (2)

Research Question 2 focused on the question of whether support made a difference in alternate route (AR) teachers staying or leaving.

المنارة للاستشارات
www.manaraa.com

Perception of support and its affect upon those who stayed: Internal drive as a significant support in the absence of external support.

External support from the educational support environment wasn't required and didn't count as much as it might be expected for those who stayed on as AR teachers.

***Theme 1: Participants, often encouraged by educators and family, recognize that becoming an AR teacher is a pathway to achieve goals*.**

Participants indicated they recognized becoming an AR teacher provided numerous positive experiences. Participant A noted, "As far as the program, I had an extremely positive experience . . . all of the instructors were extremely helpful, very knowledgeable". Participant D responded:

> The principal recognized that I had certain abilities and certain talents, in terms of dealing with the children, and my ability to articulate and express myself, and my strong desire to make a positive difference in the lives of children. He offered me the opportunity to become a teacher of technical occupations . . . because I already had a degree in that particular area. (Participant D)

Participant A related:

> I was a psychology major in college, and I was seeking employment on graduation. And so I started working as a substitute teacher at an elementary school, and a principal suggested that I actually try to go through the steps to become an alternate route teacher. And so that's why I decided to do so. However, I needed a job upon graduation, and so

المنارة للاستشارات
www.manaraa.com

> becoming an alternate route teacher was the quickest means to do so. (Participant A)

Participant C commented:

> I wanted to make meaningful contributions to the very student population that I could have been. And although I was raised in a solidly middle-class neighborhood, I do share some of their cultural congruence because I'm Black and female, and so my experience has been in poor, bBlack districts for my entire career. And that's where I want to have the most impact. (Participant C)

Participant K related:

> I think I always knew that I would want to teach. And, like I said, I went to college later in life. And after having children, I started substituting, took the Praxis, and needed to go through alternate route. Well, I knew that I would do some sort of servant leadership, and I really had a desire to do something that would have me make a contribution to society. And I honestly, in alternate route, I could tell the individuals looking to become teachers, that I think teaching is something that you're called to, honestly. I think it's a profession that you're called to do. (Participant K)

Participant L summed up the experience, “It was really like a personal journey. I believe that we all have gifts; spiritual gifts that were are given. And for me, I knew that teaching was a gift that I have.” All quotes here and additional supporting quotes are reported in Appendix D.

للاستشارات المنارة
www.manaraa.com

In addition to the desire to achieve goals, the support that really kept teachers in the system seemed to come as an antecedent to teaching – they grew up with it or always wanted to do it . . . or from the actual act of teaching students who "fed" teachers an intangible that they thrived on.

For example, a great number of the sample population were comfortable with education because family members were educators and they were around these educators long enough to hear many stories about educational experiences from the perspective of a teacher or administrator. Typical of this was the story of participant M who said the following:

> Well, I always knew growing up that I wanted to be an educator. I grew up in a family full of educators. My mother, my two aunts were educators. So I grew up seeing my mom and my aunts doing lesson planning, doing grades. I even went with them numerous times to fix up the classroom. So I was very comfortable with education. I remember just growing up, and in my room, I had all my dolls lined up, and I was reading to my dolls, and I was teaching my dolls on a blackboard. So I always knew I wanted to get into education. I always had a passion or love for it.

All quotes here and additional supporting quotes are reported in Appendix D.

The simplified perception pattern in relation to teacher status (currently teaching ~~vs.~~ versus formerly teaching) is shown in Table 4-7. Two different possible response types were found here: supported by family or internally driven or both; or supported by circumstances. Of the seven teachers who left, four perceived family or individual

المنارة للاستشارات
www.manaraa.com

support or both (57%), and three perceived circumstantial support (43%); and of the six teachers who remained, three perceived family or individual support or both (50%) and three perceived circumstantial support (50%). When both teacher status situations were combined, seven of thirteen perceived family or individual support or both (54%), and six of thirteen perceived circumstantial support (50%). These results seem to be congruent with the teacher attrition rate that is 30% in urban areas and 50% in inner city areas (Curran and Goldrick, 2002) in the sense that those who bring their motivation from home (family or individual or both) account for the 50% who stay in teaching after five years, and the remaining 50% may need other support (circumstantial and educational environment) to keep them in the educational field as alternate route (AR) teachers beyond five years.

Table 4-7

Perception of Support from Family, Internal Drive or Circumstances for Current and Former AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Supported by Family, Individual Drive, or both, and Supported by Circumstances -
A	Left	Supported by Circumstances
B	Left	Supported by Circumstances
C	Current	Supported by Circumstances
D	Left	Supported by Family/Individual/Both
E	Left	Supported by Family/Individual/Both
F	Left	Supported by Circumstances
G	Current	Supported by Circumstances
H	Current	Supported by Circumstances
I	Current	Supported by Family/Individual/Both
J	Current	Supported by Family/Individual/Both
K	Left	Supported by Family/Individual/Both
L	Left	Supported by Family/Individual/Both
M	Current	Supported by Family/Individual/Both

المنارة للاستشارات
www.manaraa.com

Theme 2: Participants were self-motivated to teach, relying principally on themselves as their primary support system.

The most powerful thought expressing the depth of feeling many of these AR teachers had for teaching was the portrayal by three teachers who referred to teaching as their "calling." All used the concept of a calling in describing how they decided to get into teaching and what kept them there as all by two got into teaching after practicing in other professions. Typical of this kind of response was the following by participant D:

> I recognize that teaching is a calling. It's not something that you can just go to school and you can learn. It's something down on the inside of you that desires to be able to communicate with other people, and especially students in the learning experience….. That is what I believe will determine what makes a master teacher versus one that is not successful in the field of education.

This depth of feeling for teaching is what carried many through the trials and tribulations of teaching. That was a typical response as well as the following by participant G who said:

> I continue to teach because it is joyful to see kids do better, and want to do better because you're helping them. It's fun to see a child, especially when they didn't realize alone what they were able to do, it's great to be able to help a kid understand that they have a potential that they need to reach. And that hasn't gotten boring yet. If that gets boring, then I might have to do something else. But it hasn't gotten boring yet, so I still enjoy working with students. And they keep me young.

Participant I also expressed a similar feeling when she said the following:

المنارة للاستشارات
www.manaraa.com

> I love my students. I love seeing them thrive on . . . when they're getting something, or they are progressing at something. Especially what I do, because I see them in a middle school. If my students choose to stay in music for three years, in chorus, I actually can see growth for three years straight. I love to see them. I take them out. We go out. I love to see them shine. I take them to do . . . we do the national anthem for Relay for Life at Monmouth University, and I just love it. And especially those students that don't excel in academics, they actually feel good about themselves. So that's why. [laughs]

Participant J said directly, "I always knew I wanted to be a teacher, honestly." Participant K said something similar when she said, "I think I always knew that I would want to teach." Participant M was also on the same page when she said, "So I always knew I wanted to get into education. I always had a passion or love for it." Participant E came to the decision later, but when she made it, she made a strong commitment. From the point when she made the decision, it then just a question of how. Participant L went further when she said:

> It was really like a personal journey. I believe that we all have gifts, spiritual gifts that we are ~~are~~ given. And for me, I knew that teaching was a gift that I have. There's an energy that I receive, there's a love and a passion that I have for it, and the energy is sustaining. And so I initially started teaching in church contexts, and then realized that I could also use what I know beyond theological studies to teach in public schools. In addition to theological studies, I already had a Masters of Divinity degree when I came to teaching in 1991, and I was fairly well-read.

المنارة للاستشارات
www.manaraa.com

Participant H had a less frequently expressed thought, but important never-the-less as a kind of glue that kept her in the system despite the lack of support.

> I stay in teaching because I'm a learner, and I love to learn information and impart that to my students. And the nice thing is that they teach me things. These kids are so tech-savvy. And these are things that I enjoy about my work. ~~All quotes here are found in the interview transcripts.~~

All quotes here are found in the interview transcripts. The simplified perception pattern in relation to teacher status (currently teaching ~~vs.~~ versus formerly teaching) is shown in Table 4-8. Two different possible response types were found here: calling ~~vs.~~ versus developed interest.

Table 4-8

Perception of Calling Support or Developed Personal Support for Current and Former AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Calling Support, Developed Personal Support
A	Left	Developed Personal Support
B	Left	Developed Personal Support
C	Current	Developed Personal Support
D	Left	Calling Support
E	Left	Calling Support
F	Left	Developed Personal Support
G	Current	Calling Support
H	Current	Calling Support
I	Current	Calling Support
J	Current	Calling Support
K	Left	Calling Support
L	Left	Calling Support
M	Current	Calling Support

Of the seven teachers who left, four perceived teaching to be a calling support or both (57%), and three perceived a developed personal support (43%); and of the six

www.manaraa.com

teachers who remained, five perceived a calling support (83%) and one perceived a developed personal support (17%). When both teacher status situations were combined, nine of thirteen perceived calling support or both (69%), and four of thirteen perceived circumstantial support (31%). The findings suggest that an internal calling to the profession may be a strong sustaining support.

Theme 3: AR teachers who decided to stay in the district expressed the supporting satisfaction they felt working with children, impacted their lives, and helped them to flourish academically.

Participant H commented:

> I stay in teaching because I'm a learner, and I love to learn information and impart that to my students. And the nice thing is that they teach me things. These kids are so tech-savvy. And these are things that I enjoy about my work. (Participant H)

Participant I stayed in the position because**,** "I love my students - every single one of them. I mean, I've got kids that are in college now, and I love hearing from them."

Participant J felt empowered and supported, commenting, "So I think that, because I had a great experience, it just encouraged me to continue doing what I wanted to do." Participant J elaborated:

> For me, I feel that that's what keeps me here. Because it's always a challenge. No class is ever the same. No child is ever the same. I think that there are similar issues, but I think the way that a child might deal with those issues, a way that they manifest themselves in each child, is

المنارة للاستشارات
www.manaraa.com

going to be different in some way. So because it is constantly changing, for me, that's change. And I think I'm a person that needs that change. That's why I'm still here. . . . I think that if we can help five, 10, 15, 20 kids understand that there is life beyond this, that they need to focus, that they need to set career goals, and then that they're able to achieve them, I think that that's probably the greatest thing that you can feel proud of. Or that's the greatest sense of accomplishment that you can have. (Participant J)

Similarly, Participant K said (although she left teaching):

I definitely stayed for kids. I guess any time I could see a light bulb go off, or you reach someone you didn't think you would be able to reach, that in itself is enough to make you want to stay and come back again the next day and try it again. So I think definitely my decision to stay was more so for the children than for anyone. I think those parents that did come to me and say how much they want to thank me, and they're so happy that their children have spent a year with me, all of that, I think that was pretty much a wow factor, and makes me want to stay. So those kinds of comments really outweigh the battles. (Participant K)

All quotes here and additional supporting quotes are reported in Appendix L.

The simplified perception pattern in relation to teacher status (currently teaching) is shown in Table 4-9. Two different possible response types were found here: supporting satisfaction ~~vs.~~ versus no mention. Of the six teachers who remained, five perceived a supporting satisfaction (83%) and one perceived a no mention (17%). This

www.manaraa.com

suggests that being around and developing children may be one of the most important motivations for being attracted to and remaining in teaching.

Table 4-9

Perception of Supporting Satisfaction or No Mentions for Current AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Supporting Satisfaction, No Mentions
C	Current	No Mentions
G	Current	Supporting Satisfaction
H	Current	Supporting Satisfaction
I	Current	Supporting Satisfaction
J	Current	Supporting Satisfaction
M	Current	Supporting Satisfaction

Theme 4 (Emergent): Classes were helpful as support when they facilitated discussion of instructional methods and provided an opportunity for AR teachers to collaborate.

AR teachers had both positive and negative comments about the alternate route classes. For example, Participant A confided, "It was an opportunity to collaborate; definitely a means of support." Yet Participant G had a different experience: "My alternate route class, to me, was a joke. I learned more at school than I did in that class. And everybody in the class felt that way. There was no camaraderie in the class." Participant A explained why some AR teachers had different experiences:

> I recall the teachers coming in, and I had colleagues who would come in and quit and abandon their jobs after less than a month. And so the ones that did remain, I do recall reaching out to them and assisting them, and trying to help them in this process. (Participant A)

المنارة للاستشارات
www.manaraa.com

Some participants had only positive experiences. “Well, I will say, alternate route taught certain strategies. I'm going to say that the alternate route program itself was a source of support” (Participant H). Participant C raved about the AR instructor.

> We would attend classes maybe once or twice a week at the Rutgers Newark campus. The class was relatively large, but she was very engaging, she was communicative, she was well-versed in her craft, and she used examples from her classroom practice and her teaching style, and she just expressed and communicated all of the trials and struggles that we would encounter, as well as the triumphs that we would hopefully have, too. So in that way she was supportive, I guess. Aside from being supportive in terms of a facilitator or teacher, she was also nurturing, because I noticed that some students would come to her expressing difficulty in showing up for class and paying for the course, and she was really understanding in that way as well. So emotionally, she was supportive in terms of the craft. She was very knowledgeable, all that. (Participant C)

Participant E raved not just about the teachers and the program, but about classmates as well:

> They were adept at implementing their alternate route teacher-training program. And I say that because this is a program that's multi-pronged, where you are supposed to have this facilitated experience for a 200-hour instruction, and then you're also supposed to have a mentor in your classroom for the first 20 days. Because I kind of had the privilege

www.manaraa.com

> of being a Teach for America teacher with a whole lot of other alternate route teachers who weren't necessarily in my class, and then I had, in my instructional class for the school district, and then I had teachers who were in the class with me, who were, to some degree, offered some level of support. But I would say that it was probably more so my Teach for America colleagues that were helpful. So let's talk about those people in the class, first of all.
>
> The people in the class were helpful because they listened to my ideas. You know, we had to do assignments and so forth. And they were very encouraging. I mean, they liked the things that I was doing and trying, and they felt encouraged by the good experiences that I was having in school. And so that helped me. And it was helpful to listen to some of the things that they were doing, as well.
>
> And then my Teach for America colleagues, we would hold these "think, care, share" sessions and things of that nature, where we would be able to exchange ideas and they, too, would be able to react to the things that I was doing. And that was helpful. I mean, it made me feel like I was on the right track in getting decent support and direction. (Participant E)

Participant J liked the AR teacher, who was an administrator from the central office. Participant J explained the experience in detail:

> And so she was very supportive as well. Not all of the teachers necessarily came from Newark, but she took an extra special interest, of course, in those of us that were in the alternate route program that came

المنارة للاستشارات
www.manaraa.com

from that district. So, again, I think she was vested in making sure that we succeeded. So she was very supportive.

Always exploring the way that she ran her classes. Exploring the issues that we dealt with in an urban center versus those that the teachers would deal with in a suburban center. But it was just so many different scenarios that we explored. I think that that was extremely helpful, as well. It really was a lot of discussion.

The way that her class was structured, she would put something, whatever her focus was for the day, and then we would discuss it in groups, and then, of course, as a whole group again. So individual groups, and then whole group, then she would lend her experience from working in Newark for much of her career. And each of us would share how we dealt with certain issues. So I think just the way that she structured her class. It wasn't out of a textbook.

It wasn't just what she felt that we should know in terms of how to . . . it was really understanding the kids, and understanding our role, and having all of that work together. How to make all of that work together. Our responsibilities as classroom teachers. Our responsibility as providing support and mentoring to kids. So I think, in that way, it gave me a different perspective in dealing with my students. (Participant J)

Participant L noted that AR teachers learned educational pedagogy, "You learned about Vygotsky and you learned about Piaget. You learned about different methodologies for teaching." Participant L explained this knowledge "added a different

المنارة للاستشارات
www.manaraa.com

aspect to the process of teaching, for me, by providing me with educational theory, which is something I did not have prior to that."

All quotes here and additional supporting quotes are reported in Appendix K. The simplified perception pattern in relation to teacher status (currently teaching ~~vs.~~ versus formerly teaching) is shown in Table 4-10. Two different possible response types were found here: class support ~~vs.~~ versus no mention.

Table 4-10

Perception of Class Support or No Mentions for Current and Former AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Class Support, No Mentions
A	Left	Class Support
B	Left	No Mentions
C	Current	Class Support
D	Left	No Mentions
E	Left	Class Support
F	Left	No Mentions
G	Current	No Mentions
H	Current	Class Support
I	Current	No Mentions
J	Current	Class Support
K	Left	No Mentions
L	Left	Class Support
M	Current	No Mentions

Of the seven teachers who left, four perceived class support to be helpful when they facilitated discussion of instructional methods and provided an opportunity for alternate route (AR) teachers to collaborate (57%), and three perceived no mentions (43%); and of the six teachers who remained, three perceived class support to be helpful when they facilitated discussion of instructional methods and provided an opportunity for alternate route (AR) teachers to collaborate (50%) and three perceived no mentions

المنارة للاستشارات
www.manaraa.com

(50%). When both teacher status situations were combined, seven of thirteen perceived calling support or both (54%), and six of thirteen perceived circumstantial support (46%). The findings suggest what may be an emerging theme that may be important is retention of AR teachers.

Perception of support and its affect upon those who left: Lack of support and persistent bias against AR teachers contributed

Those who left mostly left the profession to assume other positions in education. They were generally critical of the lack of support and seemed to require it more to continue than those who stayed who seemed to be more internally driven.

Of the thirteen (13) AR teachers who were sampled, seven (7) left ~~the~~ teaching in the New Jersey public school system. Five (n=5) AR teachers left after five academic years, one (n=1) left after six years, and one left after 12 years. Of all who left, six (n=6) went on to other careers related to education - three (n=3) became educational administrators in the New Jersey School System (one (n=1) a director of an AR Program), one (n=1) became an administrator at the New Jersey YMCA, one (n=1) became an educational consultant and university professor of Education, and one (n=1) became a educational grant writer. One (n=1), who had twelve (12) years of experience in the New Jersey classroom is currently unemployed, but might be better described as taking a long, deserved vacation.

Theme 1: AR teachers stated that a lack of support from the district and administration influenced their decision to leave the district.

Participants cited a number of reasons for leaving, including “low pay, the dissatisfaction of working in the particular position, the lack of administrative support,

المنارة للاستشارات
www.manaraa.com

basically the lack of district support" (Participant A). Participant B noted, "lack of support, and the fact that I spent money on classes and it was all in vain." Participant B concluded, "In the end, I took classes for nothing, because the school district failed to handle my certification paperwork in a timely manner."

Participant D cited personal reasons, commenting:

> My decision to leave was a combination of things. Not only was it the impact of the educational system within itself, but it also involved having previously been burned out, the stress, and the inability to effectively do my job because of importance being placed on things other than teaching and learning. (Participant D)

Participant F complained:

> The administration just didn't get it. You could send a child down, yeah, they'll write them up. They'll talk to them. But they'll send them right back, because, you know what, they don't want that child sitting in their face all day. I could have kept teaching.
>
> But what I noticed, from teaching special education, is that the problem doesn't start in the classroom. It starts in the home. Something is not right in the kid's home. Something's not right with these state kids. So I chose to go and work with kids who were in foster homes. (Participant F)

Participant L stated the principal "would give bad evaluations on certain things that just were somewhat . . . you could kind of tell there was that, that sense of, 'I don't like you.' Participant L continued, "she was accusing me of not being a team player.

www.manaraa.com

And, funny enough, when you look at my evaluations, and all my observations, that's the thing on it that exceeds, is that I am a good team player."

All quotes here and additional supporting quotes are reported in Appendix L. The simplified perception pattern in relation to teacher status (currently teaching) is shown in Table 4-11. Two different possible response types were found here: lack of support ~~vs.~~ versus another reason.

Table 4-11

Perception of Lack of Support from the School District and Administration as the Reason to Leave for Former AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Lack of Support, Other Reason
A	Left	Lack of Support
B	Left	Lack of Support
D	Left	Lack of Support
E	Left	Other Reason
F	Left	Lack of Support
K	Left	Other Reason
L	Left	Lack of Support

Of the seven teachers who left, five perceived (71%) a lack of support from the school district and administration as the principal reason to leave and two perceived other reasons to leave (29%). This suggests that support may be an important factor in slowing alternate route (AR) attrition from classroom teaching. However, the fact that six of the seven moved on to other positions in the educational field suggests that lack of support may have interesting implications for outcomes suggesting that this may be an emergent theme.

www.manaraa.com

Theme 2: Bias against AR teachers is demonstrated when administrators prefer to hire only teachers who are standard certified and teachers who express the opinion that AR teachers are less skilled and trained than traditional teachers.

Some participants reported bias against AR teachers. Participant A summarized the problem:

> Yes. I believe that alternate route teachers are not held to the same standards as teachers who completed a traditional teacher education program. I also felt that sometimes other teachers felt that I was not a real teacher because I did not go through an education program. Because they never let me . . . it was supposed to be, like, a co-teaching thing. They would never let me teach.
>
> So, you know, that led me to believe that they felt as if, that I wasn't capable. Not to mention, my first year there, I was treated more as an in-house sub. I was always pulled to cover classes when teachers were absent. Every day, I was being pulled to sub. One day, the principal even said, "I am sorry to keep doing this to you."
>
> Even if you are sorry, it didn't stop. As a result, I would hear that teachers were gossiping about me, saying that I was not fulfilling my duties as an inclusion teacher. Well, of course I wasn't, but it was through no fault of my own. (Participant B)

Not all participants had the same experience. "I don't recall any particular bias. Because it wasn't something that I broadcasted. So I can't

www.manaraa.com

positively say there was bias" (Participant A). Participant E concurred, "I think they accepted me as a real teacher. I don't see where they had any biases against me as a real teacher." Participants K and F had similar experiences. "They never looked down on me. If anything, they probably took pity on me, seriously" (Participant F).

Other participants did feel they were treated differently. Participant C responded, "I wouldn't necessarily say it's bias, but they [AR teachers] might encounter more difficulty because that wasn't their background or skill set, part of their skill set initially." Participant C continued, "Other teachers might make comments and speak about their lack of, I guess, experience in the field, in terms of teaching. But that's not really bias." Participant G found "There were some teachers -- not so much in my department, but outside of my department -- who felt, being an alternate route teacher, I was not up to the challenge, or prepared for the challenge." Participant D commented, "I did notice, like, when you would tell people, or you would say that you were an alternate route teacher, I would notice that the teachers would treat you differently." Participant D explained in detail:

> At first, being a new teacher, it made me feel different. But as I developed more mastery of my skill set, it didn't make a difference. Because at some point, those same teachers that said that my training was not as good as theirs, at some point needed my expertise in order to deliver the changes that were made when technology entered education. (Participant D)

المنارة للاستشارات
www.manaraa.com

Participant I found that teaching in an urban or inner city school led to more acceptance than in rural or suburban schools. The overall response to AR teachers as summarized by Participant J:

> I think that, in the beginning, alternate route teachers were seen as inadequate. I think that, because you did not have the structure of the college setting, and the classes, and understanding the pedagogy from that perspective, and that you went an alternate route, there were teachers that felt that it wasn't as rigorous. So people used to say, "What are you doing?" or, "What are they doing to prepare you?" And then they would talk about their experience in other classes. If you came in and you didn't know how to work with the curriculum, "Well, that's because you didn't take a course on the college level." But I think, again, that I was fortunate enough to have had a different process. (Participant J)

All quotes here and additional supporting quotes are reported in Appendix J. The simplified perception pattern in relation to teacher status (currently and formerly teaching) is shown in Table 4-12. Two different possible response types were found here: bias ~~vs~~. versus no bias. Of the seven teachers who left, four perceived bias (57%), and three perceived no bias (43%); and of the six teachers who remained, three perceived bias (50%) and three perceived no bias (50%). When both teacher status situations were combined, seven of thirteen perceived bias (54%), and six of thirteen perceived no bias (46%). This finding suggests that bias or perhaps even stigma against alternate route (AR) teachers still persists after more than 30 years perhaps reflecting the

المنارة للاستشارات
www.manaraa.com

bitter debates between Darling-Hammond, Berry, and Thoreson (2001) and Goldhaber and Brewer (2001).

Table 4-12

Perception of Bias or No Bias for Current and Former AR Teachers

Participant Code	Currently Teaching/ Formerly teaching	Bias, No Bias
A	Left	Bias
B	Left	Bias
C	Current	No Bias
D	Left	Bias
E	Left	No Bias
F	Left	No Bias
G	Current	No Bias
H	Current	Bias
I	Current	Bias
J	Current	No Bias
K	Left	No Bias
L	Left	Bias
M	Current	Bias

Chapter Summary

Thirteen (13) certified, content specialized, female AR teachers in New Jersey inner city secondary public schools with at least five years of continuous teaching experience were interviewed regarding the two research questions posed in this study. The analysis of participants' responses resulted in ten (10) themes distributed among the two research questions and emergent themes as discovered through analysis of the responses with NVivo9.0 software and two (3) other under-responded patterns noted by the researcher where there was under-acknowledged support all of which corresponded to the major interview questions posed to the interviewees.

المنارة للاستشارات
www.manaraa.com

Seven themes were grouped about the first research question revealing the importance the under perception of the broad and expensive educational structure, the taxpayer that pays for AR teachers salaries and the entire school system, and the press that exists in the nation; the significant lack of perception of support for AR teachers by school administrators and school districts, and inner city parents; and the clear perception of limited to modest support by peers, colleagues, and mentors.

There was one emergent theme about having supplementary classes for AR teachers.

Three (~~2~~) (3) themes grouped ~~about~~ concerning the second research question revealed first the perception of support and its affect on those who stayed as teachers past five years in the perception of internal drive of the teachers; the opportunities that the AR program gave AR teachers; family educator precedents in the AR teacher background; strong satisfaction working with children interpreted as student support; and helpful AR class opportunities to learn instructional methods and to collaborate with AR peers.

Finally, three (3) emerging themes grouped about the second research question revealed the perception of lack of support and its effect on those who left teaching after five years in from the lack of support from the district and school administration; the lack of support from the parents; as may have also been the unperceived support of the New Jersey educational structure, the visible educational public policy makers, the press, and the unions.

In Chapter 5, the researcher relates the findings to the literature of AR support in New Jersey and the other parts of the nation, the history of the New Jersey initiatives to

المنارة للاستشارات
www.manaraa.com

establish AR, teacher certification programs, and the context of present day troubling AR teacher attrition and student dropouts.

المنارة للاستشارات
www.manaraa.com

Chapter 5 - Conclusions and Recommendations for Practice and Future Research

Major Findings Within the Scope of the Research Questions

The aim of this study was to explore perceptions that New Jersey female alternate route (AR) teachers have about the support system that underpins their teaching efforts and the extent that this support system is responsible for their staying on or leaving teaching. The study aimed to document the professional experiences of 13 AR, female teachers with at least five years experience in an area of specialization (for example, science) who have taught a minimum of five years in an inner city New Jersey secondary (middle or high) school. It was also the intention to analyze and compare the responses between those who have remained in the program after five years and those who have left. As it turned out, six of the 13 AR teachers have stayed in the program and seven of the 13 have left the program. Little has been documented about this question, and the study findings may be used to generate possible leads and ideas as a precursor to doing quantitative research. The researcher used a qualitative approach in which 13 participants were interviewed about their AR histories as they navigated through the certification, training, and initial years of teaching. Interviews were conducted in person at mutually agreed upon locations and by phone by the researcher who is an educational administrator and former classroom teacher in New Jersey.

Thirteen major themes related to the alternate route (AR) teaching support emerged from this study:

1) Lack of perceived support overall from the educational support environment;

2) Little perceived union support and no government support;

3) Differing perceived support from administration, district and principals;

المنارة للاستشارات
www.manaraa.com

4) Perceived high value of support from mentors and colleagues;

5) Perceived support from students;

6) Perceived limited support from parents;

7) No support from other constituencies;

8) AR perceived as pathway to achieving goals with family support;

9) Perceived self-motivation as primary support system;

10) Perceived satisfaction of working with children as support;

11) Support learning and collaboration at AR classes;

12) Lack of perceived support from district and administration influenced their decision to leave; and

13) Perceived bias and put downs against AR teachers in hiring.

The emergent themes were analyzed based on the extant research that has been conducted about AR teaching support researchers that were concerned about: the many kinds of support that was especially important to new teachers (Stansbury & Zimmerman, 2000), the kind of support received in the first five years of teaching when the attrition rate is the highest (McCallum & Price, 2010; Dianda, et al., 1991); the personal and emotional support needed in the early years to help teachers when they are in advisory roles to students (Thomasson, 2011); Phillippo, 2010); the collegial support that is needed between administrators, principals and teachers (Butt & Retallick, 2002; Jorissen, 2003; Lee, 2011); the school cultural support required to feel comfortable as a teacher in the systems they find themselves (Aelterman, Engels, Petegem, & Varhaeghe, 2007; Jorissen, 2003; Casey, Dunlap, Brister, Davidson, & Sterritt, 2011; Nagy & Wong, 2007); the critical support of mentoring and induction, when available, as well as

المنارة للاستشارات
www.manaraa.com

other kinds of support programs used elsewhere that may be valuable to engage in (Hanushek, Kain, & Rivkin, 2001; Wong, 2005); the kind of peer acceptance support that is critical to the motivation to continue or quit (Casey, Dunlap, Brister, Davidson, & Starrett, 2011; Smith, 2008); the failure of principals, administrators, and peers to assist AR teachers in dealing with angry parents (Ilmer, Nahan, Elliott, Colombo, & Snyder, 2005);

This study has revealed that New Jersey female alternative route (AR) teachers may have had many different educational support environment responses due to various personal, family, educational, professional specialization, and support experiences.

Personal internal support.

All participants reacted or responded to various kinds of support dependent upon their personal internal mediating drives to pursue teaching and the education profession. All participants responded deeply to engagement and satisfaction associated with the development of children unique from and beyond other typical professional motivations such as money, security, career status, and mastery of specializations. A few participants knew that alternate route AR teaching was likely to be a pioneering effort that would deliver future benefits and more than a few actually had such a strength of calling to become a teacher that they welcomed the adventure of doing something that could make a major difference in the lives of those they might help and thus they accepted whatever kind of support or sacrifice that went along with that. Personal support thus played an unseen role in driving their continuation in the field.

للاستشارات المنارة
www.manaraa.com

Family support.

All participants responded to various kinds and amounts of support dependent up their antecedent family experiences. Participants who had family members who were teachers and heard about or directly experienced teaching stories, discussions and direct experiences over a prolonged period found that these antecedent experiences moderated the support they received as teachers from their educational support environment, enabling them to continue, undoubtedly finding support and depth of experience from others in their own family with longer exposure to and insights about the field.

Educational certification support.

All participants went through an educational licensing experience/pre-teaching orientation on the way to becoming alternate route (AR) teachers. For some, the licensing experience that included classes and mentorship helped support them through the difficult transitional period of the first few years as new teachers. For others, this educational experience was minimal, inadequate and discouraged them ~~about~~ with regards to continuing as teachers in the roles they found themselves in. Many in this sample who left teaching turned their experience into an advantage by relying what they learned to become insightful educational administrators who could improve the preparation of other AR teachers coming through the educational transition program in the future.

Professional specialization support.

All participants became alternate route teachers because of the opportunity made possible by alternate route (AR) legislation in New Jersey enabling their unique educational specialization outside of the professional education field to be applied

المنارة للاستشارات
www.manaraa.com

directly to professional teaching. Some took advantage of this subject mastery to become coveted alternate route (AR) specialists within the school districts and schools they taught at with special knowledge superior to what traditional route (TR) teachers typically bring to the schools and school districts they teach in. What they lacked in classroom management training and skills, they made up for in conveying a specialty to their students that can be better taught with a deeper knowledge base and some surveys have shown.

Support experiences.

All participants had a variety of support expectations and experiences that contributed to their response to the support they received from their educational support environment. Most, if not all of the study participants went into challenging inner city schools known for pervasive poverty, violence, and minimal parental support that challenged their resourcefulness to make positive contributions. It was surprising to discover how tenaciously they stuck to their teaching pathways despite the modest to minimal support they received from their administrators, principals, peers, students, parents and all other external support groups.

Recommendations

Although this was a qualitative research study, the unanimity, strength, and consistency of participant responses points to at least two significant categories of study implications: 1) for educational practice and 2) for societal support.

Recommendations for educational practice

There are limited options for alternate route (AR) teachers in the educational settings of most public school systems found in the United States, because of the

www.manaraa.com

predominant way that AR teachers have come into popular use to resolve teacher shortages in parts of the educational system.

Change marketing and recruiting tactics emphasizing future alternate route (AR) teachers with strong personal motivations.

When the Alternate Route (AR) program began in 1985 in New Jersey, program founders focused on recruiting people outside the education field in areas of specialization such as math, science, language arts, music, and technology. Evaluating the success of the program from the perspective 35 years after the program began, this was a strategy that worked to make up for teacher shortages given that there are now approximately 250,000 AR teachers in 47 states with an annual production of approximately 60,000 new AR teachers every year. What has been less than successful is the annual attrition of approximately 30% of AR teachers nationwide and approximately 50% of inner city AR teachers before they reach their 5th year of service.

What this research has found evidence of is that there is a clear lack of support in the educational support environment of AR teachers. This research has also uncovered evidence that the attrition rates may be reduced perhaps significantly saving the state from large monetary losses if individuals with strong personal motivation for teaching were specially targeted for recruitment – individuals who require less in the way of support (as compared to others who aren't as strongly motivated) other than personal motivation to persist. Recruiting to target this kind of individual may be accomplished using a specially designed but simple and straightforward screening survey. Marketing for this kind of recruitment effort might be targeted to individuals with recently acquired bachelor's degrees who find Peace Corps or Americorps marketing appealing as a

المنارة للاستشارات
www.manaraa.com

calling where expectations are portrayed as spartan, working conditions less than ideal in the urban frontiers of our nation, and where the rewards are limited to personal satisfaction in helping urban American children to reach their full potential despite the challenging situations they find themselves in.

Change marketing and recruiting tactics emphasizing recruiting future alternate route (AR) teachers with strong family ties to education.

Similar to the program suggested above, recruiting and marketing would be targeted towards individuals with recently acquired bachelor's degrees who have been brought up in families of teachers, appealing to the calling that they know so well by virtue of having it shared with them for so many years as a family member. The potential benefit of taking this approach is that family support would be tapped into in a situation where support is hard to come by. Marketing for this kind of recruitment effort might be targeted to individuals with recently acquired bachelor's degrees who identify with people who have spent considerable time in the familiar surroundings of a family of teachers and the many personal experiences they may have participated in, in such a family on class outings and other educational settings.

Recruiting to target this kind of individual may also be accomplished using a specially designed screening survey. Finding both highly motivated individuals and those who were brought up in families of teachers would be captured in the same screening survey and would even be a more appealing recruiting target.

The theory behind both of these suggestions are operating under is that people who are highly motivated by the teaching calling and people who have grown up in teaching families will likely be more inclined to understand the appeal of teaching and

www.manaraa.com

may therefore be less likely to be subject to attrition by unrealistic expectations or limited support environments in which a high degree of personal resourcefulness is called for and depended upon.

Improve educational pre-teaching experiences moving towards longer term comprehensive induction plus mentoring programs.

Stansbury & Zimmerman (2000) detailed the kind of support that is needed for alternate route (AR) teachers to survive the first five years of teaching experience in the field based on empirical research findings. Hanushek, Kain and Rivkin (2001), and Wong (2005) both made strong points that long-term comprehensive induction programs were far more reliable in training and keeping new teachers than mentoring programs alone or other support techniques. It seems that this approach is especially needed in the case of AR teachers who need extra support, especially in their first years as educators when they are deficient in educational theory, classroom management and other teaching techniques. Induction programs are designed to be ongoing professional education updating programs. Because these kinds of programs can be costly, they might be phased in gradually as funds permit and perhaps even voluntarily run by AR teachers themselves. By comprehensive, these researcher meant perpetual in-service training courses in a variety of topics including classroom management, education theory and new technologies such as programmed self instruction with the latest educational training software, direct and mandatory supervision by mentors and supervisors such as the school principal, and other traveling administrators supported by the school district, team teaching with peers, regular professional conference participation, and periodic certification retesting as is common in other professions such as medicine.

المنارة للاستشارات
www.manaraa.com

Strengthen alternate route (AR) peer training and collegiality support.

In line with the suggestion about improving educational practice in the previous point is the notion of combining training with collegiality support in a completely alternate route (AR) peer operated environment as distinguished from one that is run and financed, for example, by a school or school district. Peers have a natural credibility with one another in that everyone is facing similar circumstances and thus can operate on a less formal level. They are all personally motivated by similar things and participate not because they have to, or are paid to, but because they want to. An example of how this can be promoted is by initiating AR peer luncheons, peer social functions and other peer in-service courses.

Improve principal level monitoring support for alternate route (AR) teachers.

Principals are the titular heads of individual schools and are responsible and accountable for everything that happens in these schools. Evidence in this research has suggested that though School Principals are responsible, they may be too far removed from alternate route (AR) teachers within their schools and have very little to do with providing them with much in the way of support. On the contrary, sometimes, they may even sabotage the efforts of AR teachers when challenged by hostile parents or children that are acting out. Where support does not exist, an effort could be made to create it and this one area may be ripe for creation even if it only means keeping up an informal dialogue between AR teachers and the Principal to keep communications channels open and accessible if and when support is required. If this lack of support persists, mandatory procedures may be called for to have Principals spentd time in direct

المنارة للاستشارات
www.manaraa.com

personal supervision of AR teaching efforts. At minimum, Principals should be personally involved in all AR teacher evaluations, not only in the analysis and discussion phase, but also in the implementation phase of suggestions for improvement or resolution of difficult challenges facing the AR teachers.

Encourage further case study research into alternate route (AR) teachers who stay and those who leave.

Understanding more of the situations alternate route (AR) teachers face in order to make decisions ~~about~~ as to whether to stay or to leave teaching may provide a deeper understanding of the high attrition rates and what, if anything can be done to reduce it. This has been a research project involving 13 New Jersey women AR teachers. The research should be expanded to include men to see if that makes any difference in the findings. There might also be a study of those regions where attrition is the highest to see to what extent factors exogenous to AR teaching ~~are~~ is the greater cause of the attrition. A study might also be made of school districts in which the support is the highest to see to what extent the kinds and amounts of support matter.

Organize an alternate route (AR) parental support effort.

Research findings suggested that parental support was minimal in all of the schools involved in this study. If confirmed by other work, this would not be welcome knowledge. While most alternate route (AR) teacher participants found it very difficult to engage parents at any level for any reason, at least one of the participants was successful, raising the question about whether it is more a matter of acquiring the skill of engaging parents. If this notion is true, it may be worthwhile to try to engage parents as a group of the whole school or at least several classes where the AR teachers can pool

المنارة للاستشارات
www.manaraa.com

their creativity and efforts to engage parents. Parents may want to engage but find it too inconvenient to participate, so perhaps ways can be found to overcome those difficulties. When there is no parental support, evidence in this research suggested that students act out and become more difficult to manage. Getting parents engaged in their children's school may moderate this impact at the very least. Engaging the school Principal in this activity may accomplish AR mentoring, AR supervision, AR training, and parental engagement. Recent experiments in place based education have found that having some school projects outside of the school facility in places of business where parents work, for example**,** on a farm, has been very successful at engaging parents in school activities.

Organize an alternate route outreach support effort to hidden support groups.

All participants expressed great difficulty in thinking of any kind of connection that might be made by other major supporters of the New Jersey school system such as the general taxpayers, education policymakers, general policymakers such as the New Jersey governor or state legislators, central administrators, in the Department of Education and union representatives. In such a case, it may be more effective to organize an outreach effort to seek or gain support from these groups establishing communication lines and a network to exchange information. Following the example of place based education, inventing and arranging resourceful outreach field trips to the places of work of these groups may result in productive pedagogical exchanges that engage disparate community groups in the educational challenge facing schools where AR teachers are challenged.

www.manaraa.com

Recommendations for societal support.

It is time to recognize the reality and the staying power of alternate route (AR) teachers. AR teachers are here in large numbers to stay and their numbers and proportions are still growing relative to traditional route (TR) teachers. They are going into what can only be called “battle-ground” inner city schools, the kinds of schools TR teachers do not want to go into, and they are providing a vital lifeline to those who desperately need one. Instead of being attacked, they should be thanked and supported by the entire educational establishment from top to bottom, so that they can succeed where no one else seems to want to.

Recommendations for future research.

Comprehensive peer induction and mentoring may be an effective support model.

Comprehensive teacher induction including mentoring as part of the has been described by Hanushek, Kain, & Rivkin (2001) as well as by Wong (2005) as providing the best opportunity for long-term support of new teachers giving them exposure to educational, theory, methods, coaching and hands on practice teaching.
The question is ~~can~~ whether this kind of induction plan can be successful if operated by alternate route (AR) teaching peers? Further, can it be operated on a voluntary basis with a mixture of long-term AR teachers who are experience enough to be mentors? Are there any experimental precedents that have been tried to do this? Research to discover promising leads could be very valuable.

المنارة للاستشارات
www.manaraa.com

Peer personal and emotional support may be an effective support model.

Findings by Thomason (2011) and Phillipo (2010) both have asserted that personal and emotional support is critical for new teachers. This research has furnished evidence to suggest that this kind of support has rarely been forthcoming in the early careers of these 13 participants. With support being so limited, research might be conducted to explore whether alternate route (AR) peers can successfully provide this kind of support?. Have there been experiments using specific approaches that have been found to be effective? Are these findings transferable to inner-city schools where they might be adopted?

Traditional route (TR) teacher mentoring of alternate route (AR) teachers may be an effective support model.

Traditional route (TR) teachers have been portrayed in the literature as being biased against alternate route (AR) teachers as the writings of Darling-Hammond (2000, 2001, 2010) have clearly shown. This research has furnished evidence to suggest that this biasing may be widespread wherever TR teachers are found. Despite this kind of positioning, it would be worthwhile to discover if there have been any experiments that have defied this logic?. Specifically, have TR teachers mentored AR teachers on a voluntary basis in a "club" atmosphere? If so, who has participated, what has been mentored, and how effective has it been in training AR teachers?

المنارة للاستشارات
www.manaraa.com

Alternative route (AR) teachers may better supported in informal settings.

Informal settings may allow for the freer and more efficient exchange of information**,** for example**,** in an alternate route (AR) club atmosphere held in someone's home or a local church. There is evidence in this study to suggest that AR can teachers work together informally. Research could be ~~done~~ conducted to explore experiments that may have been conducted along the lines of creation and operation of AR teacher clubs that meet for the purpose of informally exchanging ideas and experiences about teaching in inner city schools.

More knowledge may be needed about alternative route (AR) teacher attrition.

Attrition rates for alternate route (AR) teachers are high by any reckoning, but the cause of the attrition is not so clear-cut. Why do AR teachers quit? Is it a price of working in inner-city "battle zone" schools" where there is a preponderance of violence, especially against women, or are there other reasons? Darling-Hammond (2001, 2010) would have the world believe that AR teachers are the cause, but is this really the case? What are alternate hypothesis that have been put forth? Have experiments been conducted to uncover other factors?

Is traditional route (TR) teacher support different from alternate route (AR) support?

Is teacher support different or significantly different for traditional route (TR) teachers than for alternate route (AR) teachers? If so, how so? Have experiments been conducted directly comparing the two different approaches? AR teachers are deficient

للاستشارات المنارة
www.manaraa.com

in classroom management and educational theory when they begin teaching, whereas TR teachers are deficient in their knowledge of specialized subject matter such as science, math, history, technology, language arts, and music. As both are deficient, what support ~~to~~ for both kinds of teachers obtained over the course of their careers is required to make up for those deficiencies? What experiments have been conducted to explore these differences in support?

Are alternate route (AR) supports for women different from alternate route (AR) supports for men?

Women teachers traditionally have outnumbered men teachers by 2:1 to 3:1 in most elementary and secondary schools. Is there a difference in the kinds, quality, and duration of support women receive versus what men receive? Men have different general interests than women by virtue of cultural biases. Do these biases affect what they need support for, who they need it from, and how it is dispensed?

Limitations

Limitations of scope

In order for this study to be conducted in many different locations throughout the New Jersey, compromises had to be made in interviewing to enable this to happen. Specifically, although the researcher would have preferred to interview all the participants in person so that facial and bodily expressions and body language could be assessed, she found it impractical to do so, thus she interviewed some of the participants by phone.

The interviewer was also limited in finding adequate numbers of participants who had dropped out of teaching and anything to do with education. The researcher

المنارة للاستشارات
www.manaraa.com

might have advertised in New York for former alternate route teachers who dropped out of the New Jersey public school system, but felt it was impractical to do so.

Limitations of the interview procedure

The interviewer delimited the interviews to 45 minutes with a semi-structured interview format and a standard set of questions. Despite running a pilot on a small number of participants, part of the way through the interviews after the pilot, the researcher discovered that she was not asking enough questions about the participants teaching experience antecedents such as family members who taught and would bring home many stories to tell for many years about teaching experiences. The researcher also discovered that she was also not asking enough questions about the personal motivation each participant had to teach, for example, asking whether they thought of it as they thought of other professional occupations or if they thought of it as a calling.

Limitations of the data analysis procedure

The researcher combined standard qualitative analysis procedures described in Chapter 3 with Nvivo 9.0 software analysis procedures. The researcher discovered that although the Nvivo 9.0 software was successful and compiling strong patterns of commission efficiently, it did not pick up patterns of omission. The researcher thus had to try to determine what wasn't in the participant replies as much as what was. Since it is more difficult to sense what isn't there compared with what is there, this was more difficult to do.

The Nvivo software also did not match up the research questions with the themes that were generated and required the researcher to do the matching. The researcher

للاستشارات المنارة
www.manaraa.com

found that there were overlaps in these themes – themes that applied to both research questions.

Summary Conclusions

This has been a study exploring and analyzing the contextual issues of support for New Jersey women alternate route (AR) teachers in their early years teaching in inner city schools, when support might be needed the most. External support from the formal educational support environment for the first five years of their development as teachers on the firing line has been revealed as minimal, largely nonexistent and spotty. What appears to drive AR teachers forward therefore, is not the support they are missing, but their internal attitudes to pursue a calling, antecedent family relationships with other teachers that could be called upon if needed, as well as the satisfaction that working with children can bring. In fact, what stands out is the tenacity of the participants despite the lack of support they received from their immediate external support environment including principals, administrators, mentors, peers and colleagues, students, and parents, as well as more distant ones including the press, the New Jersey Board of Education, the Governor, the legislature, educational policy makers in New Jersey and Washington DC, and the general taxpaying public.

Teaching can be a lonely, stressful, and unrelenting task for some**,** who for the most part receive far less support than they require, but for others is unlike any other profession in the satisfaction it brings to teachers who have the unique opportunity to guide young children directly face to face in person through rare but hugely insightful teachable moments of pure delight to both student and teacher alike.

المنارة للاستشارات
www.manaraa.com

Finally, this study points to the strengths of a population this can be easily misunderstood given the ongoing debates over their efficacy, authenticity, and value to society. Despite the challenges faced by this population, their intelligence and will to make the world a better place by attempting to strengthen and propel the neediest and most challenged of its children speaks to their high standards of morality as decent human beings wanting to make a difference where they can. Along the way, the case histories of the 13 participants may have much to teach us about education and teaching of children in the face of extraordinary challenges.

المنارة للاستشارات
www.manaraa.com

List of References

Aelterman, A., Engels, N., Petegem, K. V., & Varhaeghe, J. P. (2007). The Well-Being of Teachers in Flanders: The Importance of a Supportive School Culture. *Educational Studies,* 33(3), 285-298.

Alliance for Excellent Education (AEE). (2010). *High School Dropouts in America*. Alliance for Excellent Education Fact Sheet. Retrieved from http://www.all4ed.org/files/ HighSchoolDropouts.pdf.

Anonymous. (1983, March 16). N.J. university teaching program criticized by the state. *Education Week*, *2*, 3-3.

Anonymous. (1988, January 13). N.J. licensure plan for principals would drop teaching requirement. *Education Week*, *7*, 3-3.

Bali, V. A., & Alvarez, R. M. (2003). Schools and educational outcomes: What causes the "race gap" in student test scores? *Social Science Quarterly*, *84*(3), 485-507. doi: 10.1111/1540-6237.8403001.

Ballou, D., Sanders, W., & Wright, P. (2004). Controlling for student background in value-added assessment of teachers. *Journal of Educational and Behavioral Statistics*, *29*(1), 37-65. doi: 10.3102/10769986029001037.

Barclay, R., Feistritzer, E., Grip, R., Haar, C., Seaton, G., Sherman, S., & Stone, M. (2007). *The New Jersey alternate route program: An analysis of the perspectives from alternate route teachers, alternate route instructors, and alternate route mentors.* Retrieved from http://www.nj.gov/education/educators/license/ research/alternate.pdf

Barton, P. E. (2005). *One third of a nation: rising dropout rates and declining opportunities.* Princeton, NJ: Educational Testing Service.

Batenhorst, E. V. (2004). Good mentoring can just happen. *The Delta Kappa Gamma Bulletin, 70*(2), 23-25, 51.

Bell, S. M., Coleman, M. B., Cihak, D. F., Kirk, E. R., Grim, J., & Benner, S. (2010). How Prepared Are Alternatively Licensed Special Educators? An Investigation of University, Local Education Agency, and Traditional Preparation. *Journal of Curriculum and Instruction*, *4*(1), 33-49. doi: 10.3776/joci.2010.v4n1p33-49

Bennetts, C. (2001). Lifelong learners: In their own words. *International Journal of Lifelong Education*, 20(4), 272–288.

Bogdan, R. & Biklen, S. (1998). *Qualitative research for education: An introduction to theory and methods* (3rd ed.). Boston: Allyn and Bacon.

المنارة للاستشارات
www.manaraa.com

Boyd, D. J. (2006). Complex by design: Investigating pathways into teaching in New York City schools. *Journal of Teacher Education*, *57*(2), 155-166. doi: 10.1177/0022487105285943.

Boyd, D., Goldhaber, D., Lankford, H., & Wycoff, J. (2007). The effect of teacher certification and preparation on teacher quality. *The Future of Children*, *17*(1), 45-68.

Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2006). How changes in entry requirements alter the teacher workforce and affect student achievement. *Education Finance and Policy*, 1, 176–216.

Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). Explaining the short careers of high-achieving teachers in schools with low-performing students. *American Economic Review*, 95, 166–171.

Brenner, S., Sörbom, D., & Wallius, E. (1985). The stress chain: A longitudinal confirmatory study of teacher stress, coping and social support. *Journal of Occupational Psychology*, *58*(1), 1-13. doi: 10.1111/j.2044-8325.1985.tb00175.

Brown, M. K., & Wynn, R. S. (2007). Teacher retention issues: How some principals are supporting and keeping new teachers. *Journal of School Leadership, 17*(6) 664-698.

Brownell, M. T., Smith, S. W., McNellis, J. R., & Miller, M. D. (1997). Attrition in Special Education: Why Teachers Leave the Classroom and Where They Go. *Exceptionality*, *7*(3), 143-155. doi: 10.1207/s15327035ex0703_1

Butt, R., & Retallick, J. (2002). Professional well-being and learning: a study of administrator-teacher workplace relationships. *Journal of Educational Enquiry*, 3(1),17-34.

Casey, P., Dunlap, K., Brister, H., Davidson, M., & Sterritt, T. (2011). Sink or swim? Throw us a life jacket! Novice alternately certified bilingual and special education teachers deserve options. *Education and Urban Society*, *20*(10), 1-20. doi: 10.1177/0013124511408075.

Chen, K. (2012). An Empty School Desk for Every Student Who Drops Out. *PBS Newshour: The Rundown,* June 21, 2012. Retrieved from http://www.pbs.org/newshour/rundown/2012/06/empty-school-desks-for-every-student-who-drops-out.html

Chubbuck, S. M., & Zembylas, M. (2008). The emotional ambivalence of socially just teaching: A case study of a novice urban schoolteacher. *American Educational Research Journal*, *45*(2), 274-318. doi: 10.3102/0002831207311586.

المنارة للاستشارات
www.manaraa.com

Conlan, J., Grabowski, S., & Smith, K. (2009). *Adult learning: From emerging perspectives on learning, teaching, and technology*. Retrieved from http://projects.coe.uga.edu/eptltt/index.php?titile+Adult_Learning.

Connecticut Department of Education. (undated). Educator Assessment: Beginning Educator Support and Training (BEST) Program [website]. Retrieved from http://www.state.ct.us/sde/dtl/t-a/.

Cook, L. H., & Boe, E. E. (2007). National trends in the sources of supply of teachers in special and general education. *Teacher Education and Special Education*, 30, 217-232.

Cooperman, S., & Klagholz, L. (1985). New Jersey's alternate route to certification. *Phi Delta Kappan, 66*(10), 691-695.

Cooperman, S., Webb, A., & Klagholz, L. (1983). *An alternative route to teacher selection and professional quality assurance: An analysis of initial certification* (Rep.). Trenton, NJ: New Jersey State Department of Education.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Curran, B., & Goldrick, L. (2002). *Mentoring and supporting new teachers.* Issue Brief. National Governors' Association. Center for Best Practices, Washington, DC. (ERIC Document Reproduction Service No. ED 467-748).

Darling-Hammond, L. (2010). Recruiting and retaining teachers: Turning around the race to the bottom in high-need schools. *Journal of Curriculum and Instruction*, *4*(1). doi: 10.3776/joci.2010.v4n1p16-32.

Darling-Hammond L. 2003. Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership* 60(8):6–13.

Darling-Hammond, L. (2000). Reforming Teacher Preparation and Licensing: Debating the Evidence. *Teachers College Record*, *102*(1), 28-56. doi: 10.1111/0161-4681.00047.

Darling-Hammond, L. (1990). Teaching and knowledge: Policy issues posed by alternate certification for teachers. *Peabody Journal of Education*, *67*(3), 123-154. doi: 10.1080/01619569009538694.

Darling-Hammond, L., & Berry, B. (1999). Recruiting teachers for the 21st century: The foundation for educational equity. *The Journal of Negro Education*, *68*(3), 254-279.

المنارة للاستشارات
www.manaraa.com

Darling-Hammond, L., Berry, B., & Amy Thoreson. (2001). Does teacher certification matter? Evaluating the evidence. *Educational Evaluation and Policy Analysis*, *23*(1), 57-77. doi: 10.3102/01623737023001057

Dee, T. S. (2004). Teachers, race and student achievement in a randomized experiment. *Review of Economics and Statistics*, 86(1), 195-210.

Denizin, N. & Lincoln, Y. (2000). Introduction: The discipline and practice of qualitative research. In N. Denzin & Y Lincoln (Eds.). *Handbook of Qualitative Research*, pp. 1-28. Thousand Oaks, CA: Sage Publications.

Dianda, M., Ward, B., Quartz, K., Tushnet, N., Radio, J., & Bailey, J. (1991). *Support component of the California new teacher project: Second-year evaluation report (1990-91).* Los Alamitos, CA: Southwest Regional Laboratory.

Easley, J. (2008). Moral school building leadership; Investigating a praxis for alternative route teacher retention. *Armidale, 46*(1), 25.

Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice.* New York, NY: Macmillan Publishing Company.

Elementary and Secondary Education Act of 1965 (ESEA). 2008. The ESEA of 1965, as amended, Title 1, Part A, 20 U.S.C. 6301-6339, 6571-6578. Retrieved from http://www2.ed.gov/programs/titleiparta/legislation.html

Esch, G., & Cox, B. (2011). The dilemma of licensing alternatives and reciprocities for teachers and administrators. *Review of Higher Education and Self-Learning*, *4*(11), 71-78.

Feistritzer, C. E. (2011). *Profile of teachers in the U.S. - 2011* (Rep.). Washington D.C.: The National Center for Education Information.

Feistritzer, C. E. (2007). *Preparing Teachers for the Classroom: The Role of the Higher Education Act and No Child Left Behind.* Testimony of Emily Feistritzer President, National Center for Alternative Certification and the National Center for Education Information. Retrieved from http://www.teach-now.org/newsdisp .cfm?newsid=262.

Feistritzer, C. E. (2005). *State policy trends for alternative routes to teacher certification: A moving target*. Conference on Alternative Certification: A Forum for Highlighting Rigorous Research. Retrieved from http://www.teach-now.org/ CEFState%20Overview%20FINAL4.pdf.

Feistritzer, C. E. Harr, C. K., Hobar, J. J., & Losselyong, S. E. (2004). *Alternative teacher certification: A state-by-state analysis 2004.* Washington, DC: National Center for Education Information.

المنارة للاستشارات
www.manaraa.com

Freedman, W. S., & Appleman, D. (2008). What else would I be doing? Teacher identity and teacher retention in urban schools. T*eacher Education Quarterly (35)*3, 109.

Gentilucci, J. L., & Muto, C. C. (2007). Principals' influence on academic achievement: The student perspective. *NASSP Bulletin*, *9*, 219-236.

Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76, 569-582.

Glaser, B. G. (1978). Theoretical sensitivity: *Advances in the methodology of grounded theory*. New York: Sociology Press.

Glaser, B. G. & Strauss, A. M. (1967). *The discovery of grounded theory: Strategies for qualitative research.* New York, NY: Aldine.

Gold, Y. (1996). Beginning teacher support: Attrition, mentoring, and induction. In J. Sikula, T.J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (pp. 548-594). New York, NY: Simon & Shuster Macmillan.

Goldhaber, D. D., & Brewer, D. J. (2001). Evaluating the evidence on teacher certification: A rejoinder. *Educational Evaluation and Policy Analysis*, *23*(1), 79-86. doi: 10.3102/01623737023001079.

Goldhaber, D. D., & Brewer, D. J. (2000). Does teacher certification matter? Evaluating the evidence. *Educational Evaluation and Policy Analysis*, *22*(2), 129-145. doi: 10.3102/01623737022002129.

Hammer, O. M., & Williams, P. (2005). Rejuvenating retirees: Mentoring first year teachers. *The Delta Kappa Gamma Bulletin*, *71*(4), 20-25.

Hanushek, E. A. (1992). The Trade-off Between Quality and Quantity. Journal of Political Economy, 100(1), 84-117.

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2001). *Why public schools lose teachers (NBER Working Paper No. 8599).* Cambridge, MA: National Bureau of Economic Research.

Hassel, E. (1999). *Professional development: Learning from the best: A toolkit for schools and districts based on model professional development winners*. Naperville, IL: North Central Regional Education Laboratory/Learning Point Associates. Retrieved from http://www.ncrel.org/pd/toolkit.htm.

Hawk, P. (1986–1987). Beginning teacher programs: Benefits for the experienced educator. *Action in Teacher Education*, 8(4), 59–63.

المنارة للاستشارات
www.manaraa.com

Heck, R. H. (2006). Assessing school achievement progress: Comparing alternative approaches. *Educational Administration Quarterly*, *42*, 667-699.

Hines, S. M., Murphy, M., Pezone, M., Singer, A., and Stacki, L. (2002). New Teachers' Network: A University-Based Support System for Educators in Urban and Suburban "Ethnic Minority" School Districts. *American Educational Research Association (AERA) and Hofstra University.* Retrieved from *people.hofstra.edu/ alan_j.../**New**%20**Teachers**%20Network.pdf*

Honawar, V. (2006). Alternative routes for spec. ed. teachers relieving shortage worsened by NCLB. *Education Week, 25*(34), 1-16.

Howard, J. (2003). Still at Risk: The Causes and Costs of Failure to Educate Poor and Minority Children for the Twenty-First Century. In D. T. Gordon (Ed.) *A Nation Reformed? American Education Twenty Years after "A Nation at Risk."* Cambridge, MA: Harvard Education Publishing Group.

Humphrey, D. C., & Wechsler, M. E. (2007). Insights into alternative certification: Initial findings from a national study. *Teachers College Record*, 109(3), 483-530.

Ilmer, S., Elliott, S., Snyder, J., Nahan, N., & Colombo, M. (2005). Analysis of urban teachers' 1st year experiences in an alternative certification program. *Action in Teacher Education, 27*(1), 3-14.

Ingersoll, M. R., & Smith, M. T. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, *41*(36), 681-714.

Institute of Education Sciences (IES). (2009). *An evaluation of teachers trained through different routes to certification: Final report*. Retrieved from http://ies. ed.gov/ncee/pubs/20094043/pdf/20094044.pdf.

Johnson, S. M., & Kardos, S. M. (2003). Keeping new teachers in mind. In M. Scherer (Ed.), *Keeping good teachers* (pp. 25-32). Alexandria, VA: Association for Supervision and Curriculum Development.

Jorissen, K. T. (2002). Retaining Alternate Route Teachers: The Power of Professional Integration in Teacher Preparation and Induction. *The High School Journal*, *86*(1), 45-56. doi: 10.1353/hsj.2002.0018

Kaplan, L. S., & Owings, W. A. (2009). *American education: Building a common foundation*. Belmont, CA: Wadsworth.

Kavoussi, B. (2012). Life Expectancy Plunges for White High School Dropouts in U. S.

المنارة للاستشارات
www.manaraa.com

The Huffington Post, September 21, 2012. Retrieved from http://www.huffington post.com/2012/09/21/life-expectancy-white-high-school-dropouts-us_n_1903132.html

Khan, S. (2012). *The One World Schoolhouse: Education Reimagined* [ibook version]. Retrieved from www.apple.com/itunes/.

Klagholz, L. (2001). State policy and effective alternative teacher certification. *The Education Digest, 67*(1), 33.

Klagholz, L. (2000). *Growing better teachers in the Garden State* (Rep.). Washington D.C.: Thomas B. Fordham Foundation.

Kliff, S. (2012). The difference between a high school dropout and a college degree? A decade in lifespan. *The Washington Post*, August 9, 2012. Retrieved from http://www.washingtonpost.com/blogs/wonkblog/wp/2012/08/09/the-difference-between-a-high-school-dropout-and-a-college-degree-a-decade-in-life-expectancy/.

Kroth, M. (1997). *Life mission and adult learning. An exploratory study examining theoretical relationships and their impact upon adult education*. Paper presented at the annual meeting of the American Educational Research Association Reports. ED 408-440.

Kvale, S. (1996). Interviews: An introduction to qualitative research interviewing. Thousand Oaks, CA: Sage.

Learning Bridges (2013). Tiered Teacher Support System – Learning Bridges Solution for Turning Around Low Performing Schools. *Learning Bridges*. Retrieved from http://www.learningbridges.com/TTSS.aspx.

Lee, D. (2011). Changing course: Reflections of second-career teachers. *Current Issues in Education*, *14*(2), 1-19.

Lee, D. (2001, November). *The effects of using adult learning preference for trainers*. Reports-Research (143)—Speeches /Meeting Papers (150). Practice papers presented at the National Convention of the Association for Educational Communications and Technology. ED470095.

Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Little, J. (1990). The mentor phenomenon and the social organization of teaching.In C. B. Cazden (Ed.), *Review of research in education* (pp. 297–351). Washington, DC: American Educational Research Association.

Lips, D. (2008). A Nation Still at Risk: The Case for Federalism and School Choice. *Backgrounder (The Heritage Foundation)*, no. 2125, April 18, 2008. Retrieved from http://d1lj51l9p3qzy9.cloudfront.net/handle/10207/bitstreams/13487.pdf.

المنارة للاستشارات
www.manaraa.com

Ludlow, C. (2012). Alternative certification pathways: Filling a gap? *Education and Urban Society*, *XX*(X), 1-19.

Madsen K. C., & Hancock, B. C. (2002). Support for music education: A case studyof issues concerning teacher retention and attrition. *Journal of Research in Music Education, 104*(1), 19-25.

Marks, P. (1984, March 15). N.J. advised to strengthen ties between teachers and researchers. *Education Week*, *3*, 9-9.

Maxwell, J. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.

McCaffrey, D. F., Lockwood, J. R., Koretz, D. M., & Hamilton, L. S. (2003). *Evaluating value-added models for teacher accountability*. Santa Monica, CA: RAND.

McCallum, F., & Price, D. (2010). Well teachers, well students. *Journal of Student Wellbeing*, 4(1), 19-34.

McCarty, W. L., & Dietz, D. (2011). Alternate teacher certification: The case for transition to teaching. *Journal of Applied Learning in Higher Education*, *3*, 45-57.

Mezirow, J. (1995). Transformation theory of adult learning. In M. R. Welton (Ed.), *In Defense of the Lifeworld*. New York: SUNY Press.

Miller, J. W., McKenna, M. C., McKenna, B. A. (1998). A comparison of alternatively and traditionally prepared teachers. *Journal of Teacher Education*, 49(3),165-176.

Nagy, C. J., & Wang, N. (2007). The Alternate Route Teachers' Transition to the Classroom: Preparation, Support, and Retention. *NASSP Bulletin*, *91*(1), 98-113. doi: 10.1177/0192636506299153.

National Center for Education Statistics (NCES). (2012). NCES statistical index. *National Center for Education Statistics (NCES) Home Page, a Part of the U.S. Department of Education*. Retrieved from http://nces.ed.gov/help/ sitemap.asp.

National Center for Education Statistics (NCES). (2007). *Teacher attrition and mobility: Results from the 2004-2005 teachers follow up study*. Retrieved from http//nces.ed.gov/ pubs2007/2007307.pdf.

National Commission on Excellence in Education (NCEE). (1983). *A nation at risk: The imperative for educational reform* (pp. 1-48, Rep.). Washington D.C.: US. Government printing Office.

National Commission on Mathematics and Science Teaching for the 21st Century.

المنارة للاستشارات
www.manaraa.com

(2000). *Increasing the number of mathematics and science teachers-A review of teacher recruitment programs*. Retrieved from http://docs.google.com/ gview?a=v&9=cache:xh8qfCHrAUIJ.www.ed.gov/ inits/Math/ glenn/Clewell Forcier. pdf+teachers+for+Chicago+programs= +retention+rates&hl=en&gl =us.

National Commission on Teaching and America's Future. (NCTAF). (2003). *No dream denied: A pledge to America's children*. Retrieved June 23, 2009, from http://www.nctaf.org/documents/no-dream-denied_summary_report.pdf

National Comprehensive Center for Teacher Quality (NCCTQ). (n.d.). National Conference on Teacher Quality-Exemplary Practices for Mentoring New Teachers. D-1: *Mentoring new teachers: The Santa Cruz new teacher project*. Retrieved from wwww.ed.gov/inits/teachers/ exemplarypractices/d-1.html

New Jersey Department of Education (2011). Guide to Certification in New Jersey/2010-2011. New Jersey Department of Education Office of Licensure & Credentials. Retrieved from www.state.**nj**.us/education/educators/license/guide.pdf.

New Jersey Department of Education (NJ DOE)(2011a). 2010-2011 Certified Staff. Retrieved from http://www.state.nj.us/education/data/cs/cs11/ stat_doc.htm.

North Carolina State Board of Education. (2010). *North Carolina State Board of Education Policy Manual.* Raleigh, NC: NCDPI, Academic Services and Instructional Support

Palmer, R. T., Davis, R. J., Moore, J. L., & Hilton, A. A. (2010). A Nation at Risk: Increasing College Participation and Persistence Among African American Males to Stimulate U.S. Global Competitiveness. *JAAME*, 1(2), 105-124.

Phillipo, K. L. (2010). Teachers Providing Social and Emotional Support: A Study of Advisor Role Enactment in Small High Schools. *Teachers College Record*, 112(8), pp. 2,258-2,293.

Pope, C., & Mays, N. (Eds.) (2006). *Qualitative Research in Health Care (3rd Ed.).* Malden, MA: Blackwell.

Quaid, L. (2009). *More college grads join Teach for America*. Retrieved on June 4, 2009 from http://www.google.com/hosted news/ap/article/ALegM5hSdscIS357c1 THKuYIn DCGZT62cgD98ERVEG0

Quigney, T. A., (2010). Alternative Teaching Certification in Special Education: Rationale, Concerns, and Recommendations. *Issues in Teacher Education*, 19(1): 41-58. Retrieved from http://www1.chapman.edu/ITE/public_html/ ITESpring10/08 quigney.pdf.

Rosenberg, M. S., Boyer, K. L., Sindelar, P. T., & Misra, S. K. (2007). Alternative route

المنارة للاستشارات
www.manaraa.com

programs for certification in special education: Program infrastructure, instructional delivery, and participant characteristics. *Exceptional Children, 73*(2), 224-41.

Rosenberg, M. S., & Sindelar, P. T. (2005). The proliferation of alternative routes to certification in special education: A critical review of the literature. *The Journal of Special Education, 39*(2), 117-127.

Sass, T. R. (2012). *Certification requirements and teacher quality: A comparison of alternative routes to teaching* (Rep.). Atlanta, GA: Georgia State University.

Satcher, D. (2004). School-based mental health services. *Pediatrics*, *113*(6), 1839-1845. doi: 10.1542/peds.113.6.1839.

Schonfeld, I. S., & Feinman, S. J. (2011). Difficulties of alternately certified teachers. *Education and Urban Society*, *20*(10), 1-32.

Shen, J. (1997). Has the alternative certification policy materialized its promise? A comparison between traditionally and alternatively certified teachers in public schools. *Educational Evaluation and Policy Analysis*, *19*(3), 276-283. doi: 10.2307/1164466.

Shen, J. (1998). Alternative certification, minority teachers, and urban education. *Education and Urban Society*, 31, 30-41.

Shepherd, T. L. (1999). A retrospect and introspect of an alternative method of teacher certification. *Educational Horizons*, *78*(1), 39-43.

Smith, R. J. (2008). *Self-efficacy of traditional and non-traditional certified career and technical education teachers* (Doctoral dissertation, University of Georgia, 2008) (pp. 1-148). Athens, GA: University of Georgia.

Southwest Educational Development Laboratory. (SEDL). (2000). *Mentoring beginning teachers: Lessons from the experience in Texas*. Policy Research Report. Washington, DC. ED 463 572.

Speck, M. (1996). Best practice in professional development for sustained educational change. *ERS Spectrum*, 33-41.

Stansbury, K. and Zimmerman, J. (2000). Lifelines to the classroom: Designing Support for Beginning Teachers, *Westend*, Retrieved from http://www.nmu.edu/Webb/ArchivedHTML/UPCED/mentoring/docs/DesigningSupport.pdf

Stenbacka, C. (2001). Qualitative Research requires quality concepts of its own. *Management Decision*, 39(7), 551-555.

المنارة للاستشارات
www.manaraa.com

Strong, M., Gargani, J., & Hacifazlioglu, O. (2011). Do we know a successful teacher when we see one? Experiments in the identification of effective teachers. *Journal of Teacher Education*, *62*(4), 367-382. doi: 10.1177/0022487110390221.

Tate, W. F. (2008). The political economy of teacher quality in school mathematics: African American males , opportunity structures, politics and method. *American Behavioral Scientist*, *51*(7), 953-971. doi: 10.1177/0002764207311999.

Tamir, E. (2008). Theorizing the Politics of Educational Reform: The Case of New Jersey's Alternate Route to Teacher Certification. *American Journal of Education*, *115*(1), 65-95. doi: 10.1086/590676.

Thomas, P. & Date, J. (2006). Students Dropping Out of High School Reaches Epidemic Levels. ABC News, November 20, 2006. Retrieved from http://abc news.go.com/TheLaw/story?id=2667532&page=1#.ULaRyuOe9Fs

Thomason, A. C., *Teacher Personal and Professional Characteristics: Contributions to Emotional Support and Behavior Guidance in Early Childhood Classrooms.* (2011). Ph.D. dissertation. Retrieved from http://libres.uncg.edu/ir/uncg/f/ Thomason_ uncg_0154D_10586.pdf

Thomsen, S. R., & Gustafson, R. L. (1997). Turning practitioners into professors: Exploring effective mentoring. *Journalism and Mass Communication Educator*, 52: 24-32.

Tillman, C. L. (2005). Mentoring new teachers: Implications for leadership practice in an urban school. *Educational Administration Quarterly, 41*(4), 609-629.

Toman, J. K. (2008). *Partners or adversaries: A comparative case study of the accountability relationship between higher education and state governments in three states*. Ann Arbor, MI: ProQuest.

Tschannen-Moran, M. &, Woolfolk Hoy, A. (2000). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

Turque, B. (2010). Rhee: D.C. education reform can survive without me. *The Washington Post*, September 26, 2010. Retrieved from http://voices.washington post.com/dcschools/2010/09/rhee_dc_ed_ reform_can_survive.html

Urban, W. J., & Wagoner, J. L. (2009). *American education: A history*. New York, NY: Routledge.

U.S. Census Bureau. (2012). Growth in Urban Population Outpaces Rest of Nation, Census Bureau Reports. *US Department of Commerce.* Press release of Monday, March 26, 2012. Retrieved from http://www.census.gov/newsroom/ releases/archives/2010_census/cb12-50.html.

المنارة للاستشارات

www.manaraa.com

Van Tassel, P. (1983). State to Name Panel to Explore Teacher Quality." *The New York Times.* December 4, 1983.

Walsh, K., & Jacobs, S. (2007). *Alternative certification isn't alternative* (pp. 1-38, Rep.). Washington DC: Thomas B. Fordham Foundation.

Wilson, S. M., Floden, R. E., & Ferrini-Mundy, Joan. (2001). *Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations.* Seattle, WA: Center for the Study of Teaching and Policy.

Wong, H. K. (2005). New teacher induction: The foundations for comprehensive, coherent, and sustained professional development. In H. Portner (Ed.), *Teacher mentoring and induction: The state of the art and beyond* (pp. 41-58). Thousand Oaks, CA: Corwin Press.

Wong, H. K. (2004). Induction Programs That Keep New Teachers Teaching and Improving. *NASSP Bulletin*, 88(638), 41-58.

Yin, R. K. (2009). *Case Study Research: Design and Methods* (4th Edition). Thousand Oaks, CA: Sage.

Zeichner, K. M., & Schulte, A. K. (2001). What we know and don't know from peer-reviewed research about alternative teacher certification programs. *Journal of Teacher Education*, *52*(4), 266-282. doi: 10.1177/002248710105200400.

المنارة للاستشارات
www.manaraa.com

Appendix A: IRB Consent form

This is the proposed consent form that must be signed prior to interview.

Consent Form to participate in an interview

You must read this form in its entirety and sign the form before proceeding to the survey.

I, ____NAME________________________, agree to participate in an interview for a proposed dissertation entitled, **Support for Alternatively Certified Teachers in the New Jersey Public School System,** which is part of Ashanti Holley 's dissertation in education for Rowan university. I'm over 18 years old. The purpose of the interview is to learn the perceptions and beliefs held by teachers who have received their credential through New Jersey's Alternative Route licensing program. Your participation is very important to this study. It is estimated that the interview will not take longer than 60-90 minutes to complete.

I understand that my responses will be anonymous and that all the data gathered will be confidential. I agree that any information obtained from this study may be used in any way thought best for publication or education provided that I am in no way identified and my name is not used.

I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty by going to this site _____________ and clicking "please remove my participation."
I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If you agree to participate in this study, the researcher will meet with the interview participant in a mutually agreed upon public location.

Data will be stored on an external hard drive. When the external hard drive is not in use, it will be locked in a safety deposit box. All data including but not limited to notes, logs, and consent forms will be maintained in a secure area (safety deposit box) accessible only to the researcher and researcher's advisor for a period of three years after the conclusion of the study. All materials containing confidential information will then be destroyed.

Your participation in this study is voluntary. You may choose not to respond to any question or to not participate in the study as a whole with no penalty to you.

If I have any questions or problems concerning my participation in this study I may contact Ashanti Holley at 609-346-5151.

___________________________________ ______________________
(Signature of Participant) (Date)

المنارة للاستشارات
www.manaraa.com

_________________________________ ______________________
(Signature of Investigator) (Date)

If you need additional information, you can also contact:
Faculty Advisor: Dr. Gloria Hill- hillgl@rowan.edu

المنارة للاستشارات
www.manaraa.com

Appendix B – Interview Questions

1. How did you get into teaching?
2. Define what support you received has meant to you?
    a. Administrator?
    a. Mentors?
    b. Teaching colleagues?
    c. Peers?
    d. Students?
    e. Parents?
    f. All others? (unions, press, policy makers, taxpayers)?
3. Have you noticed bias toward or against alternate route teachers? To what degree, if any was this bias manifested?
4. How have support or a lack of support from a school district affected your decision to stay or leave a teaching job?
5. How ha~~ve~~s support or a lack of support from a school principal and/or mentor(s) affected your decision to stay or leave a teaching job?
6. How has support or lack of support from school colleagues and peers (team teaching, voluntary assistance) affected your decision to stay or leave a teaching job?
7. How ha~~ve~~s support or a lack of support (responsiveness, willingness to participate in classroom assignments, enthusiasm to learn, respect) from students affected your decision to stay or leave a teaching job?
8. How ha~~ve~~s support or a lack of support from the parents of students affect your decision to stay or leave a teaching job?
9. How has support or a lack of support from other constituencies such as government policy makers, press, teacher's union representatives and the general taxpaying public affect your decision to stay or leave a current teaching job?
10. Why did you leave teaching?

المنارة للاستشارات
www.manaraa.com

Appendix C: NVivo 9.0 Data Analysis Software
Procedure for Analyzing Themes Found Transcripts of the Interviews

Data Analysis Process

Prior to conducting the research analysis, the researcher reviewed the data analysis process outlined in Chapter 3 and the interview guide. A Microsoft Word document was created and a copy of the research questions was pasted for quick reference while reviewing the data for themes relevant to the study. An Nvivo 9.0 file was then created and the participant interviews were uploaded into the solftware.

All interviews were reviewed for content prior to creating nodes to gain a perspective on the types of answers given in the interviews. Each interview was then scanned for key words and phrases. Nodes were reviewed for key words and phrases and themes began to emerge. After reviewing the nodes, patterns and connections were observed and themes were finalized.

Quotes for each theme were copied into the Word document. After reading through quotes connected with each theme, the wording of the themes was modified to reflect patterns that emerged. After themes were developed, each theme was carefully reviewed, a summary of the theme was written, and quotes selected that best reflected the comments of all participants.

Findings

A total of 10 themes were developed from the interviews. Tables 1 and 2 indicate the nodes represented by theme number and relevant key phrases. The tables include how many participants (sources) whose comments were quoted in the node and the number of references for each node.

Table 1 reveals that Themes 1 and 3 had two separate nodes, Theme 2 had three nodes, and Themes 4, 5, and 6 had one node. While Theme 1 related to the process of becoming an AR and why participants chose to become a teacher, Themes 2 through 6 related to support from various entities (see Table 1).

Table 1

Nodes Represented by Theme Number and Key Phrases: Themes 1 Through 5

Nodes represented by theme # and key phrases	Sources	References
Theme 1: Process to become an AR	3	5
Theme 1: Why become a teacher	12	23
Total Theme 1	15	28
Theme 2: Most support from mentor and colleagues	1	1

www.manaraa.com

Theme 2: Support from colleagues	12	34
Theme 2: Support from mentor	12	36
Total Theme 2	25	71
Theme 3: Support from administration	12	66
Theme 3: Support from district	9	15
Total Theme 3	21	81
Theme 4: Support from students	11	20
Total Theme 4	11	20
Theme 5: Support from parents	12	33
Total Theme 5	12	33
Theme 6: Support from other	7	11
Total Theme 6	9	13

Table 2 reveals that Themes 7 and 10 had two nodes, while Themes 8 and 9 had two nodes. Theme 7 related to bias against AR teachers. Theme 8 related to the helpfulness of alternative route classes and the opportunity for AR teachers to collaborate. Theme 9 related to the decision to stay or leave, and Theme 10 related to advice AR teacher have for districts to improve the program.
Table 2

Nodes Represented by Theme Number and Key Phrases: Themes 6 Through 10

Nodes represented by theme # and key phrases	Sources	References
Theme 7: Bias against AR teachers	12	31
Total Theme 7	12	31
Theme 8: Collaboration at AR class	2	2
Theme 8: Alternate route class	7	12
Total Theme 8	9	14
Theme 9: Decision to leave	7	35
Theme 9: Decision to stay	5	17
Total Theme 9	12	52
Theme 10: Advice on program improvement	5	8
Total Theme 10	5	8

Participants referenced 20 key words 100 or more times during their interviews. Relevant words included key concepts such as *support, teaching, think,* and *decision* (see Table 3). Participants referenced 32 key words between 40 and 99 times during their interviews. Relevant words included key concepts such as *colleagues, supportive, helpful,* and *respect* (see Table 4). Key words referenced between 30 and 39 times included *union* and *learn* (see Table 5).

المنارة للاستشارات
www.manaraa.com

Table 3

Key Words Referenced 100 Times or More by Participants

Word	Length	Count	Weighted Percentage (%)
1. Support	7	574	1.81
2. School	6	354	1.11
3. Teacher	7	330	1.04
4. Teaching	8	314	0.99
5. Think	5	269	0.85
6. Route	5	257	0.81
7. Alternate	9	251	0.79
8. Teachers	8	206	0.65
9. Students	8	189	0.60
10. Parents	7	181	0.57
11. Classroom	9	169	0.53
12. Education	9	161	0.51
13. District	8	156	0.49
14. Mentor	6	131	0.41
15. Decision	8	128	0.40
16. Administration	14	113	0.36
17. Different	9	112	0.35
18. Teach	5	101	0.32
19. Principal	9	100	0.31
20. Leave	5	98	0.31

Table 4

Key Words Referenced Between 40 and 99 Times by Participants

Word	Length	Count	Weighted Percentage (%)
1. Class	5	95	0.30
2. Colleagues	10	86	0.27
3. Right	5	85	0.27
4. Experience	10	81	0.26
5. Child	5	77	0.24
6. Program	7	77	0.24
7. Affect	6	75	0.24
8. Receive	7	75	0.24
9. Wanted	6	75	0.24
10. Supportive	10	74	0.23
11. Profession	10	64	0.20
12. Student	7	63	0.20
13. Grade	5	53	0.17
14. Working	7	53	0.17
15. Affected	8	52	0.16

المنارة للاستشارات
www.manaraa.com

16. Started	7	52	0.16
17. Issues	6	51	0.16
18. Helpful	7	49	0.15
19. Lesson	6	48	0.15
20. Administrator	13	47	0.15
21. Terms	5	47	0.15
22. Children	8	45	0.14
23. Course	6	45	0.14
24. Process	7	45	0.14
25. Trying	6	44	0.14
26. Getting	7	43	0.14
27. Classes	7	42	0.13
28. College	7	42	0.13
29. Management	10	42	0.13
30. Career	6	41	0.13
31. Respect	7	41	0.13
32. Peers	5	40	0.13

Table 5

Key Words Referenced Between 30 and 39 Times by Participants

Word	Length	Count	Weighted Percentage (%)
1. Level	5	39	0.12
2. Learn	5	38	0.12
3. Point	5	37	0.12
4. Union	5	37	0.12
5. America	7	36	0.11
6. Parent	6	36	0.11
7. Understand	10	36	0.11
8. Basically	9	35	0.11
9. Though	6	35	0.11
10. Charter	7	34	0.11
11. Matter	6	34	0.11
12. Public	6	34	0.11
13. Around	6	33	0.10
14. Making	6	33	0.10

المنارة للاستشارات
www.manaraa.com

Appendix D: Theme 1 Responses: Participants, often encouraged by educators and family, recognize that becoming an AR teacher is a pathway to achieve goals

Interviewer: "Now, did you find alternate route teaching extremely difficult to do, as far as the process with the state?"

> No. Actually, as far as the program, I had an extremely positive experience. The HR department, they walked you through the entire process. I went to St. Peter's college in Jersey City to take my classes, and all of the instructors were extremely helpful, very knowledgeable. And so I actually enjoyed my experiences as far as that part of the program. (Participant A)
>
> When I was working at the Burlington County Institute of Technology, and I was working as a teacher's aide, the principal recognized that I had certain abilities and certain talents, in terms of dealing with the children, and my ability to articulate and express myself, and my strong desire to make a positive difference in the lives of children. He offered me the opportunity to become a teacher of technical occupations -- computer science, technology -- because I already had a degree in that particular area. (Participant D)
>
> And I happened to be looking on . . . I think there was a PBS special on Channel 13 or something one day, and I saw something called Teach for America. And it sounded like it was a great way to get into teaching. There were people who were just so enthusiastic in their presentation of their experiences. And I thought that that would be a good pathway for me. And ironically, or coincidentally, there was going to be a representative on our campus within months of the time that I saw this presentation on PBS, and when they came, I just kind of committed myself to being part of the process.
>
> So I went through the interview process and everything, and fortunately was one of the folks selected. And I came here, to New Jersey, as my placement site, from Louisiana to New Jersey. And that's [laughs] my alternative teacher certification experience began. I didn't have any aspirations around teaching before. I actually wanted . . . I was thinking about going to law school, and then, because I just kind of loved literature and writing, I was actually thinking I was going to go on to graduate school and just kind of do research in that area, and potentially just publish and maybe teach at the college level. But I hadn't really considered the K-12 level at all. (Participant E)
>
> I was a psychology major in college, and I was seeking employment on graduation. And so I started working as a substitute teacher at an elementary school, and a principal suggested that I actually try to go through the steps to become an alternate route teacher. And so that's why I decided to do so. However, I needed a job upon graduation, and so becoming an alternate route teacher was the quickest means to do so. (Participant A)
>
> Like, I heard of an open position from one of my friends and, you know, I put in an application. I wasn't exactly happy with the job that I had prior to that, so once I was called in for an interview, I went, you know? (Participant B)
>
> I worked at Paine Webber as a marketing specialist in 2001. I started there in '99, I believe. And in 2001, there was a mass layoff, mass cut, and I received a pink slip. And so I received a severance package, and because I had always been a

www.manaraa.com

counselor and active in the local community, especially with stuff like youth organizations, youth groups, and so on, I thought that either social work or education was my next career move. And so that's kind of how it launched.

I just kind of weighed the impact. Because my experience had always been, in terms of involvement in the community, I was always engaged with youth, and it didn't have a slant on sort of victimization or that particular angle, but it was always in arts and culture or education, and things like that. Or extracurricular programming, educational programs at church. That had always been a slant towards education, so that's why I took that route rather than social work. And as a matter of fact, I was offered a teaching position and a social worker position in the same day in '03. [inaudible 02:45] here, and another one at a charter school in Newark, which is where I started.

I stayed in teaching because my backstory is . . . I was born in a Washington, DC suburb and raised there for several years by a single, college graduate, but nonetheless single mother. And if it weren't for the support of church members, and my mother, and my siblings, and just extended family and community members, I probably could be another statistic myself. And so I wanted to make meaningful contributions to the very student population that I could have been. And although I was raised in a solidly middle-class neighborhood, I do share some of their cultural congruence because I'm black and female, and so my experience has been in poor, black districts for my entire career. And that's where I want to have the most impact. (Participant C)

To be honest with you, Ashanti, the reason I got into education is because I had a daughter with special needs, and I went into the school system to assist her. And I wound up being an aide first. I was an aide, and then I became a substitute, and then I became a technologist in the lab, and then I went through the provisional teaching program, alternate route, and then I became a full-fledged teacher. Well, I was a strong proponent for inclusion. That was a big deal to me.

By having a child with special needs and not wanting her to be isolated from the regular population, I decided that if I could go in and, on the inside, I could make a difference by being there with her, and being a strong advocate for inclusion children being in the regular classroom with special education needs as well. Because I recognize that teaching is a calling. It's not something that you can just go to school and you can learn. It's something down on the inside of you that desires to be able to communicate with other people, and especially students in the learning experience. (Participant D)

I started in education back in 1993 as a Teach for America core member. I decided in college, as an undergrad, that I wanted to teach. I had done some volunteer work on campus. There was a nursery school or something like that, and I was volunteering there. And then I also used to work in the summers for the Upward Bound program also at my college.

And I found that it was just something that I found enjoyable. But I was an English major at the time, and I really didn't want to invest in spending more time at the university and doing education classes. So I started looking into programs or states that offered emergency certification, or that would allow

المنارة للاستشارات
www.manaraa.com

people to just come in and teach, and then later obtain their credentials. (Participant E)

I got into teaching because I had a good college friend who brought that to me as a career choice, to my attention. Because I had relocated into the city, and was looking for a new endeavor. I also love kids, so I knew it was something that I could definitely handle. It was an opportunity at the time. However, it's something you never think about doing, but once you're given the opportunity to do it, you kind of fall in love with it, because you realize the impact that you make on young lives, which I've always been passionate about. Making an impact on your life. A positive impact. (Participant F)

Education, for me, was a decision originally made when I entered college that was going to be my major, because I came a family of educators. My father is a retired teacher. And then I decided, while in college, that that wasn't something that I wanted to pursue, and graduated without finishing my teaching program. And then, after working for three years in corporate America, I decided to go back to education through an alternate route program. And with that being said, after working in corporate America, I said, "You know, maybe my temperament is better for education."

So I took a test that I probably should have taken when I was in college, and one of the things that came up was that I would be a good teacher or good counselor. So I said, "OK. Let me go back and push through this. (Participant G)

Well, I was, at the time, engaged to be married, and the urgency was that my fiancé would keep putting off the expenses for everything, from a new place, to helping our parents with the wedding costs, and everything. And if I could just get a job as soon as possible to help supplement his income, that would be great. And one of the jobs that a lot of my colleagues talked about in grad school was substitute teaching. And I hit the net. I got into substitute teaching in addition to the course I was taking, which, the actual name for it still escapes me. But in that course, we were adults in college classrooms, but then I . . . and we got paid for that.

And then I branched off into sub teaching. Like maternity leaves, so it would be a semi-long-term assignment. And I realized I enjoyed being in a classroom with children, too. So I enjoyed it with adults and children. So that was my introduction.

When I enrolled in my graduate program, there was a seminar class, and we had to actually learn from educational theory, and then we had to actually apply it and . . . I forget what the term was. but we actually had to apply it in a small class setting. And so that was my first exposure to considering teaching. I sort of took my term that they had for it. Anyway, I hope it comes through. (Participant H)

My father is a teacher, and his former student is a teacher. I was touring with the symphony at the time, and he needed a permanent sub because he was going out on childcare leave. So he asked me if I would get certified to be a substitute and come in and sub for him. And so that began it. But I needed the money at the time. And then, about a couple weeks in, I was like, "Hmm." I just really enjoyed it. (Participant I)

المنارة للاستشارات
www.manaraa.com

> I always knew I wanted to be a teacher, honestly. But what happened was, I was sidetracked, because, of course, I wanted to make money. So when I went to school, I started off as a business major, and then by my junior year I figured out, I had an internship, and I decided, "You know what? The money's good, but I want to teach. (Participant J)

Interviewer: "Why didn't you choose education first?"

Interview Participant J: "Money."

> I think I always knew that I would want to teach. And, like I said, I went to college later in life. And after having children, I started substituting, took the Praxis, and needed to go through alternate route. Well, I knew that I would do some sort of servant leadership, and I really had a desire to do something that would have me make a contribution to society. And I honestly, in alternate route, I could tell the individuals looking to become teachers, that I think teaching is something that you're called to, honestly. I think it's a profession that you're called to do. (Participant K)

> It was really like a personal journey. I believe that we all have gifts, spiritual gifts that were are given. And for me, I knew that teaching was a gift that I have. There's an energy that I receive, there's a love and a passion that I have for it, and the energy is sustaining. And so I initially started teaching in church contexts, and then realized that I could also use what I know beyond theological studies to teach in public schools. In addition to theological studies. I already had a Masters of Divinity degree when I came to teaching in 1991, and I was fairly well-read. (Participant L)

المنارة للاستشارات
www.manaraa.com

Appendix E: Theme 2 Responses: Support by mentors and colleagues are valued by alternate route (AR) teachers.

"I wouldn't say that I gained that much support from my principal. Mostly the support came from my mentor and my colleagues" (Participant A).

> I had a team of experienced teachers. I was one of two new teachers that we had. So they would share information about school climate, addressing parents, school policies and procedures. All of that information came, basically, from my coworkers. They were very free with the information. (Participant A)

> I don't think that they were helpful. People really didn't reach out to me to try to help me, you know, being that it was my first year, and I was coming in from a different profession, nobody really helped me. I didn't really ask for help. Like, a lot of people were really about keeping to themselves, so I didn't feel as if, you know, that they would be helpful. Well, I have support from just one peer.
>
> She was a peer/teacher. She made the job fun, and she helped me out my first year, specifically with making sure I had everything that I needed, and let me know that I wasn't alone. She was always the one I could go to for help. I received a lack of support from school colleagues. They basically trashed me, saying that I was not fulfilling my duties as an inclusion teacher.
>
> I also did not have a space to call my own, so I was like a nomad traveling from space to space. Luckily, I had one colleague/peer who was very friendly to me. She allowed me to use her room, and she gave me a space so that I was comfortable. She helped me out a lot my first year, because I was new to the profession. However, once I heard that she was moving on to a new job, I knew it was time for me to move along as well. (Participant B)

> But other than that, no other teachers within the school were sort of brought on to further assist and support me, in terms of developing my instructional practice or anything like that. It was just an in and out, "Hey, I'm going to convey how the process works, you cut me a check, and that's it. Well, again, there really was not much. There was one teacher who helped me, a male, but . . . well, there were two. There was one female and one male. And were kind of the younger teachers there, so we collaborated with one another. And other than that, that was it.
>
> Other than the in-school veteran teacher who I was paired with. So you have other teachers who are more than willing to help you. Well for the same reasons. I mean, support goes a long way, and it's just words of affirmation and encouragement. They've encouraged me when I've had difficult days, and they've encouraged me in providing me with additional ideas, and classroom practices, and different tools and resources. In that way, because I can speak to them and engage with them, because of that professional relationship, that has probably contributed to my reasons to stay as well. (Participant C)

> I also had a mentor, and I had the support of my different colleagues. I was in a cluster of teachers that were specialized in business education and computers and technology, so I had the support of a team, and we rotated our students throughout the course of the semesters. So I was able to benefit from the expertise of master teachers, and under their supervision. Well, like I mentioned

www.manaraa.com

previously, there was a team of teachers that encompassed the business education teachers along with the computer science teachers.

They were all part of a team. And I forgot what they called it. They called it some kind of . . . but it wound up . . . you were in a way left on your own, but you . . . No, I don't know. I'm lost right now. Wait and I'll back up for a second. (Participant D)

In that first year. I mean, they would say, "If you need anything. Help . . . " But I will say, there were a couple of people who were particularly helpful. I mean, one would provide some level of relief from this particular child by coming to the classroom and actually taking the child with her. And the child would do his or her work in her classroom. Actually, a couple of the teachers [laughs] would do that for me. So I don't think that they were all that helpful with teaching me to teach or introducing me to instructional strategies. It was really like, they were more helpful in just relieving me of students that could be a disruption, for the most part.

Until this other cooperating teacher came onto the scene and was really helpful with showing me how to manage a class. Basically laying out expectations and having the kids tell you what you expect, and making sure that they follow through. And training them to do that, if you will, before recess, before lunch, and before going home. Times when they really wanted to get out of the building. (Participant E)

I received a lot of support from teaching colleagues. In my situation, I was fortunate to have close friends who were teachers who had been in the field for a while. So they took extra steps in showing me how to do things the right way. I had a college friend who I went to school with, and she had a friend who she went to school with in high school. And once I moved to the city, we all became very close.

So they were able to share their skills with me, tell me where I could get stuff to decorate the classroom with, show me how to do lesson plans, grade papers, record them in the book, and also the type of attitude I should take on. Well, that's where your support comes in. I was blessed to have friends that, like I said, were colleagues. So I was able to vent through them, and it'd be confidential. You talk through it, you get it out, you get their advice, and then you move on.

If I didn't know something, I would ask. I had close friends who had been in the profession for a while. So I think that's a plus on my end. They took the time, over dinner, to say, "This is how you do a lesson plan," or, "The gradebook needs to look like this," or, you know? (Participant F)

My department was great. They were very, very helpful. They were very loving. They were very supportive. They helped me through that first year. If I hadn't had the staff, and my colleagues, in the English department -- because I was a certified English teacher -- I wouldn't have made it.

They allowed me to sit down to them. They were more influential on my lesson planning than my supervisor, except my supervisor was removed from the lesson plan process, in a sense, because she hadn't taught for a while. They were very instrumental in helping me with classroom management, on giving me tips

المنارة للاستشارات
www.manaraa.com

as to organize the classroom with different learning styles and things of that nature. Doing group activities so as to cut down on behavioral issues within the classroom. So they were instrumental in that aspect.

Because we looked at the policies of my particular supervisor at the time. It changed later. But there were little things that I didn't pick up, but they were also things that my colleagues assisted me, and kind of coaxed me along to make sure that I didn't get lost in the shuffle. (Participant G)

I like that we shared what worked, and we shared what didn't work. We would collaborate on solutions. I always liked my coworkers. I thought they were really just a nice group of people. And it was diverse, too. I liked that. People were offering different perspectives from different backgrounds. Some had been in different industries. I would say more than half of the staff were alternate route, so people come from different professions and all.

Interviewer: So you said you would collaborate. What are some of the things you guys would collaborate on?

Interview Participant H: "Well, you know, one of the primary things was how do you formulate your lesson plans, because [inaudible 15:32] we don't have textbooks and curriculums [laughs]"(Participant H).

They were very supportive in terms of, a bunch of them would give ideas for how to deal with a certain situation. "Why don't you come in and observe me." "Why don't you do this." You know, very welcoming. There was another music teacher in the building -- because I taught chorus and music appreciation for K to 6. (Participant I)

I mean, the staff was supportive in that you were another teacher in the building. I guess there were a few teachers that were extremely helpful. And then everyone else just kind of went on their merry way, just speaking. But I think that my mentors probably provide me the most support, and then there were a handful of teachers that would ask, maybe, "How are you doing?" "How are things going?" "If there's anything you need, let me know." But it wasn't on the same level as the mentors that I had.

The teachers were there on occasion, checking in as an OK, but it wasn't the same kind of support. The same level of support, I should say. It wasn't the same level. The support that I received from the teachers was occasional. It was, if we were having a conversation, "Oh, how are things going?" And if I'm, "It's going OK," or, "I'm working on this lesson." "Oh, well, why don't you try this?" or, "When I did it in my class, I did it this way." So it wasn't consistent. (Participant J)

The basic collaboration around grade level meetings and planning. During my alternate route year, I taught third grade, so the collaboration with the third grade team. Lesson planning. There was a lesson planning 101 template that was provided to us, so it was made clear to me on how to write lesson plans following that format. Probably just building bonds with some colleagues in the building. I pretty much had a cohesive team my first year. The third grade team of teachers. Pretty cohesive there. (Participant K)

It was a rough district. It was a rough school. And so, when you're in that kind of teaching environment, I found that the teachers tend to be empathetic towards

المنارة للاستشارات
www.manaraa.com

each other. And so there was certainly a lot of collegial support in terms of exchanging ideas with each other. My last year there, I was called upon to teach a HESPA prep course, and so I had never done that before, so I would go in and observe another colleague who had been doing it for years and was very good at it. So there were opportunities for that.

And also, my department chair was very good, and she exuded that kind of leadership both of sharing and collaboration. If you asked her for anything, she bent over backwards to get it to you. And that was just part of the spirit of the department. (Participant I)

I started my first year teaching, I did have a full-time retired teacher mentor for . . . I want to say it was probably the first 20 days of the school year? Information, such as classroom setups, discipline strategies, specific instructional strategies, because I walked in with absolutely nothing. Although I had worked as a substitute teacher, as a professional, I had never had any instruction in how to write lesson plans, how to implement a lesson, how to maintain discipline in the classroom. So she would show me specific . . . she gave me examples of lesson plans. She actually taught lessons for me for the first week, showing how she kept the class settled.

How to transition between activities. So all of those things that would seem common sense to an educator, those are all the things that she was able to show me. It wasn't . . . the support from the mentor, that probably is what kept me in the field, because she would informally always invite me to call. She would visit without being paid, things like that, as much as she could. So working with the mentor was a positive experience. (Participant A)

I never had a mentor. Well, first of all, I never had a mentor at my previous school, so I had no support there (Participant B).

It was a smaller environment, so they brought in one of their former teachers, who was also a master teacher. She was retired, and she served as a teacher for 35 years. And so she came in, and she was my in-class mentor. In terms of the facilitator, the teacher for the alternate route program, she actually is still one of my mentors today, which is Dr. Bimmen (SP?) And I was with her at Rutgers, in Rutgers Newark, for their alternate route teacher program for a year, and she was excellent.

We would attend classes maybe once or twice a week at the Rutgers Newark campus. The class was relatively large, but she was very engaging, she was communicative, she was well-versed in her craft, and she used examples from her classroom practice and her teaching style, and she just expressed and communicated all of the trials and struggles that we would encounter, as well as the triumphs that we would hopefully have, too. So in that way she was supportive, I guess. Aside from being supportive in terms of a facilitator or teacher, she was also nurturing, because I noticed that some students would come to her expressing difficulty in showing up for class and paying for the course, and she was really understanding in that way as well. So emotionally, she was supportive in terms of the craft. She was very knowledgeable, all that. (Participant C)

المنارة للاستشارات
www.manaraa.com

I also had a mentor, and I had the support of my different colleagues. Basically, there was the support that I received from my mentor was instruction in how to teach, how to manage the classroom, the curriculum, understanding of the culture, and just collegial interaction. There were meetings weekly. There were observations in the classroom. There was team teaching. All those things that you, you mentioned. (Participant D)

Two, I definitely had my mentor before I walked into the classroom, and it was a mentor who was very helpful. She wanted to make sure that I maintained control of the classroom, but she also was happy to demonstrate lessons for me with the class and then make me do certain things, too. It was a very kind of meta-cognitive experience with her, and I appreciated that. The people who worked with me as mentors following those 20 days were not as helpful as the 20-day mentor. They were available

The 20-day mentor sat with me, showed me what a curriculum was. Pulled out the old curriculum guides, the 8-by-11 legal size curriculum guides, and showed me how to use them. Showed me how to use textbooks, which I just had no kind of clear connection around what I was supposed to be doing with that, coming kind of cold off the street. And she modeled lessons for me. First she modeled lesson planning for me and gave me a template for that. And then she modeled the delivery of those lessons for me, and helped me develop assessments for the kids, and projects, and so forth. And she was just very helpful, and made herself . . . she was just very encouraging, too. She liked everything that I did, pretty much.

One of the things that I'm really grateful to her for is her professional knowledge and experience around working with very difficult children. I had a child in my class who really was acting out in showing . . . it was almost like she was exhibiting these sexual gestures and so forth, and it was just a. And so, this woman taught me to just start documenting everything I saw. And, I mean, she had suspicions around why the child was doing that, but she told me to just document specifically what I see. And I did exactly that. And this went on, pretty much, for the whole year, you know? And this child . . . once I did this, and then we started to send that to whatever support channels. I wouldn't have known to do that. (Participant E)

Interviewer: "We're going to get into the behavior when I get to the students. Define what support, if any, did you receive from your mentor teacher. Were you assigned a mentor teacher?"

Interview Participant F: "No."

Interviewer: "So you never had a mentor."

Interview Participant F: "I did have a mentor, but it wasn't my assignment."

Interviewer: "So it wasn't something that was required. You just had someone that helped you out every . . ."

Interview Participant F: "Yes."

"I never officially had a mentor. I had to think about that. No, I didn't have a mentor" (Participant G).

But the school itself was a support because they assigned me a mentor, and basically, the mentor guided me through everything that I needed. The mentor

المنارة للاستشارات
www.manaraa.com

that they assigned me, I loved. If I could be in touch with him again, Mr. Burman (SP?), I would contact him. He was excellent.

He took a personal interest in me. He was into those issues I was having. Like, my struggles with classroom management, organization of, like, you know, the lessons I wanted to teach and all. He was so helpful. And, and that's one thing they did right. Assigning me to Mr. Burman, my mentor.

We had a good communication, because he was very understanding. He had a lot of years of teaching under his belt. And plus, he was [inaudible 12:51], you know? And I was comfortable with him, and he would give me advice that could transcend the classroom. Just kind of like life experience stuff, as far as he said, keeping the perspective of, you can't save everybody.

Because he saw how concerned I would get and how I would be thinking about the kids outside of work and all of these things. Jst stay balanced, you know? He was just a good all-around teacher, you know? Mr. Burman offered suggestions. But I think a lot of what I learned was just through the experience of being in a classroom as an alternate route teacher. (Participant H)

Well, let me just say, my mentor was worthless. She was completely worthless. I think I saw her once in the entire year that she was supposed to be mentoring me. So she got money from me, because the school said I had to pay her. But I wouldn't say she was supportive, you know?

I didn't get any support from her. A matter of fact, what I found out was, after the year I left, she re-took my position. (Participant I)

So much support from my mentors. I can't even . . . from planning, to understanding the curriculum, to how to deal with the students. I always felt that I was a good disciplinarian, if you will. But just the tricks, so everything isn't a confrontation. Sometimes it's about the psychology that you use with the children. And because together, the both of them maybe had 50, 60 years in education, you know, "Well, Neil (SP?), instead of doing it this way, why don't you try this?"

Or we'd have conversations. So we always had lunch together, nine times out of 10, because we were a team. And so, within those conversations, you would hear, "OK, well, this is what this student did today, and this is how this teacher handled it, and this is what this student did, and this is how this teacher handled it." So it gave you a different perspective. So that was very helpful, especially being in an urban center.

We had some serious behavioral issues in many cases. And then it just helped management in the classroom overall. But the support was always there, and there was always information that was shared in a supportive way. If I ever had a question, I never felt intimidated, or like I couldn't ask the question. And the advice that I received, I found, was always helpful.

In the beginning, understanding the expectations of the principal. And in terms of how to write the lesson plans. I mean, again, you're going through classes, so you're getting that as well, but sometimes there are certain things that are specific to a school. So on a program level, for the alternate route, you're getting, "Well, you know you have to do lesson plans, and here's a general objective." But specifically our principal wanted specific things in place.

المنارة للاستشارات
www.manaraa.com

So that type of formatting, making sure I understood the structure of the lesson plan, making sure that I knew how to use the curriculum in writing that. Because back then, we didn't have them written in the side. [laughs] My experience with my mentors was overwhelming, in a positive way, because it was very helpful, and they were there all the time. But it was just different.

If I'm clear. So I think that the help that I received from my mentors was consistent. All the time, every day, from the time I walked in to the time that I left. If I needed to call them, I could do that. (Participant J)

I did receive a mentor, but any first-year teacher receives a mentor. The off-the-record mentor was a much better mentor to me. And, again, she was an alternate route teacher. Always in the class. Lots of collaboration.

Pretty much available to help me dealing with parents, written communication, all of the above. But this is the off-the-record mentor. And this is probably not sounding good. This was the off-the-record mentor, and she happened to be an alternate route instructor herself. (Participant K)

Interviewer: "So you didn't have the on-the-record . . . the one that maybe your school district gave you?"

Interview Participant K: "I did have her, and unfortunately, we rarely communicated around basic classroom etiquette. Absolutely not. As a matter of fact, she really did not until it was time for me to sign off for her paperwork at the end of the year."

So between the pathways course and then the on-site mentor once I was actually hired, those were my two supports. My mentor was another colleague within the department. He was incredibly well-read and incredibly well-experienced. And the support we received was really an exchange of ideas. It wasn't on teaching methodology or lesson plan preparation or any of those things.

It was more on exchanging materials, exchanging ideas about different projects. It was very collaborative and very supportive, but it wasn't instructional in the sense of, the mentor is the one with all the knowledge and I'm the student receiving the knowledge. It was more two-directional, which I enjoyed. (Participant L)

المنارة للاستشارات
www.manaraa.com

Appendix F - Theme 3 Responses: Alternate route (AR) teachers receive only limited support from administration and district.

> I wouldn't say that I gained that much support from my principal. And the principal would march them right back to class. So it was during that year, because I felt alone, as far as not having administrative support, I became more creative with managing my classroom. (Participant A)

Interviewer: "Yeah. So do you think the administrator . . . just going back to that administrator. Administrative support. You really didn't have it. How did you think that kind of affected you as an alternate route teacher?"

> Interview Participant A: It definitely soured my views towards the field. I definitely started making plans to leave teaching and education. I started applying for different jobs. I felt abandoned in the position, because once my mentor left -- she was gone after those first 20 days -- I was alone. And although I had my colleagues, six hours I'm in a classroom [inaudible 09:40] by myself.
>
> I don't recall many walkthroughs. They didn't really believe in suspensions, or, you know, if you sent a child to the office, they were immediately sent back. So there wasn't a lot of administrative support my first year. But working in the field with lack of administrative support, it definitely was difficult. I mean, once I sat on the other side of the desk as an administrator, I understood why [laughs] you would be stuck behind your desk.
>
> But it definitely made the job more difficult, because you have the perception that you are alone, and you're basically thrown into the classroom. You're thrown to the wolves without any support. I would definitely bring up behavior issues and behavior concerns. But it didn't change, so it was basically like my voice didn't matter. And so it just got to the point where I would stop trying to bring up some concerns.
>
> Right. And when I left, I was told . . . we had the state come in, and my principal said, "I'm losing one of my best teachers." Which I had never heard. Not like I did the job for praise, but I never heard a word, or any sort of recognition, until the minute I just decided I was leaving. "I'm just now hearing this?" I just found it very odd that I got no recognition for my work until I made the decision to leave.
>
> I think that it's definitely important. I mean, I know that this is outside this . . . I took all of those experiences with me when I became an administrator. And teachers want feedback, and not always negative feedback. So I think it's extremely important to receive that administrative support.
>
> It was very chaotic. It seemed like every time I turned around, it seemed as if we had a new administrator. So there was no way to get support from administration, because there were no constant figureheads in the school. Principal after principal, they failed miserably. So, like, they didn't really know what they were doing, which is why they had to keep bringing in new people.
>
> Yeah, it was unorganized. And I know the first one we had, specifically, he just made me cover all the time. Like, I never really got to do my job, 'cause I

المنارة للاستشارات
www.manaraa.com

had to cover, you know, like I was a substitute. He made me a substitute versus a teacher.

At the time, the school I was teaching at was going through a lot of changes. Every time I turned around, it seems like we had a new principal. So there was no steady support coming from the school principal, either. It was almost as if I was set up to fail. I told him that, but he wasn't a strong leader. He would never, you know, he would never support and have my bad. (Participant B)

Other than the woman who they paired me with, who was older, she was probably late 50s, early 60s. Probably more than that. She was probably early 60s, mid 60s. But other than this, they really didn't provide me with a network of support at the school. I just paid my fee to them to receive their mentorship or additional person for support, and that was really it.

Where I was at the charter school, they just sort of explained the process, which took about five minutes, and introduced me to the woman who ultimately served as my mentor at the school. And she was highly supportive, just very nurturing because of her characteristics. But other than that, no other teachers within the school were sort of brought on to further assist and support me, in terms of developing my instructional practice or anything like that. It was just an in and out, "Hey, I'm going to convey how the process works, you cut me a check, and that's it." (Participant C)

Interviewer: "Wow. So you didn't receive any support from a supervisor or an administrator?"

Interview Participant C: No. With that said, the school leadership, the principal as well as the vice principal, are very supportive. They have been supportive of me through both of my graduate programs, including this one. They've been supportive of different initiatives that I have suggested, created, developed, and then implemented. They have come to me to lead and facilitate different programs. So the support is there.

Well, that's kind of simple. When you feel validated and appreciated in anything, whether it be personal or professional, you are more likely to do your best and continue. Since I've been there, since '06, like I said, the school leadership as well as my colleagues are very supportive of my efforts, and they respect me. And it's a mutual respect. I respect them and they respect me. For the big picture, when you feel supported and validated, then they're going to continue to do well, because of that type of encouragement and all those professional relationships that they foster.

Interviewer: "How has the support, or lack of support, from the administration or school principal and/or mentor affected your decision to stay in your teaching job?"

Interview Participant C: I would say flexibility, because I have a lot of flexibility in my position. And the school leaders, they seem to respect my decisions, and they seem to respect my teacher leadership. And so, as a result of that, they give me a lot of flexibility. For that reason, especially as it pertains to my doctoral course, where I wanted to stay rather than pursue something in a central office leadership position or a principalship, because I knew that flexibility would probably not be there.

Mostly critiquing through the evaluation, and just feedback from the principal based on how well you were doing in your classes and how well you were

المنارة للاستشارات
www.manaraa.com

interacting in the school environment. And he would have to rate you "satisfactory" or "unsatisfactory," and he would be the one that made the final determination if, in fact, you were prepared to become a teacher or not. They gave me a mentor, which was the head teacher. I was in a cluster of teachers that were specialized in business education and computers and technology, so I had the support of a team, and we rotated our students throughout the course of the semesters. So I was able to benefit from the expertise of master teachers, and under their supervision.

Well, the vice principal was the one that did your evaluations. And I believe we had maybe a series of one or two evaluations throughout the year, and I would get feedback from the vice principal in terms of classroom management, discipline, and mostly politics. Well, it was told to me by the administrators that it was very important that you be able to fit on the wheel. And if you couldn't fit on the wheel, because education is a slow churning process, and you didn't fit into the culture, then it would not be acceptable for you to become a teacher in that particular district.

I received support from the superintendent, and also I received support through the union. He was very involved in interacting with the teachers. At the beginning of the school year, there were workshops, professional development, in which he attended, and he voiced his opinions and philosophies and concerns about the students, and education, and the overall mission at large.

I mean, on one hand, the lack of support, it did affect me, because it made my job much more difficult in terms of having to discipline the students rather than teach. And the support was important because I felt that the students needed to see a collaborative relationship between the administration and the teachers. Both being on the same page. Certainly. For example, if you have a situation where a teacher writes up a student, I write up a student, and I send that student to the office, or I send that writeup slip to the office, and when they get into the office to see the administrator, and the administrator takes the side of the student, without considering the disruptiveness of the behavior in the classroom, and then turns around and says, "Well, the teacher doesn't have good classroom management skills," when in fact there is a major problem throughout the entire school that needs to be managed from the top down. By the administration.

I would say that, at times, as a classroom teacher, I often felt isolated. And when I say "isolated," I'm talking about by not being a mainstream teacher, sometimes you're overlooked, in terms of your overall importance and contribution, because of the specific subject matter content that has to be given in order for the student to graduate, and the high state testing that is required. I became very disheartened when I realized that, due to a mismanagement of the budget by an administrator, the superintendent, that it affected the relationship between the parents, the teacher, and the school district as a whole. (Participant D)

So I felt very supported. One, because I met the principal before I started. And then the principal was very invested in my development. I mean, I was across from her. My classroom was located across from her. And I imagine even if it weren't, she would still find time to come in and look at me and observe me. She

المنارة للاستشارات
www.manaraa.com

always talked with my mentor to find out how I was doing, and she came in and gave really great feedback during my lessons. I just felt very confident, and I really felt, definitely very supported.

But the principal was still very much available. There was no expectation that I would be going into her office and saying, "Would you look at this. Would you look at that." But she was really paying attention to my lesson plans and my unit designs, and giving thoughtful feedback. So that was really good. I don't think that a lot of teachers get that support, unfortunately. I think principals tend to be just way too busy.

I mean, she also introduced me to this concept of data-driven instruction. She used to . . . there was this very simplistic process of just averaging one's grades and getting a sense of how many of the kids did well, and whether or not I needed to go back and re-teach. And she would just kind of ask me questions in my gradebook so that I would reflect on things. And then she would watch trends, see how they changed, and she would ask me what I was doing when she would see the changes. You know, not knowing that that's what she was training me to do. To some degree, that was some level of data-driven instruction that she was introducing me to.

And I could see its effects. So, I mean, of course there were the coordinated professional development experiences, too. She designed her staff meetings so that they weren't just these compliance-driven sessions. She always made sure that there was about 30 to 40 minutes of professional development built in to teach a new instructional strategy, or introduce us to some kind of new research, or something. And that was helpful for me as a new teacher. I mean, I was hungry, and I wanted to know.

And this particular principal had helped me get into a really prestigious graduate school program. It was the Bread Loaf School of English at Middlebury. And I got the first couple of credits free and found that I really liked the program. I would go in the summers, and she was so supportive of it, and she was excited about me being in it. And that exposure, over the summer, with all of those teachers talking about, basically, English education, but power dynamics in schools, and getting all of that exposure, was really helpful to me, too, in my decision to move on.

My principal encouraged me to do more. I mean, she didn't come right out and say that, but she knew that she was grooming somebody like me for more. I'm glad you asked that question, though. (Participant E)

Oh, a lot of support. The principal was very hands-on. Came around in the classroom. Supported you if you had any disciplinary problems. Always had feedback, whether it was negative or positive. We had weekly . . . not weekly, but monthly reviews, workshops. That was the last one.

One positive feedback was that I felt like, when I had a conference with a student, and he was being very disruptive, the principal herself came in and was able to talk to the student. And also the assistant principal would also come in the classrooms if we had any children misbehaving in a manner that it was disrupting the class. The negative feedback would be more of an example of when I was not showing good classroom management. And it gave . . . I mean, it

المنارة للاستشارات
www.manaraa.com

was negative in letting me know that you needed to take more control of your class. But it opened my eyes to help me be more structured, and it taught me how . . . it gave me ways. They wouldn't say anything negative without saying something positive. But I did have someone who was very negative towards me that hurt me. (Participant F)

I received support from administration. They were very . . . my supervisor was very supportive, because she hired me and said, "What I would like to do is have a meeting with you once a week." So I had a meeting with her once a week to go over lesson planning, because she hired me, and I hadn't taken a teaching career at all. So once a week, I'd submit my lesson plans with her, that first year, until I actually entered the teacher program that summer. And she was very supportive.

The principal at the time was very supportive and helpful, and he gave me a lot of confidence. So even though I'd never heard from the superintendent, the people that I worked with closely -- the principal and the supervisor -- they helped me. I had observations. She encouraged me to do shadowing, and I did. At the time, I had an inclusion teacher, so she was helpful. I thought of her as an unofficial mentor. But I wasn't required to do the shadowing. It was just something that was suggested.

The support from my supervisor was essential, because even though she wasn't as instrumental as my colleagues, she still played a part because she gave me confidence. I understand that, as a supervisor, she was over the entire English department at the high school, and middle school, and part of an intermediate school. So she couldn't just focus on me all the time. But the help that she provided was very important, because when I saw her, that confidence that she put in me was always there, so it made me want to continue as a teacher.

Principal, the same thing. He entrusted me to participate in school functions immediately. He brought me in and had me helping with certain things, which was a great boost of confidence, because it helped me see things outside of the classroom. Helped me realize it's not all just about lesson planning. There's a lot of things going on in school that you forget about, obviously, when you're in a program.

There's tutoring programs, there's SAT prep, there's assemblies. There's a whole bunch of things going on. So I had his vote of confidence. And that helped as well, too, with my decision to return. (Participant G)

The [inaudible 04:21] to fulfill, the coursework, and the expenses for obtaining my license. That's my standard certificate. So the school was very crucial in helping me. It fostered all the direction I needed. There were forums, there were trainings, there were hours that I had to fulfill with my mentor, and the school facilitated all that. So the school was very helpful.

I will say this about the administration, trying to be objective. I'm trying to be as objective as possible. On a positive note, they were very timely with my paperwork, because their thing was to have as many standard certified teachers as possible. So I will say the timeliness of them getting papers signed, getting stuff sent to Trenton and all that, they were on top of it. They did supply certain resources, I guess. Supplies for class, like erasers and basic things.

المنارة للاستشارات
www.manaraa.com

However, there was no set curriculum. There were no textbooks. And as far as enforcing discipline, it was very based on on the whim of whoever. Like, "Well, we feel like this child should be suspended." There was no set thing in place. "Oh, well we feel like this child will be OK with a detention or an in-school suspension or something." There wasn't anything that was established. So I didn't like that. I also didn't like that because they didn't have accountability. So an immediate authority and a lot of unfair stuff was going on. (Participant H)
I think just giving a chance. I think for them to even give a chance on somebody on the actual program itself, or a teacher coming in on that program, I think that's supportive right there. However, I can't say that my experience in that school district was supportive at all. You see what I'm saying? The fact is that they gave me the opportunity to go through the process of alternate route through their school.

Therefore, I find them to be supportive on a whole. In general, when you're actually in that, I didn't find, at the time, the principal, my mentor, I didn't find them to be supportive at all. They never asked me how things were going. They never pulled me aside to give me pointers. I don't know if it was . . . and what's funny about that is, looking back, I looked at all my observations.

And then they never made any comments, you know? Which might be a good thing. [laughs] Yeah, that could be a good thing. I mean, they may not have to. But as a first year teacher, you want feedback.

What can I do better? How can I fix this? Especially working in the inner city school, it's a little bit rougher than actually being in the suburban schools. So I wanted more feedback, and they just never did that. And to me, that's just like you just don't care. Like you got somebody here to almost babysit. You don't care what I do with them.

That's a whole hour in itself. Oh, gosh. I feel like they hide in their offices all day long. I want to know what . . . and I even found that no matter what school I've been in, they don't want to deal with that. The teachers have to deal with it. And then they say, "Well, why weren't you in the hallway?" Excuse me?

So the way I look at it as, are they supportive? No, because they don't want the state to see the number of fights that we have, or the number of discipline problems that we're having. So it's hidden. So therefore, they're not addressing it. They're making it worse.

So as someone that would be alternate route, especially a first year alternate route, seeing that, I'm not sure so many would want to stay in. I mean, I was lucky enough, for my first year of teaching, it definitely was not . . . you know, I saw some things, too, similar. I think in, to be honest, in all the three districts that I've been at, all of those administrators would hide.

You know, all I did was get my actual observations from my supervisor of the district, the principal, and I'm trying to remember. Someone else did. I think my supervisor did two. So she never did observations. She never came in to see what I was doing. Nothing. I've never really been in a school where the administration has been overly supportive. (Participant I)
My administrator was very hands-on, so I think I probably received an excessive . . . I wouldn't say an excessive. But a lot of support. Just making sure that I was

www.manaraa.com

aware of what was going on in the building, making sure that I was attending the training. When I voiced my interest in going alternate route, he had me start staying after for the staff meetings, and being a part of that, just to make sure that I was clear on what was going on and understood that part of the job, as well. So, yeah, I received a lot of support from the administration.

Evaluations, observations. So even when you have your . . . he put mentors in place that were excellent mentors. They were teachers that had been there forever. And it wasn't just one. It was two mentors. One was getting paid, obviously, but the other one was there to support me, as well. And when I had observations, if there were things that he didn't feel were right, he would speak to the mentor, or he would speak to someone else that would come in and help me to be where I needed to be with whatever it was that wasn't where it needed to be. (Participant J)

I actually had an administrator in the building who had gone through alternate route herself, so she was just supportive and understanding of what I was doing in the classes, because she was teaching one of the sections. I wasn't in her section. But she was supportive and helping to aid me through the paperwork. A pretty much off-the-record mentor. Pretty much anything I got was just what a first year teacher would get, not necessarily a first year alternate route teacher.

So I received my 10, 20, 30 week evaluations. Of course, there was a component on my observation that measured classroom management, but they did not offer me any special training in the belief that I would not be able to handle the class because I was alternate route. Yeah, it was an option. I mean, when I had questions, I did. They would make themselves available.

But it was more or less the administrator, not the mentor. She taught a different grade level, even though the mentoring shouldn't be specific to any grade. Just overall, any questions that I had went straight to my administration, not her. (Participant K)

None. Oh, I mean, nothing other than what was required by law. So when I say "none," yes, of course there were observations, because that's required by law. Did they develop a transitional program for new teachers? No.

Did I participate in any way in a new teacher induction program? No. Was there any support within the district? A support group, a PLC, a collaborative forum for new teachers? No.

The district did strictly what it was required to do by law, which was the minimum three observations a year. I worked that out more . . . I didn't ever go to administration. In fact, in my five years there, I may have sent three students to the office. And whenever they did, they would look at it, you know, "Daniels said that? Daniels sent you down? What did you do? In order for her to send you down, you had to do something terrible, right?" (Participant L)

Well, the district, they had provided their men and women for new teachers. I did receive the mentor. However, I can't recall, beyond that, any specific support that I received. I don't recall any first year new teacher workshops, directly for alternate route teachers. I recall being hired, receiving the basic training that you receive, like the orientation, but I don't recall anything specific for alternate route teachers, first year. (Participant A)

المنارة للاستشارات
www.manaraa.com

“The school district sent me to an alternate route training program. Their education program” (Participant D).

With the school district, I taught in East Orange, and the school district was very phenomenal. They were adept at implementing their alternate route teacher training program. And I say that because this is a program that's multi-pronged, where you are supposed to have this facilitated experience for a 200-hour instruction, and then you're also supposed to have a mentor in your classroom for the first 20 days.

Then there's this other requirement for a mentor for the rest of the year while you're there, and then you're supposed to have multiple evaluations. And all of those things were in place for me when I started. And I know that that's not characteristic of every experience of an alternate route teacher, but East Orange made sure that I had what I needed. (Participant E)

From the school district, they provided a seasoned teacher to come in and do observation, and then give you a report on your observations. So it allows you to see your weak points and your strengths. People to review you. So, yeah, they do that. They had people come in to review your work on a regular basis so you would not go alone.

You would not be going, I would say, on the wrong path for a long period of time without some type of correction. It ended up being so it was an alternative. I was teaching special education. We were very involved with other teachers coming in and reviewing you.

The parents, the assistant teacher, and the students. Oh, yeah, the district did provide me with an assistant teacher. They did provide that. At one point I didn't have one, but eventually they got somebody there. She wasn't bad. But they did provide me with that.

But on the other hand, I was fortunate to know somebody on the school board who was always so supportive. Gave me materials, talked to me, even brought me in her home to have conversations about how my day was going, and is there anything that she could do to help. That meant a lot.

Well, see, the administration did support me. But I'm talking about, they could only support me when something happened. But I don't know if it's the district who decides if you have an assistant, or the administration decides you have an assistant. A lot of things, for example, active was not put in place so the situations would not occur. When you have eight students with a lot of emotional issues going on, it's not healthy for them to be in a classroom with no window. (Participant F)

I didn't get any support from HR. I didn't get any support from the . . . I didn't even know the superintendent at that time. So I wouldn't say that I was supported by him at the time. The only thing I got from them was paperwork. That's it.

I just got paperwork. They would send reminders, like, "You have to do this. You have to do that." But no one reached out to me to ask me if I was going through my classes. How my classes were. How the kids were treating me. That wasn't from central administration. That wasn't something that I received from them. (Participant G)

www.manaraa.com

I hate to say it, but, I mean, that's the only . . . I mean, you get the health care. You have a steady paycheck. They do fund our schools, you know? So, I mean, no matter what, you can't fight that. They're not closing down schools, so . . . I think that's the only reason, really, right there. I've never really thought about that, why they keep me this way. Other than that . . . that's about it. (Participant I)
Besides filling out the paperwork, I would say none. Maybe we had a training or two that we had to go to as new teachers, but I believe that was in the beginning of the year when we first started, and maybe one in the middle of the year. So maybe there were two. In the beginning of the year we had a couple, and I want to say in the middle of the year, and then at the end they had a meeting to talk about our evaluation. Where we were in the process, whether or not we were going to be approved or not. But that was it.

I mean, for me, the support really came from the school. On a district level, there were just certain things that were put in place that we had to follow, so they made sure that paperwork was submitted on time, and then maybe those two workshops. That was it. (Participant J)

I can't say that I received any specific assistance from my school district. Not specifically to my alternate route training, no. No specific professional development for that. Again, the answer is no. And the only assistance with paperwork, to supply just . . . at some point, I needed to show that I was hired so I could go to the next stages in alternate route, and that was done internally, probably through human resources and the state, just to verify that I was actually employed so I could go on to the next phase of alternate route. (Participant K)
Certainly there were the standard things there. There was another colleague who was a mentor, and there's compensation that is required for that. But essentially, that was it. I took the Praxis test that we're required, got the certification. But certainly there wasn't a lot of support in that. And for me that was OK, because I had been teaching for so long in other venues. (Participant L)

المنارة للاستشارات
www.manaraa.com

Appendix G - Theme 4 Responses: When students are engaged, participate in Classroom activities, and show their appreciation for the teacher's efforts, the alternate route (AR) teacher gains confidence and feels supported.

"The first year was a very difficult year. I would say I did not receive much support from the students" (Participant A).

> If anything, my former students would have been the one reason that I stayed in teaching. I worked with the special education population, and they were very needy children. I had a great bond with many of my former students. Several of them felt like they could talk to me about anything. Because I had small class sizes, we were like a family. They were always willing to participate, 'cause I encouraged them to always do their best. My former students respected me as well. It was a great feeling. (Participant B)

> I don't know if I really had any support. I mean, they supported me as their teacher, but we're talking about students who are low socioeconomic, so they have their own challenges. But in terms of behaviorally and emotionally, the classroom culture was very solid and grounded and conducive to learning, but my students probably had no clue that I was a new teacher, because the culture of the school [laughs] was a little aloof.
>
> I guess because my skills have been developed. My classroom management, my practice and pedagogical practices are just stronger now, obviously, as I approach my 10th year of teaching. My students are highly supportive, and so are their parents. Whenever it's perceived that you have a vested interest in a child or student's academic achievement, that's going to be picked up on by their parents as well as the children, because they realize that you are displaying an ethic of care. And so I would say they're supportive, I guess.
>
> Well, there's a mutual respect that I have. And I think in any relationship, despite the age, race, gender, whatever of the two people or more, you have to have mutual respect. And my students realize that I respect them, and as a result, they respect me. (Participant C)

> My experience was that the students that I had that were . . . well, there was another teacher that did not succeed under the alternate route program who the students thought that I had taken her place, and they had become very attached to her, were very disappointed about the fact that she was not kept on as a regular teacher after her provisional period was up. So it was a difficult transition for the students, being that it was a career-oriented class. In the vocational education, you usually stay in your field for four years, the entire time that you're in high school, from grades 9 through 12. (Participant D)

Interview Participant D: It was very difficult for the students to make the transition. They were disappointed by the fact that the other teacher was not kept on. So my responsibilities as a classroom teacher were met with many different challenges in terms of behaviors, classroom structure, and having the overall support of the students.
Interviewer: "And how did that manifest? What kind of things were they doing?"

المنارة للاستشارات
www.manaraa.com

Interview Participant D: Mentioning that other teacher's name. Sabotaging the equipment. Just basically rebelling against the administration's decision to allow that teacher to leave mid-stream, or even at the beginning of their vocational careers. So of course it was very difficult for me.

> I mean, little kids, second graders, I mean, they're really always eager to help. And I would say that just in terms of being cooperative, and trying to comply and set a good example for kids who weren't that was good. One of the things that I used to do is, I learned to get them to stop reacting to that little girl. And then I had this other kid who was out of . . . he was not belligerent or anything like that. He was just, he couldn't help himself, you know? (Participant E)

“I don't think I received any support from my students. They were challenging. They needed the support” (Participant F).

> Oh, my students. You know what? That first year, I had the best class ever. My first class, they were good. I had a great set of kids.
>
> And they were very creative, and they were smart, and they were willing and ready, and you don't always get that, especially in the ninth grade. Because I was teaching ninth grade kids. I didn't know how great they were until I had a problem with kids. And I had another set of kids, and I'm like, "Who are these kids?" [laughs]
>
> Like, "What is going on?" So that first year, my kids were supportive, but I didn't know they were being supportive, and they didn't know they were being supportive. They were just good kids. And if any more of them weren't, I may not have gone back. They were good kids.
>
> They made me feel like I was doing what I was supposed to do. I still keep in contact with some of those kids. A lot of them knew that that was my first teaching job, and they just kind of went with the flow. I did not come in with, I guess, a conventional style of teaching. I was very creative in lesson plans, and I think they reacted to that and they appreciated it.
>
> So just their appreciation was support enough. I didn't come home thinking, "These kids hate me!" We connected. And I think that was the support that I needed.
>
> The students play a role because it's clear how they react to you. And my kids have always reacted positively to me. You, of course, always have kids that you don't mix well with, but the majority of my students helped me to realize that education was where I needed to be, because I could see their growth from September to October, from October to February, from February to June. And then, when they left me, the fact that they wanted me to continue seeing their progress throughout the years motivated me to continue in education (Participant G)

> My students were very accepting of me. I guess that's just kind of the mark of kids, where they're very . . . what's the word. It's something that they have that I guess with time, as they become adults, they lose. I don't want to . . . I'm not talking about innocence. I'm just talking about this sort of openness.
>
> Here I was. I was hired in April, so the teacher they had from September through March was now gone. But the kids were open to this new thing with a

المنارة للاستشارات
www.manaraa.com

new teaching style, you know? And I appreciated that from them. The kids were being engaged and participated.

I feel like that was supportive. It boosted my confidence. I was very nervous at that time. I mean, I was very unsure of the steps I was taking, and I feel like the kids gave me sort of a boost. They kind of fed my self-confidence as far as being a teacher. (Participant H)

There, those students appreciate what you do do for them. Even though it might be rougher, and the administration may not be as supportive, the students are so appreciative of any little thing that you do for them. Oh, my students were awesome. My students have always been awesome. I think any student is going to be supportive as long as they respect you, you know what I mean?

I wouldn't walk in there and tell these students, "Hey, I'm alternate route. Give me a break." But, I mean, I'm in a school now where I'm highly respected by my students, my. (Participant I)

So I think that the students didn't directly provide support, but they helped me understand my craft better, just in understanding that these are some things that I need to do with this class, but for this class, maybe I have to make the lesson . . . had to explain a different concept a little more deeply. (Participant J)

Support I received from the students. That's interesting. Culturally, it was a difficult place to be. I don't know if . . . I mean, the students were supportive in the sense of I was well-received. Kids wanted to be in my class.

So the support that I received from students was they were receptive to the way that I taught, and there were projects that we were able to do as a result of that. (Participant L)

المنارة للاستشارات
www.manaraa.com

Appendix H - Theme 5 Responses: Although some alternate route (AR) Teachers felt supported by parents most parents provided limited support.

From the parents? Again, it was an extremely difficult first year for me. Not much support from parents. No real rapport was ever really established. Parents would only be combative. They would go against me in discipline, grading. It was a rough first year.

I had some very active parents, but on the other end of the spectrum, I had parents, I would teach the child all school year, and I'd never met the parents at all. Parents that children wouldn't bring in bookbags, or books, or do assignments. And I would receive no cooperation from parents. They would come in and curse, yell, and try to confront me versus addressing their child's behavior. Things like that. And so after several years of that kind of behavior, I dealt with it, but of course, at a point, it became pointless. (Participant A)

Not really any support from parents. There was not much interaction. Parent involvement was a, you know, problem throughout the special education department for a while, so I never got much input from the parents. Well, they wouldn't have answered. And I leave messages.

They never called back. And the parents I did speak to, they would always be on the defensive. Like, you know, thinking that their children never did anything wrong. The parents did not affect my decision at all. I already knew that when you deal with a specific population, that parental involvement would be minimal.

So I did my part in keeping parents abreast of students' academic process, progress, and any behavioral issues that came up. Parents never came to parent-teacher conferences, but I never took that out on my students. (Participant B)

Well, you don't want to draw assumptions, but typically, East Orange is predominantly African-American. It's a low socioeconomic district, where the majority of the students, about 97% of them, are black, or African-American. So some of the parents are very supportive and involved while others are not, really. And although every parent might have an interest in their child and value their education, that's not evident in their involvement and support all the time. If I had to attach a percentage to it, I would say maybe 70%.

The parents are supportive. I would say they're 70% supportive. But you do have those parents who are actively involved, and then you have little to no involvement from other parents. So it's just a mixed bag. I guess that's how I would describe it. It's really not a lack. I mean, there is a lack of support from some parents, but you can't really generalize, because there are some parents who are highly involved and highly active, too. But generally, that's not the norm in our school and, I'm guessing, even in the district. It's little parental involvement and, as a result, support. There's some, but not much. (Participant C)

Overall, the parents want their students to be successful, and they appreciate when a teacher takes the time to reach out to them concerning their children. And I was able to receive a great deal of support from the parents by keeping an open line of communication concerning their children. I mostly had a great deal of support from the parents through the parent/teacher's association, through

المنارة للاستشارات
www.manaraa.com

meetings, through telephone calls, by parents coming in to talk about their career field, and also the back-to-school nights. I would receive support from the parents when I was able to demonstrate to them that their children were . . . and their learning was at the core of why I was there.

Parents being angry. Angry at the board. Angry that their tax dollars were not being utilized for the benefit of their children. And the overall impact that it had on the community, and the environment in the community and the school district where I was teaching at the time. (Participant D)

Those parents were really . . . they were cooperative, too. I remember I would call. That was part of my behavior management plan. Call parents and let them know how kids were doing, and if I needed them to talk to their kid, they would. So that in itself, to me, was all the support that I needed. And most parents sent their kids to school prepared.

So I have deep appreciation for that. But I didn't really have parents coming in and helping, I mean, other than on field trips. I learned from one teacher not to ever hold the school trip against a kid, you know? My parents were always good. I really enjoyed my parents. I built good relationships with them. So those did not affect my decision. (Participant E)

I mean, these kids had issues, and in fact, the apple didn't fall far from the tree. So I didn't have a lot of support from the parents, because they had parents that had their own issues. The parents needed support, too. Everybody needed support in my grade.

It was depressing, because you could have parent/teacher night, and maybe two parents might come out of 12 kids. And then we'd just sit down with those two parents. You start talking to the parent, and then you realize [inaudible 06:26]. (Participant F)

"I don't think, that first year, I can't really say I had a lot of support from parents. Because I was in high school, and I didn't meet a lot of parents. We had conferences, and it was just conferences" (Participant G).

There were parents who were involved, but they were the minority. A lot of parents had their own issues they were contending with. Mostly it was work-related, where they just couldn't make it. Not that they didn't want to or didn't care. They just were unavailable to come, and come to school during day hours, and talk about issues with their kids.

A lot of parents didn't have phones that were still in service. Most of the families had more than one child, so it was hard to just focus on trying to help this one child. Trying to get parental support was hard, and there were just a few who were reachable. So it was minimal. I've gotten so frustrated in parents that they have had me feel like, "You know what?

I might as well just look into something else." Because they're the ones who can be the disciplinarian. The primary disciplinarian. And so many of them put the job of raising the kids on us. So the parents, my frustration with them has been . . . but then again, now, as I've bounced over, [inaudible 12:15], we're supported.

So it's always hard to say things with broad strokes. Last year, I had a group of honors kids, and their parents were the most involved I've ever dealt

المنارة للاستشارات
www.manaraa.com

with. And any little issue I had, if I called, their child would straighten up and was all right by the next day. [laughs] (Participant H)

You know, one, you don't get parent support. You just don't get that, I found. At least, this is my third urban school, and the parents just aren't there. I would say it's all about what the state is funding. So if there's something in need, it's harder to get money for your program, because they're basing everything off of, "What will the state give us?"

I also feel that the kids, they're more grown. They act more grown, if you will. They're not spoiled, where I found, when I was subbing, they were very spoiled. Parents were constantly there, this, that, and the other. But going into inner city schools, the kids don't have a lot of support at home. A lot of them, especially now, I see a lot of them on the streets. They're always . . . they're home cooking. They're not doing homework. So I think that's a huge difference right there.

Well, it's funny. As I'm talking, I'm thinking about certain things that happened. And I'll never forget, being one of maybe three white teachers in a building, the parents . . . they never had a problem with me. They were very nice to me. I never had issues with them.

You know, very nice. But I do remember them saying the gym teacher, who had been there a few years. He was alternate route, too. They had said, "Oh, what is with you white teachers, da da da da da da." I was like, "What?" So sometimes I just wonder if it became more of a race issue up there than it was anything else. Otherwise, I mean, I never had a problem with parents. I have parents constantly flocking me with emails. Huge support here. (Participant I)

So the district that I worked in at that time, I don't feel that most of the parents were even in a place where they supported their own kids, so they certainly weren't providing me with support. For the parents that I interacted with who were concerned -- not that other parents weren't -- but who came in and inquired about their kids, academically, I never said, "I'm an alternate route teacher," to them. But certainly, if there was a concern with their child's grades, or their child's behavior, then they were there to support their kids. So indirectly, it helped me in that way. But I can't say directly.

So, for the parents who were able to, they supported me in that they made sure that their children maintained their focus. For the parents who were not able to do that, then you have to get creative with how you deal with kids. Because the parents aren't there, so you have to make them accountable. And so, at the end of the day, I would love for my parents to be involved. I think that makes a world of difference for any child.

If you have the parent, the school, and the child working together, that's ideal. But we don't get the ideal. So you have to work with what you have. And so, even when I get frustrated. [laughs] I'm like, "These parents!" (Participant J)

Well, I think many of them were just kind, understanding, around me being a first year teacher. Again, not necessarily alternate route. But just me being a first year teacher. Out of a class of 24, there were some really good parents, always willing to go above and beyond, and there were those that were trying. It varied from parent to parent, and from . . . I think more so in the lower grades than the

المنارة للاستشارات
www.manaraa.com

higher. I think parents were tending to be more supportive in the lower grades. (Participant K)

A lot of . . . well, I thought that the school's level of parent participation was relatively low. So on back-to-school nights and parent conferences, if I had 120 students, maybe 20 parents would come. And I would take them through a mock lesson, and I would talk about the objectives of the course and what I wanted their children to leave this course with by the end of the year. Those that came liked what they saw, but not many came overall. And that was a school-wide issue, endemic to urban poor communities.

Well, you know, the lack of support from the parents just means that you can't draw from that as a resource. It doesn't change what you teach, but it helps you to have a greater understanding of what the obstacles are when you teach. (Participant L)

المنارة للاستشارات
www.manaraa.com

Appendix I - Theme 6 Responses: Alternate route (AR) teachers are supported by the union and school personnel but do not feel that there is strong government support.

Interviewer: Now, what about the support, or lack of support, from other constituencies, such as maybe government policymakers, the press, even the teachers' union representatives, or the teachers' union, or the general taxpaying public. How did that affect your decision to leave your teaching job?

Interview Participant A: I mean, I guess "policy" affected my decision indirectly, with the pressure to have tests and worry about test scores, and things of that nature. And I know things like that took away from the joy of teaching, because now school is just making sure they pass a test. As far as teachers' union, I felt supported by the union. The Newark teachers' union. But as far as policies and things like that, that definitely played a role as well. They haven't really affected my decision to stay. They haven't really . . . I mean, I guess they're supportive, but I haven't really felt them because of any issue at the school level or anything like that. So I guess in terms . . . I don't know. But I haven't really experienced any real support that I can think of from them. (Participant C)

"I received support from the superintendent, and also I received support through the union" (Participant D).

Interviewer: "And define what support from the teachers' union."

Interview Participant D: When I came across a problem with my contractual negotiations, the union was able to step in and speak as a voice for my best interest, being that I was new to teaching and had no real understanding of arbitration and contractual obligations in the educational system. I mentioned friends. The attendance lady. The person who took attendance. She was pretty supportive. Oh, the security! Security was supportive, too.

Just mainly of encouragement. Encouragement, and showing my students that there wasn't a division as far as with the teacher and the security. So I had his help. He had my back. And that means a lot when you're working with kids who have challenges.

They didn't. I didn't even think about them. The press, the government. They didn't cross my mind. (Participant F)

In [inaudible 14:56] district, the people vote against the school budget. And Christie has really come down hard on public school educators. So these things make me want to look elsewhere. Look into a different line of work. I will admit it. (Participant H)

And my family, they're all teachers. Both my parents are music educators. My dad's been at one school for 43 years, and my mom teaches across the hall from him. She's been there for over 20 years. (Participant I)

I think that, on a state level, I think that . . . of course, the ebb and flow of administrations. I don't know that, for New Jersey, all of our commissioners have been the best for the state. I don't know that they've had the interest of the children. I think there's a lot of bureaucracy that comes with that, and I think that, because of that bureaucracy, because of the emphasis on test scores, I think that we have really gotten away from what is important: the kids. And we've gone to that mile-wide, inch-deep philosophy, where kids really don't have the basis that they need to understand, and to think critically, and to make the connections that they need to make the connections with, because they're not delving deep enough into the subject matter.

المنارة للاستشارات
www.manaraa.com

It should be the reverse. We should be going a mile deep so that they really understand, and then they can make those connections. So I don't feel that there's a strong governmental support, or a strong enough focus that trickles down and impacts us in the way it should, in spite of that. They say they want five more reports in a year? OK, [laughs] give them five more reports in a year. (Participant J)

Participant L offered:

Interviewer: How was the support, or lack of support, from other constituencies, such as the government, policymakers, the press, the teachers' union representatives, and the general taxpaying public? How did that affect your decision to leave the teaching profession?

Interview Participant L: I wasn't in a district that I perceived as being particularly political. And personally, I just tended to stay out of those kinds of things. Again, when I was talking about what I perceive as the mentality of alternate route teachers, you come in, you do your job. I'm not looking for anything else other than to do my job well, to teach my kids, and to go home at the end of the day. And so I was not really involved with politics. I wasn't involved with the union. I did my job. I did my job well. I didn't need union protection or anything like that. I didn't perceive myself as needing it. And so the union just really didn't have anything to do with me. It wasn't a factor.

What I did see was a lot of negative examples in terms of the union, though. Like the president of the union, or the building rep, whoever he was, was always lounging in the main office. And I'm like, "Whoah, what's your job? Are you a teacher or . . . " I always thought that was very strange.

Interviewer: Now, did they ever help the situ- . . . like, were they supportive in any way in terms of, if you had assistants, they never . . . was it for positive things, or only negative things that they only want to give support to different teachers?

Interview Participant L: You know what? I just remember at one point we were working without a contract, and I remember them discussing job app or wearing certain colors on certain days to indicate, "We're still working without a contract." That's the only thing I really remember. And I chose to just stay out of it.

المنارة للاستشارات
www.manaraa.com

APPENDIX J - Theme 7 Responses: Bias against alternative route (AR) teachers who are standard certified and by teachers who express the opinion that AR teachers are less skilled and trained than traditional teachers

> "I don't recall any particular bias. Because it wasn't something that I broadcasted. So I can't positively say there was bias" (Participant A).
> Yes. I believe that alternate route teachers are not held to the same standards as teachers who completed a traditional teacher education program. I also felt that sometimes other teachers felt that I was not a real teacher because I did not go through an education program. Because they never let me . . . it was supposed to be, like, a co-teaching thing. They would never let me teach.
>
> So, you know, that led me to believe that they felt as if, that I wasn't capable. Not to mention, my first year there, I was treated more as an in-house sub. I was always pulled to cover classes when teachers were absent. Every day, I was being pulled to sub. One day, the principal even said, "I am sorry to keep doing this to you."
>
> Even if you are sorry, it didn't stop. As a result, I would hear that teachers were gossiping about me, saying that I was not fulfilling my duties as an inclusion teacher. Well, of course I wasn't, but it was through no fault of my own. (Participant B)

Interviewer: "Have you noticed any bias toward or against alternate route teachers in your past experience, or even in your current experience, and to what degree, if any, was this bias manifested?"
Interview Participant C: No. I wouldn't . . . no. I haven't noticed any bias. Well, some of the alternate teachers . . . I wouldn't necessarily say it's bias, but they might encounter more difficulty because that wasn't their background or skill set, part of their skill set initially. So because of their background, which was whatever. It might have been business or whatever. They might not have experienced bias, but other teachers might make comments and speak about their lack of, I guess, experience in the field, in terms of teaching. But that's not really bias.
Basically to the point that he or she did not major in whatever their respective content area was. And so almost like "us versus them" type of talk. Isolation, I guess. Social isolation, maybe? It's just sort of like they . . . for example, if they have behavioral issues, that that's perhaps because they didn't start off in education. They transitioned into it as a career change. That perhaps that's the cause, because of their lack of experience, their skill set, or training, or whatever, that they might be lacking or deficient, and as a result, it's evidenced in their classroom instruction. Or classroom management, rather.
Interviewer: "So it's more for classroom management than instruction, or it's both?"
Interview Participant C: "It could be both. But typically, I hear management more so than the other one."
Interview Participant D: "I did notice, like, when you would tell people, or you would say that you were an alternate route teacher, I would notice that the teachers would treat you differently."
Interviewer: "How so?"

المنارة للاستشارات
www.manaraa.com

Interview Participant D: As if they were more skilled and trained at what they were doing than you, knowing what they knew, as not having gone through the traditional route. I recall one time talking with another teacher and mentioning about me being alternate route, and her saying that that was not the same type of training that traditional teachers had to go through. Therefore, they were more skilled at their occupation, because it was what their professional training was, versus coming from another profession.

At first, being a new teacher, it made me feel different. But as I developed more mastery of my skill set, it didn't make a difference. Because at some point, those same teachers that said that my training was not as good as theirs, at some point needed my expertise in order to deliver the changes that were made when technology entered education

> You know what? I think that most people, because alternate route was a part of the district for a while. They hired a couple of teachers who were alternate route. It wasn't something that people felt it was a mark or anything like that on me. I think that . . . not really bothered people, but that raised questions, was Teach for America.
>
> They wanted to know, "What is that?" But alternate route, I think they accepted me as a real teacher. I don't see where they had any biases against me as a real teacher. (Participant E)

> No, I didn't notice any bias. Because, let's say I'm alternate route, and the other teachers went to school for it, and we're all teaching special ed, they were willing to help me. They never looked down on me. If anything, they probably took pity on me, seriously. (Participant F)

> I did. There were some teachers -- not so much in my department, but outside of my department -- who felt, being an alternate route teacher, I was not up to the challenge, or prepared for the challenge. I noticed that they switched when they found out that I was an education major originally, so I had some education background. So then they would put me in a box, "Well, you're not like them, because you did have some training." So there were some that gave a bias.
>
> They just more or less had comments to say about alternate route teachers. Because there were others. I wasn't the only one. "Oh, that teacher doesn't know what they're doing." "Oh, alternate route teachers don't know what they're doing." Then, when they found out that I was an alternate route teacher, of course they had to change their conversation if they're talking about it, or they have to be quiet, or they have to just change the subject.
>
> But then, as the conversation continued, and they found out, well, I went to school for to be a teacher, well then, now it's, "Oh, you're not like them, because you took education classes." Well, at this point the damage has already been done, because you've already made these statements that are offensive. And so, instead of sharing and being supportive, it was almost like their behavior was sabotaging that teacher. So they had to work extra hard to prove themselves, that they belonged there as well. And that was unneeded, because essentially, though [inaudible 27:38], though some people didn't go through a traditional teaching program, they went to college, and they're educated.
>
> And if they're capable of learning, then they should be able to get the same support that a new teacher gets. Because as far as I'm concerned, I've seen

www.manaraa.com

plenty of teachers come out of a traditional teaching program, who have done student teaching, and they need just as much support as the [laughs] alternate route teachers. (Participant G)

Yes, I have. One thing that would happen at the charter school was that, once people got standard certified, they would leave and go to public districts. But I noticed that . . . And I'll admit, I was one who did the same, when I was applying to districts before my paperwork had fully been processed and gotten through. When no matter how far I had progressed through the interviews or whatever, when the question came to, "Have you obtained a cert?" and I said, "Well, I'm alternate route, and I'm in the process of acquiring it." I wasn't really considered a prime candidate. [laughs] So . . .

You know what? I would walk into the interview with a district I'm not going to name. The principal, the building principal, actually just came out and said, "You would be perfect, except that you're not standard certified yet. So give us a call. Come back when you are."

Then, in another one . . . and, matter of fact, two very different communities. That one was a racially mixed community, working- to middle-class people. But at this other district, which was predominately white, and again, working-class to middle-class, same thing. Progressed, and I was part, partway through the interview, and they're like, "So what about your certificate? What are you certified in?"

And I'm like, "Well, I'm sub certified, but I just took my Praxis, and I'm working for it." And then the reaction was like, "Oh, you're not certified yet?" And I'm like, "Not yet, but I will." They're like, "OK, well, we'll give you a call then." (Participant H)

Well, the first school, I think, I was in Orange, and they were . . . to be honest, when I was going through interviews, they were actually very open to finding alternate route teachers. So I found them to be very supportive in terms of accepting, where I found a lot of school districts were not accepting of alternate route. When I started going on the interview process, and I had gotten a certificate of eligibility, a lot of the principals that interviewed me, when you got to the part where they said, "Are you certified?" I would say, "Well, I have my certificate of eligibility." They kind of . . . either they made comments.

"Oh, alternate route." "Oh, well, we don't really want to deal with alternate route." At that point, after hearing that multiple times, you kind of get the feeling that they really didn't want to deal with mentors, and dealing with the whole process of having to deal with it in the alternate route program. So that's how I got that. I mean, although it's a biased assumption, but at the same time, the comments that they would make definitely made it clear to me that alternate route was not accepted in a lot of the districts.

And then you would go to an urban school, or an inner city school, and they seemed more accepting of it. But there was another attitude that came from, I would say, half the other teachers that looked down upon alternate route. I mean, you would say "alternate route" and they were just like, "Oh." And then they would just turn their backs. It got to a point where you just didn't even want to say, "Oh, I'm an alternate route teacher."

المنارة للاستشارات
www.manaraa.com

So, I mean, yeah. I think it was split down the middle. They really wanted nothing to do with you. They really didn't even respect you. Because I think I even heard someone at some point, I don't remember who it was, but I remember someone saying to me, "Alternate route is not a real teacher

It's not easy for me to sit and say, "Well, I went to this school, and I got my teaching degree this way." I have two te- . . . I went to Eastman School of Music and Peabody Conservatory. Yeah, you can get an education there, but when you say you've been on tour, obviously I didn't get an education degree. So I think that's where it starts, you know? I think that when you do mention that you're alternate route, they definitely look down upon it. Half. Not all. (Participant I)

I think that, in the beginning, alternate route teachers were seen as inadequate. I think that, because you did not have the structure of the college setting, and the classes, and understanding the pedagogy from that perspective, and that you went an alternate route, there were teachers that felt that it wasn't as rigorous. So people used to say, "What are you doing?" or, "What are they doing to prepare you?" And then they would talk about their experience in other classes.

The conversation was, "Oh, well . . . " Especially if you're speaking to someone who didn't know you were alternate route. So, "Oh, yeah, those alternate route teachers, they just don't get the same level of education. They don't understand . . . " Whatever. If it was relevant to the pedagogy, then they would name some thing that they didn't feel that you were as adequate in doing that. But if an alternate route teacher came in, and she or he didn't have good classroom management skills, "Well, that's because you never took a course on the college level."

If you came in and you didn't know how to work with the curriculum, "Well, that's because you didn't take a course on the college level." But I think, again, that I was fortunate enough to have had a different process. (Participant J)

“Never any question or any bias or anything because I was alternate route”

(Participant K).

I heard people making discouraging comments about alternate route teachers all the time. Because once you get your standard cert, nobody knows whether you're alternate route or not. Well, you'll be in a conversation. "Oh, well, she was alternate route." And it was more in the tone of this particular situation that I'm thinking about. And it was more, "You weren't really prepared the way we were prepared."

And this wasn't a comment directed towards me. This was in a situation . . . I think we were interviewing, and we were looking at different candidates, and one of the people on the search committee said something about a candidate. "Oh, this candidate's alternate route." Like, "Can't possibly be of the same quality as everybody else." (Participant L)

المنارة للاستشارات
www.manaraa.com

APPENDIX K - Theme 8 Responses: Alternate route (AR) teachers find the AR classes helpful because they facilitate discussion of instructional methods and provide an opportunity for AR teachers to collaborate

It definitely was. It was an opportunity to collaborate. Definitely a means of support. Because I recall the teachers coming in, and I had colleagues who would come in and quit and abandon their jobs after less than a month. And so the ones that did remain, I do recall reaching out to them and assisting them, and trying to help them in this process. (Participant A)

We would attend classes maybe once or twice a week at the Rutgers Newark campus. The class was relatively large, but she was very engaging, she was communicative, she was well-versed in her craft, and she used examples from her classroom practice and her teaching style, and she just expressed and communicated all of the trials and struggles that we would encounter, as well as the triumphs that we would hopefully have, too. So in that way she was supportive, I guess. Aside from being supportive in terms of a facilitator or teacher, she was also nurturing, because I noticed that some students would come to her expressing difficulty in showing up for class and paying for the course, and she was really understanding in that way as well. So emotionally, she was supportive in terms of the craft. She was very knowledgeable, all that. (Participant C)

They were adept at implementing their alternate route teacher training program. And I say that because this is a program that's multi-pronged, where you are supposed to have this facilitated experience for a 200-hour instruction, and then you're also supposed to have a mentor in your classroom for the first 20 days. Because I kind of had the privilege of being a Teach for America teacher with a whole lot of other alternate route teachers who weren't necessarily in my class, and then I had, in my instructional class for the school district, and then I had teachers who were in the class with me, who were, to some degree, offered some level of support. But I would say that it was probably more so my Teach for America colleagues that were helpful. So let's talk about those people in the class, first of all.

The people in the class were helpful because they listened to my ideas. You know, we had to do assignments and so forth. And they were very encouraging. I mean, they liked the things that I was doing and trying, and they felt encouraged by the good experiences that I was having in school. And so that helped me. And it was helpful to listen to some of the things that they were doing, as well.

And then my Teach for America colleagues, we would hold these "think, care, share" sessions and things of that nature, where we would be able to exchange ideas and they, too, would be able to react to the things that I was doing. And that was helpful. I mean, it made me feel like I was on the right track in getting decent support and direction. (Participant E)

My alternate route class, to me, was a joke. I learned more at school than I did in that class. And everybody in the class felt that way. There was no camaraderie in the class. I started in the summer after I got my first job, and then I continued

المنارة للاستشارات
www.manaraa.com

with the class my second year working at my first job, and graduate the class that next May. And I have not seen any of those people since. (Participant G)
Well, I will say, alternate route taught certain strategies. I'm going to say that the alternate route program itself was a source of support. I got to meet so many people from other districts, and we were all newbies, and it just felt like a haven for us, where we could have our concerns addressed. And because the standard time was so short, it wasn't an overwhelming process. (Participant H)
I mean, I definitely feel like I kind of slid by on that one. It was . . . when I looked at, when I heard about . . . because you would have to go to the alternate route classes. And I went in Irvington on, it was two nights a week or something like that. And I would hear all the other teachers talk, and they were like, "Well, my mentor this," and I'm like, "I haven't seen mine." (Participant I)
I have to say that, for the classes that we had to take, the teacher that we had actually was an administrator from central office. And so she was very supportive as well. Not all of the teachers necessarily came from Newark, but she took an extra special interest, of course, in those of us that were in the alternate route program that came from that district. So, again, I think she was vested in making sure that we succeeded. So she was very supportive.

Always exploring the way that she ran her classes. Exploring the issues that we dealt with in an urban center versus those that the teachers would deal with in a suburban center. But it was just so many different scenarios that we explored. I think that that was extremely helpful, as well. It really was a lot of discussion.

The way that her class was structured, she would put something, whatever her focus was for the day, and then we would discuss it in groups, and then, of course, as a whole group again. So individual groups, and then whole group, then she would lend her experience from working in Newark for much of her career. And each of us would share how we dealt with certain issues. So I think just the way that she structured her class. It wasn't out of a textbook.

It wasn't just what she felt that we should know in terms of how to . . . it was really understanding the kids, and understanding our role, and having all of that work together. How to make all of that work together. Our responsibilities as classroom teachers. Our responsibility as providing support and mentoring to kids. So I think, in that way, it gave me a different perspective in dealing with my students. (Participant J)
There was a course that I had to take in coming in to public education and getting my certificate of eligibility. There was a Pathways to Education course that I had to take. And that was a year-long course. And that introduced you to some of the formal aspects of teaching. For example, the theoretical basis of, I'll say, constructivist teaching.

You learned about Vygotsky and you learned about Piaget. You learned about different methodologies for teaching. So that was helpful, and it added a different aspect to the process of teaching, for me, by providing me with educational theory, which is something I did not have prior to that. The coursework was helpful, and that was prior . . . the coursework was conducted during the course of my first year in district. So the experience of getting

www.manaraa.com

> information, the coursework, and my first year of employment were concurrent. So that was a support, being able to complete the course and get ongoing information. (Participant L)

It definitely was. It was an opportunity to collaborate. Definitely a means of support. Because I recall the teachers coming in, and I had colleagues who would come in and quit and abandon their jobs after less than a month. And so the ones that did remain, I do recall reaching out to them and assisting them, and trying to help them in this process. (Participant A)

المنارة للاستشارات
www.manaraa.com

Appendix L - Theme 9 Responses: Alternate Route (AR) teachers state a lack of support from the district and administration influenced their decision to leave the district. AR teachers who decided to stay in the district expressed the satisfaction they felt working with children, impacting their lives, and helping them to flourish academically

> I think I did experience burnout. Definitely, each year, I did improve in teaching methods, discipline, classroom management. I also was able to work with new, incoming alternate route teachers. But with the lack of support, it definitely indirectly affected my decision to leave the district. My response from students, it did not affect my decision at all. It wasn't the students.
>
> I would say not whatsoever, with regards to students to affect my decision to leave. They didn't listen. It was a difficult first year. But by the time I made my final decision to leave, it was all lack of district and administrative support. (Participant A)

Interviewer: So it was really nothing to do with the students or their behavior, anything like that. It was just totally administrative. Totally school district.
Interview Participant A: “Yes.”
Interviewer: “Yeah. When you decided to leave. Like, "Forget this. I'm just not doing it." What was that situation?”
Interview Participant A: “It was a combination between the low pay [laughs] . . .”
Interviewer: [laughs]
Interview Participant A: . . . the dissatisfaction of working in the particular position, the lack of administrative support, basically the lack of district support. Because at the time, if anything occurred, everything went back on the teacher. It was never the student, never the parent, never the administration. It was always, "The teacher is doing something wrong." So I would have to say a combination of all those factors.

> That really doesn't mean anything to me, because it was the central administration that caused me to leave the teaching profession, specifically the HR department. They failed to handle my necessary paperwork in a timely manner, and as a result left me with no choice but to leave the teaching profession. The lack of support I received from my district when I was teaching was the sole reason that I left my teaching job. I jumped through all the necessary hoops and took all of my necessary classes.
>
> However, in the end, I learned from the HR department that my paperwork was never filed and the deadline had passed, so I would not be able to become a certified teacher. The only thing that I was told from the HR director was that she felt bad, and that she wished there was something more that she could do. That was very hurtful to me. I was told that as long as I took my classes, that they would take care of me. I took my classes, and now I have nothing to show for it. I wasted my money and time dealing with that school district.
>
> I left teaching because of lack of support, and the fact that I spent money on classes and it was all in vain. In the end, I took classes for nothing, because the school district failed to handle my certification paperwork in a timely

www.manaraa.com

manner. This district left a bad taste in my mouth, and let me know that you are not always rewarded for following rules and hard work. (Participant B)

My decision to leave teaching was a personal one. And going through the various different changes, not having the support of the administration, and having to work and perform a task without having the proper tools in order to carry out the job. Well, when I say "tools," I'm talking about things as simple as chairs. Things as simple as pencil and pen. Computer equipment.

Having the proper physical environment that is comfortable for the student. Like not having an air conditioner during the summer. And also, not having adequate funds and budget in order to be able to enhance the learning experience and provide the basic necessities of what is required in order to do the job, and what the students will need. It affected my health. It meant that I had to take money out of my own pocket in order to ensure that the students had the proper things that they needed in order to be able to complete their assignments.

It meant late hours at home on my computer devising lesson plans and additional study material in order to be able to deliver my lessons. If that makes sense. It influenced my decision to leave the profession to a small degree, because I thought that it would be different, and that we would all be seen equally. Rather, we were alternate and/or traditional route teachers, and/or subject/content matter.

Overall, the students had no effect on my decision to leave teaching. It was more so the politics and the difficulty in carrying out the task at hand, and also acting in the best interest of the student. So, in essence, the students' behavior and/or support, or lack thereof, had nothing to do with my decision in leaving teaching. Being that I had the opportunity to previously work in another career field, and having a specialty in computers and technology, overall it was not worth it to me to put up with the stress and the overall political constituency of the educational system.

Plain and simple, you know? I mean, [laughs] my philosophy is to count the cost. And, in my opinion, it was not worth it. Although I enjoyed the experience of educating students and making a positive difference in their lives, I felt that my health was more important.

My decision to leave was a combination of things. Not only was it the impact of the educational system within itself, but it also involved having previously been burned out, the stress, and the inability to effectively do my job because of importance being placed on things other than teaching and learning. (Participant D)

I wasn't really trying to leave because I didn't feel supported. I felt like I could have a larger impact on education if I stepped outside of the classroom. So what I felt like at the time is that I was . . . what I started to see was that education was just a little bit larger than my lesson plans and my classroom management. I felt like I was only able to work with 30 kids at a time, and that if I stepped outside of the class, I would be able to do more.

And then I was saying, too, that, realizing that education was larger than what I was doing in the classroom, I also realized that what was happening in my

المنارة للاستشارات
www.manaraa.com

classroom was dictated by somebody else. And so I wanted to explore that part of education that was kind of responsible for what I was doing.

The main thing was that I was really motivated to do something else.

So ultimately, I left because I wanted to explore other pieces of education. I didn't know exactly what that would be, because I didn't have a huge sense of what else was available outside of teaching. Teach for America was pretty much what I thought I was going to be doing. And then I thought maybe I would do some proposal grant writing, because I had done some while I was in the district, and I was successful. And so I thought that maybe that was something that I might do in education. Yeah, because I remember learning about that in Middlebury, that that was actually a good thing to do with your writing and education. (Participant E)

Because they just didn't get it. You could send a child down, yeah, they'll write them up. They'll talk to them. But they'll send them right back, because, you know what, they don't want that child sitting in their face all day. I could have kept teaching.

But what I noticed, from teaching special education, is that the problem doesn't start in the classroom. It starts in the home. Something is not right in the kid's home. Something's not right with these state kids. So I chose to go and work with kids who were in foster homes.

Specifically, teenage mothers who were still in middle school and entering high school, or should be in high school, but they had been moved in so many different homes that they're so far behind in their education, that they just can't seem to get ahead. So I said I wanted to start at the base root. And also, the school district needs to revamp how they support teachers who are doing the alternate route in special education. I don't know how it is in traditional, where you have everybody can read and everybody can write.

It was the student behavior, but they didn't deter me. They made me say, "I can't even help you in the classroom. I need to go to your house." It made me say, "How can I help these kids in a different way? Somebody else can teach you, but I've got to figure out why you have . . . why isn't somebody making sure your hygiene is OK so you have good self-esteem while you're in the classroom?"

You know what? That probably did make me want to leave, but not leave in a negative way, but more in a positive way. Like, the calling is bigger. It's bigger than this classroom, this institution. Being burnt out, I contributed it to the issues.

Teaching in special education, to me, you get to teach them, but you deal with so much more. No. It wasn't stressing me out. I just felt like I could help in a different way. It's almost saying you want to leave and become a social worker. Give the kids my life so the teacher can do their job. Because I felt like I could help in a different way. (Participant F)

Sent the kid down to the principal, sit in the main office and go see the principal. No problem. None whatsoever. And that's just the start of it. There were always little things, you know?

المنارة للاستشارات
www.manaraa.com

She would give bad evaluations on certain things that just were somewhat . . . you could kind of tell there was that, that sense of, "I don't like you." And why is it, after year after year, all the white teachers were being basically, essentially pushed out? It really doesn't . . . you know what I mean? When you actually looked at it lined up.

That's partially the reason I left. Because what had happened was, after my second year, her and I actually had an out, and I had said to her . . . what was she doing? Oh, she was accusing me of not being a team player. And, funny enough, when you look at my evaluations, and all my observations, that's the thing on it that exceeds, is that I am a good team player. And she would just start . . . I'm like, "How can you even say that, when you've documented that I am?" You know what I mean?

I don't think it has anything to do with the kids. I don't think it has anything to do with anything other than administration and actually getting hired, you know? You know, I did a toss-up. But I don't really think they affected me too much. Between you and me, I find them to be completely worthless.

Especially female teachers. Oh my goodness. Catty. And in an elementary school like that. Oh I found them to be very catty. And so I think the negativity . . . I think that probably would be the one thing, actually, now that I'm thinking about it. I definitely never want to teach in that elementary school again. Definitely (Participant I)

Ready for a different challenge. I came into public teaching with a five-year plan. And I knew I wanted to switch from private education to public education, because I knew that as an administrator, I would have more credibility if I had classroom experience. And I say more credibility; also more knowledge, more sensitivity, more awareness of what teachers go through, all of those things, if I became an administrator after three to five years in the classroom. So I came in with a plan. I'd been used to leadership, and so I wanted to be a decision-making person. (Participant L)

Even if my supervisor gave me the vote of confidence, I didn't see her every day. I saw those people every day, in my department. I saw them. They were the ones, first period, that I spoke to. They were the ones that helped through a fire drill or a lockdown. They were the ones that helped me during walkthroughs, or just little things like that that were needed. So they were really important in helping me make the decision to stay in education, return the next year, continue on, further expanding the profession in [inaudible 32:48].

The students play a role because it's clear how they react to you. And my kids have always reacted positively to me. You, of course, always have kids that you don't mix well with, but the majority of my students helped me to realize that education was where I needed to be, because I could see their growth from September to October, from October to February, from February to June. And then, when they left me, the fact that they wanted me to continue seeing their progress throughout the years motivated me to continue in education.

I continue to teach because it is joyful to see kids do better, and want to do better because you're helping them. It's fun to see a child, especially when they didn't realize alone what they were able to do, it's great to be able to help a

المنارة للاستشارات
www.manaraa.com

kid understand that they have a potential that they need to reach. And that hasn't gotten boring yet. If that gets boring, then I might have to do something else. But it hasn't gotten boring yet, so I still enjoy working with students. And they keep me young. (Participant G)

I stay in teaching because I'm a learner, and I love to learn information and impart that to my students. And the nice thing is that they teach me things. These kids are so tech-savvy. And these are things that I enjoy about my work. (Participant H)

I think that's the main reason I stay. That's it, right there. I love my students. Every single one of them. I mean, I've got kids that are in college now, and I love hearing from them.

Running into them everywhere. So, to be honest, I mean, that's the main reason you stay in anyway. I love my students. I love seeing them thrive on . . . when they're getting something, or they are progressing at something. Especially what I do, because I see them in a middle school.

If my students choose to stay in music for three years, in chorus, I actually can see growth for three years straight. I love to see them. I take them out. We go out. I love to see them shine. I take them to do . . . we do the national anthem for Relay for Life at Monmouth University, and I just love it. And especially those students that don't excel in academics, they actually feel good about themselves. So that's why. (Participant I)

I think that, because I did receive so much support from the principal, because I did receive so much support from my mentors, that it enabled me. It empowered me to be able to be effective, and to enjoy what I did. So I think that, because I had a great experience, it just encouraged me to continue doing what I wanted to do. On that level, definitely. I think that direct contact probably made more of a difference than the indirect contact that I had with the district itself.

For me, I feel that that's what keeps me here. Because it's always a challenge. No class is ever the same. No child is ever the same. I think that there are similar issues, but I think the way that a child might deal with those issues, a way that they manifest themselves in each child, is going to be different in some way. So because it is constantly changing, for me, that's change. And I think I'm a person that needs that change. That's why I'm still here. That's not an issue for me. I don't mind that, "OK, well, here comes Sue, and she's acting this way." You kind of know.

Kids are going to be kids. They're going to have issues. You have to understand the age at which they are developing. The age at which they are experiencing things. And you have to understand where they're coming from, literally. What is their home life like? Where is the support? How are they being supported? What are you going to give them to enable them to be successful? So for me, that's the challenge, and that's what I like about this job. [laughs] All the craziness.

As crazy as it is, it's like, OK, so what am I going to get this year, and how am I going to affect change for that child? How am I going to empower that child? If it's a really bad situation, how am I going to change their perception of

المنارة للاستشارات
www.manaraa.com

this setting, this classroom, that's going to enable them to be successful later? Or even just change a single thought about how they think about their life.

Because it's just who I am. I think that it has to be, at some point, about the kids. I think that the kids -- that corny thing -- are our future. I think that this is the thing to do. This is just where I feel probably most comfortable at this point in my life. I think that if we can help five, 10, 15, 20 kids understand that there is life beyond this, that they need to focus, that they need to set career goals, and then that they're able to achieve them, I think that that's probably the greatest thing that you can feel proud of. Or that's the greatest sense of accomplishment that you can have. (Participant J)

This might sound like a backwards answer, but I guess the lack of it just helped me to be more determined to figure out how to meet the needs of my children. So maybe there were some unorthodox moments. But, again, the lack of support had me determined to figure out, again, how to meet the needs of my children, academically. And in turn, it got me noticed in a way where I was pulled out of the classroom quickly. It has definitely made me want to stay. But I don't know if the lack of it made me want to stay to this degree, or, again, just the opportunity to be able to make a significant impact.

Again, the staff, not a very diverse staff, and the school is predominantly African-American and Hispanic. So not too much support around me. We were tight, just a tight team of teachers. So I guess hit or miss. Half and half. Enough of a cohesive team to make me want to stay and just do what I needed to do, but I can't say they helped me to build this idea of wanting to be teacher of the year and all of that. It wasn't that kind of [laughs] feeling.

Oh, definitely, 100%. I definitely stayed for kids. I guess any time I could see a light bulb go off, or you reach someone you didn't think you would be able to reach, that in itself is enough to make you want to stay and come back again the next day and try it again. So I think definitely my decision to stay was more so for the children than for anyone.

I think those parents that did come to me and say how much they want to thank me, and they're so happy that their children have spent a year with me, all of that, I think that was pretty much a wow factor, and makes me want to stay. So those kind of comments really outweigh the battles.

Government is gone crazy. I mean, education, I don't think teachers have the respect or acknowledgement that they should, especially in urban districts that are trying. Again, but just society, me knowing what kids need -- not just our kids -- me knowing what kids need to be successful and competitive, that definitely made me stay.

You know what? I love what I do, and again, being able to just impact the lives of children, and to be able to make a contribution to society by way of reaching children. I mean, again, they're our future, and they need so much. And there's a vast difference for me now, because while I'm in . . . it's not an urban school district, but it's Title I, so their needs are not as grand, meaning their deficits are not what Patterson students were that I worked with. But there's still a need for them to be able to flourish academically. (Participant K)

www.manaraa.com

APPENDIX M - Theme 10 Responses: Alternate route (AR) teachers suggest that districts can improve the program by offering consistent support, increasing the length of the mentorship program, and by offering in-house workshops and programs specifically geared to the needs of the AR teacher

For the teachers, the one thing that I'd definitely do differently is I would have my specific concerns and bring them to my administrator. And whether it was before school or after school, Saturdays, I would definitely take the time to go to them with my concerns, as opposed to sitting and waiting and letting the problems fester. As far as the district, if money was not a concern, I would definitely develop the alternate route program to, instead of a 20-day mentorship, perhaps a 60-day mentorship program, where there's a full-time mentor in the classroom. I would definitely have programs and workshops specifically geared towards those teachers in the district, in-house. I would definitely try to improve just the line of communication, so the teachers don't feel like they've just been thrown into the fire. (Participant A)

There is a lot that could be done to improve education if the powers that be are willing to change. And that being administration and teachers and the union being able to come together collectively and facilitate the changes that are necessary in going forward into the 21st century, and getting up-to-date. I don't know if that makes sense. (Participant D)

Definitely to have a strong teacher assistant. Definitely, maybe, one-on-one meetings. I mean, the assistant person will look at the gradebook and make sure the lesson plans are OK. But I think they probably need help themselves, because after you've looked over 10 lesson plans, I'm sure they all start to look the same. I mean, the only thing that might catch your attention is that one person's handwriting is better than the other.

But if it's legible and it looks good, I mean . . . instead of having, in a middle school, three assistants [inaudible 36:29], I would have about five or six. I mean, everybody needs more support in that area, because I'm sure at one point it becomes an over work load. I would say, being an alternate route teacher, you're required to take classes so often. And I took some classes that simply, I can't remember the name of the classes. But when I was sitting in there, and these were students that had not started teaching yet, I felt like they have no idea what they're walking into. (Participant F)

Well, I think that, at least at that time, when I spoke to people about their experience, not everyone had the same experience. So some people received less support. Some people received more support. Different support. A different type of support.

So I think that there needs to be consistency for whatever it is. This is the template, this is what it needs to look like. And no matter who the support persons, are from the academic level on down to the classroom level, that it needs to be consistent. If you're going to be a mentor, then maybe you have to come to this four-hour session about how to be a mentor. Or if you're going to instruct a class -- which I'm guessing they had specific things that they needed to speak about -- these are the things that you need to speak about.

المنارة للاستشارات
www.manaraa.com

So just making sure that there's the continuity in the delivery of the program that really empowers all teachers. And then, maybe, a more effective way of saying, "You didn't do so well. This may not be the thing for you." When you have people who really struggle in the classroom, and they just kind of get pushed through, for whatever reasons. I think that that may be a way to help improve the program, or something that I know we used to have dialogue about.

Because you just hear people saying, "Oh no, my experience wasn't like that," or, "I didn't have that type of support." Or they had that one mentor, or maybe their principal was not as involved. So I just think a more concrete structure to really support. And I know that it's there. (Participant J)

Through my alternate route, I'm glad to be able to share with people that you can come through alternate route and just go further in education than the classroom. And I'm glad that candidates of alternate route are not frowned upon, because I do think that it sets you up to be successful. The programs that alternate route has added recently, the 24-hour pre-service, I think that's ideal, because instead of just assuming that you're ready to be in the classroom, the pre-service really offers some knowledge that you would need before stepping into the classroom. (Participant K)

www.manaraa.com