

## Key Issue: Expanding the Teaching Pool

### Table of Contents

<b>SCENARIO</b> .....	<b>4</b>
<b>BENEFITS</b> .....	<b>5</b>
<b>TIPS &amp; CAUTIONS</b> .....	<b>8</b>
<b>STRATEGY 1</b> .....	<b>9</b>
<b>Use supply and demand data to target specific needs</b> .....	<b>9</b>
Resource 1: Recruiting New Teachers, Inc. ....	9
Resource 2: Alternative Certification Evaluation Template .....	9
Resource 3: Effective teacher hiring .....	9
Resource 4: Developing the effective teacher .....	10
Resource 5: Recruiting male teachers .....	10
Resource 6: How Ready Are You? .....	10
Resource 7: Data-Based Decision Making .....	10
Resource 8: From the headlines to the frontlines .....	10
<b>STRATEGY 2</b> .....	<b>11</b>
<b>Use the web to recruit</b> .....	<b>11</b>
Resource 9: Developing the effective teacher .....	11
Resource 10: South Carolina's (CERRA) .....	11
Resource 11: The National Teacher Recruitment Clearinghouse .....	11
<b>STRATEGY 3</b> .....	<b>12</b>
<b>Form partnerships with institutions of higher education</b> .....	<b>12</b>
Resource 13: Ahead of the class .....	12
Resource 14: American Association of Colleges for Teacher Education .....	12
Resource 15: Creating Opportunities and Resources for Educators .....	12
Resource 16: The Benedum Collaborative .....	13
Resource 17: Capital Educators Leadership Through Collaboration .....	13
<b>STRATEGY 4</b> .....	<b>14</b>
<b>Utilize community colleges</b> .....	<b>14</b>
Resource 18: Community Colleges' Role in Teacher Preparation .....	14
Resource 19: A Public-Private Partnership for Teacher Preparation .....	14
Resource 20: Tapping Potential .....	14

Resource 21: Teacher Preparation Policy Toolkit.....	15
Resource 22: Texas Alternative Certification Program (ACP) .....	15
Resource 23: Appalachian Model Teacher Consortium.....	15
<b>STRATEGY 5.....</b>	<b>16</b>
<b>Team up with neighboring districts.....</b>	<b>16</b>
Resource 24: Recruiting and retaining high-quality teachers in rural areas.....	16
Resource 25: Education partnerships .....	16
<b>STRATEGY 6.....</b>	<b>17</b>
<b>Grow your own. ....</b>	<b>17</b>
Resource 26: Prezell R. Robinson Scholars Program .....	17
Resource 27: Urban teacher academy project toolkit .....	17
Resource 28: The North Carolina Model Teacher Education Consortium .....	17
Resource 29: Future Educators of America .....	18
Resource 30: South Carolina (CERRA).....	18
<b>STRATEGY 7.....</b>	<b>19</b>
<b>Create high quality alternative routes to certification.....</b>	<b>19</b>
Resource 31: Alternative certification evaluation template .....	19
Resource 32: Paraeducator pathways to teaching .....	19
Resource 33: A guide to developing paraeducator-to-teacher programs .....	19
Resource 34: NC TEACH .....	20
Resource 35: Alternative routes to teacher certification.....	20
Resource 36: Ahead of the class .....	20
<b>...SUBSTRATEGY 7.1.....</b>	<b>20</b>
<b>Alternative Certification - Set high standards and institute a careful screening process for the entry of candidates into alternative certification programs. ....</b>	<b>20</b>
Resource 37: Alternative routes to teacher certification.....	21
Resource 38: Ahead of the class .....	21
<b>...SUBSTRATEGY 7.2.....</b>	<b>21</b>
<b>Alternative Certification - Meet the specific needs of the participants.....</b>	<b>21</b>
Resource 39: No dream denied: A pledge to America’s children.....	21
<b>...SUBSTRATEGY 7.3.....</b>	<b>21</b>
<b>Alternative Certification - Allow for as much training, coursework, and field experience as possible prior to full-time teaching. ....</b>	<b>21</b>
Resource 40: Boston Teacher Residency.....	22
<b>REAL-LIFE EXAMPLE 1: .....</b>	<b>23</b>

**REAL-LIFE EXAMPLE 2: ..... 24**  
**Other examples ..... 25**

## SCENARIO

### The Yearly Shortage

Mrs. Richardson, a rural middle school principal, opens the first day of school with severe teacher shortages in special education. While she received twenty-five applications for one social studies opening, not one person applied for the three special education openings. Unfortunately, this is not a new phenomenon. For the past four years, Mrs. Richardson has started the school year without a full complement of special education teachers, and she is not alone. Principals from neighboring districts express similar dismay at the lack of qualified applicants in shortage areas.

Happily, several paraprofessionals inquired about opportunities to become fully-certified special education teachers. However, they cannot afford to stop working and attend a traditional teacher preparation program. Mrs. Richardson has heard of alternative routes to certification that allow paraprofessionals to become fully certified while continuing to work, but she is not familiar with any such programs in her area of the state.

It isn't only the paraprofessionals who have expressed an interest in becoming certified teachers. Every year several middle school students express an interest in becoming teachers. While Mrs. Richardson encourages such interest, her current or former students receive very little guidance or support in pursuing a career in teaching. The principal imagines how effective these former students would be and wonders how she can help these students achieve their dream of becoming a teacher.

Mrs. Richardson is frustrated. The teaching supply for her school continues to lack teaching expertise in the school's greatest area of need. Her students come from low-income families, and she has seen how the quality of teaching greatly impacts their achievement. Twenty percent of her students have special needs that must be met, and the shortage of special education teachers means that these students will fall further behind.

## BENEFITS

Expanding the teaching pool, through alternative routes to certification and other strategies, helps at-risk schools and districts:

- 1. Address teacher shortages.** A number of studies have confirmed that teacher shortages are most likely to be a problem in urban areas, isolated rural districts and/or disadvantaged communities. Shortages are most severe in the fields of mathematics, science, and special education. And the shortages tend to be worse for schools serving high percentages of poor black and Hispanic students because, historically, teachers are more likely to transfer out of such schools. By designing alternative routes to certification in high-need fields, schools and districts can supplement the current supply of highly qualified teachers – especially if such programs target their recruitment and preparation for historically hard-to-staff schools.
- 2. Diversify the teaching staff.** By 2035, a majority of the K-12 students in the United States are expected to be students of color. Currently, 90 percent of the teaching force is white. There is evidence to suggest that alternative certification programs frequently recruit individuals whose characteristics differ from those in standard teacher education programs (i.e., candidates who are older, minority, or have experience working in urban settings). In addition, grow-at-home initiatives provide districts with teachers who represent the background and diversity of the student population. Therefore, schools and districts should look beyond the usual pipeline of university education graduates and consider non-traditional candidates who live and work in the community to fill available positions.
- 3. Maintain high standards for the hiring of new teachers.** When only one person applies for a teaching position, schools and districts can either hire the applicant or rely on a long-term substitute. By increasing the number of applicants, especially in high-need fields, schools and districts can implement more selective screening processes when filling teacher vacancies.
- 4. Improve retention.** While the research is inconclusive, many school districts find that grow-your-own teachers are more likely to stay in at-risk schools. These teachers are motivated to teach close to home and more familiar with the diversity and background of students.
- 5. Tap into local talent.** Many districts search far and wide for prospective teachers when the best hope for filling teacher shortages lies within these districts. Paraprofessionals, uncertified teachers, scientists, lawyers, and current students are important sources of future teachers. These community members are familiar with the local context and, in some cases, already have classroom experience. With encouragement, support, and alternative routes to certification, talented local citizens will expand the pool of applicants

available to a district.

## References

Glennie, E., Coble, C., & Allen, M. Teacher Perceptions of the Work Environment in Hard-to-Staff Schools. Denver, CO: Education Commission of the States. November 2004  
<http://www.ecs.org/clearinghouse/55/87/5587.doc>

Jimerson, L. (2004). Teachers and teaching conditions in rural Texas (Policy Brief). Arlington, VA: Rural School and Community Trust. Retrieved September, 2005, from  
[http://www.ruraledu.org/docs/texas\\_teaching.pdf](http://www.ruraledu.org/docs/texas_teaching.pdf)

U.S. Department of Education. (1998). Promising practices: New ways to improve teacher quality. Washington, DC: U.S. Department of Education. Retrieved September 2005, from  
<http://www.ed.gov/pubs/PromPractice/index.html>

Hare, D. & Heap, J. (2001). Effective teacher recruitment and retention strategies in the midwest: Who is making use of them? Naperville, Illinois: North Central Regional Educational Laboratory. Retrieved September, 2005 from <http://www.ncrel.org/policy/pubs/html/STRATEGY/>

Clewell, B. & Villegas, A. (2001). Ahead of the class: A handbook for preparing new teachers from new sources. Washington, DC: The Urban Institute. Retrieved September 2005, from  
[http://www.urban.org/UploadedPDF/ahead\\_of\\_the\\_class.pdf](http://www.urban.org/UploadedPDF/ahead_of_the_class.pdf)

U.S. Department of Education (1998). Promising practices: New ways to improve teacher quality. Retrieved September, 2005 from  
<http://www.ed.gov/pubs/PromPractice/index.html>

U.S. Department of Education (2004). Alternative routes to teacher certification. Washington, DC: Office of Innovation and Improvement. Retrieved September 2005, from  
<http://www.ed.gov/admins/tchrqual/recruit/altroutes/report.pdf>

North Central Regional Educational Laboratory (2002). The impact of alternative certification in the midwest. Policy Issues: Issue 12. Naperville, Illinois: North Central Regional Educational Laboratory. Retrieved September, 2005 from <http://www.ncrel.org/policy/pubs/pdfs/pivol12.pdf>

Southeast Center For Teaching Quality (2001). Recruiting teachers for hard-to-staff schools: Solutions for North Carolina & the nation. Raleigh, NC:

Author. Retrieved September, 2005 from  
[http://teachingquality.org/resources/SECTQpublications/HTSS\\_NC.pdf](http://teachingquality.org/resources/SECTQpublications/HTSS_NC.pdf)

Education Commission of the States. Teaching quality: Recruitment/ retention.  
<http://www.ecs.org/ecsmain.asp?page=/html/issuesK12.asp>

Neild, R., Useem, E., & Farley, E. (2005). The quest for quality: Recruiting and retaining teachers in Philadelphia.  
<http://www.researchforaction.org/PSR/PublishedWorks/QuestforQuality.pdf>

Legler, R. (2002). Alternative certification: A review of theory and practice. Raleigh, NC: North Central Regional Educational Laboratory. Retrieved September, 2005 from  
<http://www.ncrel.org/policy/pubs/html/altcert/index.html>

Murphy, P. & DeArmond, M. (2003). From the headlines to the frontlines: The teacher shortage and its implications for recruitment policy. University of Washington: Center on Reinventing Public Education. Retrieved September 2005, from  
[http://www.crpe.org/pubs/pdf/TeacherShortage\\_reportweb.pdf](http://www.crpe.org/pubs/pdf/TeacherShortage_reportweb.pdf)

Pettus, A. (no date). A role for Virginia community colleges in teacher education. Retrieved September 2005, from  
<http://teach.jsr.vccs.edu/swood/strategies/Documents/Pettus%20FINAL.pdf>

Johnson, S., Birkeland, S., & Peske, H. (2003). Fast-track alternative certification programs: Opportunities and challenges for participants and state officials. Cambridge, MA: Project of the Next Generation of Teachers. Retrieved September, 2005 from:  
[http://www.gse.harvard.edu/~nqt/Johnson\\_Birkeland\\_Peske\\_APPAM.pdf](http://www.gse.harvard.edu/~nqt/Johnson_Birkeland_Peske_APPAM.pdf)

## **TIPS & CAUTIONS**

### **DON'T BOTHER Expanding the Teaching Pool IF YOU DON'T:**

- Tailor your approaches to meet the specific needs of your schools.
- Take advantage of the local supply of potential teachers.
- Use the internet to increase the reach of recruitment efforts.
- Provide high quality opportunities for people from other professions to transfer into teaching.
- Be selective in determining candidates for alternative preparation programs.
- Broaden the diversity of prospective teachers.

## STRATEGY 1

### **Use supply and demand data to target specific needs.**

While districts may face similar challenges in their recruiting efforts (i.e. urban districts usually find that their teaching staff does not adequately represent the cultural and ethnic groups in their community), each district must collect data in order to assess their recruitment needs. Without good data and the ability to analyze it, human resource departments have a hard time responding strategically to teacher shortages and tight labor markets. Knowing and understanding the specific skills, experience, abilities, and interests of current staff as well as the pools of prospective teachers is a necessity. Also, district and state leaders must be able to accurately predict changes in student enrollment and teacher turnover over time. Once recruitment needs are identified, a state or district can choose a corresponding response.

### **Resource 1: Recruiting New Teachers, Inc**

Recruiting New Teachers, Inc. (2000). *A guide to today's teacher recruitment challenges*. Belmont, MA: RNT, Inc.

Provides strategies for improving diversity recruitment efforts (p. 14), suggestions for questions to address and help identify teacher recruitment needs, and guidance in developing goals (p. 23-24).

### **Resource 2: Alternative Certification Evaluation Template**

North Central Regional Educational Laboratory (2002). *Alternative Certification Evaluation Template*. Naperville, IL: Author. Available online: <http://www.ncrel.org/toolbelt/altcert.htm>.

Using findings from a literature review of articles and reports that presented the results of evaluations of a variety of alternative certification programs, essential evaluation criteria characteristic of successful programs were formulated and constructed into a template. Users rate the extent to which the criteria are used in a program and averages for typical components of an alternative certification program are computed and graphed.

### **Resource 3: Effective teacher hiring**

Peterson, K. D. (2002). *Effective teacher hiring: A guide to getting the best*. Alexandria, VA: Association for Supervision and Curriculum Development.

Includes a sample polling questionnaire for teachers gauging their interests, questions for finding out how to best attract prospective candidates, including diverse candidates, and other strategies for expanding the teacher pool (p. 13-25).

#### **Resource 4: Developing the effective teacher**

Whaley, J. & Cox, C. (2002). *Developing the effective teacher: Hiring, evaluation, and retention practices for the school administrator*. Gaithersburg, MD: Aspen Publishers.

Provides sample questions to help schools develop an ideal candidate profile based on what specific teacher skills and experience are needed and valued (p 1:1).

#### **Resource 5: Recruiting male teachers**

Cunningham, B. & Watson, L. W. (2002). Recruiting male teachers. *Young Children*, 57(6), 10-15.

Offers practical recruitment and retention strategies for administrators and other school personnel to recruit and retain men in education. Also includes questions to assess beliefs and assumptions about male teachers.

#### **Resource 6: How Ready Are You?**

How Ready Are You? A Special Tool for School District Leaders To Assess Readiness to Use Data Effectively. The Consortium for School Networking. Available online:  
<http://3d2know.cosn.org/assessment/survey.cfm>

An online assessment tool for districts to help determine their readiness to use data-informed decision making. Main link includes best-practice districts and other useful resources.

#### **Resource 7: Data-Based Decision Making**

Data-Based Decision Making  
<http://www.ael.org/dbdm/>

This Web tool provides guidance through the steps of data-based decision-making processes and access to useful examples, real school stories, and the best available tools and resources to help schools build effective data-based decision making systems. Ultimately, we hope this tool will provide the kind of ongoing job-embedded assistance necessary to institutionalize data-based school improvement.

#### **Resource 8: From the headlines to the frontlines**

Murphy, P. & DeArmond, M. (2003). *From the headlines to the frontlines: The teacher shortage and its implications for recruitment policy*. Available online: [http://www.crpe.org/pubs/pdf/TeacherShortage\\_reportweb.pdf](http://www.crpe.org/pubs/pdf/TeacherShortage_reportweb.pdf)

Matches different recruitment problems to the corresponding policy responses (p. 56).

## STRATEGY 2

### **Use the web to recruit.**

Using the internet expands the reach of district and state recruitment efforts. People from all over the country and all over the world will have access to information about your area and the reasons to teach there.

### **Resource 9: Developing the effective teacher**

Whaley, J. & Cox, C. (2002). *Developing the effective teacher: Hiring, evaluation, and retention practices for the school administrator*. Gaithersburg, MD: Aspen Publishers.

Provides tips on how to design an effective web-based recruiting tool (p. 1:2 – 1:3).

### **Resource 10: South Carolina's (CERRA)**

South Carolina's Center for Educator Recruitment, Retention, & Advancement (CERRA) <http://www.cerra.org/>

A comprehensive site with information for prospective and current teachers in South Carolina. The site contains a vacancy list, an on-line application, and salary information.

### **Resource 11: The National Teacher Recruitment Clearinghouse**

The National Teacher Recruitment Clearinghouse  
[http://www.rnt.org/channels/clearinghouse/audience/districtpersonnel/1f1\\_dlist\\_expandoutreach.htm](http://www.rnt.org/channels/clearinghouse/audience/districtpersonnel/1f1_dlist_expandoutreach.htm)

A free service that connects your job bank to an on-line clearinghouse and provides access to thousands of individuals who visit the site each month looking for teaching jobs.

## STRATEGY 3

### **Form partnerships with institutions of higher education.**

Collaborating with universities is beneficial for schools and districts on many fronts. Districts can work with universities to produce more teachers in critical shortage areas. Many alternative routes to certification are based at local universities and allow paraprofessionals, military personnel, and other professionals transition into teaching. In addition, many institutions are taking on additional roles, including holding themselves accountable for the success of their graduates and providing their former students with extended support if needed. Through strong partnerships, districts can help evaluate the quality of university graduates and reform teacher preparation programs.

#### **Resource 12: Teacher Quality Enhancement Grant Web site**

U.S. Department of Education. Teacher Quality Enhancement Grant Web site.  
<http://www.ed.gov/programs/heatqp/index.html>

As part of the Higher Education Amendments, school-university partnerships are supported through different grant opportunities. The web site provides descriptions of these grants, contact information of the grant recipients, as well as a number of other resources related to the Teacher Quality Enhancement Grant project.

#### **Resource 13: Ahead of the class**

Clewell, B. & Villegas, A. (2001). *Ahead of the class: A handbook for preparing new teachers from new sources*. Available online:  
[http://www.urban.org/UploadedPDF/ahead\\_of\\_the\\_class.pdf](http://www.urban.org/UploadedPDF/ahead_of_the_class.pdf)

Sets out and describes the steps necessary to create a successful institutional partnership (pp. 3-7).

#### **Resource 14: American Association of Colleges for Teacher Education**

American Association of Colleges for Teacher Education (AACTE) (2005). *Partnerships for success*. Available online:  
[http://www.aacte.org/Products\\_Services/Publications/PartnershipsBrochure.pdf](http://www.aacte.org/Products_Services/Publications/PartnershipsBrochure.pdf)

Showcases partnerships with universities that facilitate school improvement, teacher preparation, and professional development.

#### **Resource 15: Creating Opportunities and Resources for Educators**

Creating Opportunities and Resources for Educators (CORE)  
<http://osceola.valencia.cc.fl.us/CORE/basics.htm>

Provides an overview of this Florida partnership between a rural school district, a community college, and a university.

### **Resource 16: The Benedum Collaborative**

The Benedum Collaborative

<http://www.hre.wvu.edu/benedum/>

Provides an in-depth look at a collaborative effort between 28 public schools, five school districts, West Virginia University's College of Human Resources and Education, and the Eberly College of Arts and Science. The Collaborative has redesigned West Virginia University's Teacher Education Program and established Professional Development Schools. Public school teachers collaborate continuously with university faculty to provide learning experiences for teacher education students.

### **Resource 17: Capital Educators Leadership Through Collaboration**

Capital Educators Leadership Through Collaboration

<http://gsehd.gwu.edu/gsehd/Special+Projects>

George Washington University has developed a number of partnership programs with local school systems. This website presents the reasoning behind these partnerships, many of which provide alternate routes to certification. The site also gives an overview and contact information for each district-university partnership.

## STRATEGY 4

### **Utilize community colleges.**

While community colleges have historically played a minor role in teacher preparation, more districts and states are turning to community colleges to bolster the supply of teachers. Community colleges can identify, attract, nurture, and provide guidance and early preparation for those students who show promise for becoming good teachers. Many of these institutions are located in areas where they can attract large proportions of capable minority students who are not attending four-year institutions. For adults transitioning to a career in teaching, alternative certification through a community college allows them to manage families, jobs, and education without unreasonable commuting and scheduling problems. Community colleges are also more financially and geographically accessible than traditional colleges and universities, and offer the flexible scheduling needed to help working adults enter the teaching profession.

### **Resource 18: Community Colleges' Role in Teacher Preparation**

Education Commission of the States. *Community Colleges' Role in Teacher Preparation*. Available on:

<http://www.communitycollegepolicy.org/html/Issues>

Comprehensive research base on model teacher preparation programs centered in community colleges, as well as data on other relevant issues around alternative certification for teachers.

### **Resource 19: A Public-Private Partnership for Teacher Preparation**

Tucker, B. & Polhamus, E (2002). *A Public-Private Partnership for Teacher Preparation*. Available online:

<http://teach.jsr.vccs.edu/swood/strategies/Documents/Tucker-Polhamus%20FINAL.pdf>

Describes the partnership between Danville Community College (DCC) and Averett University (AU) in rural Virginia. The two institutions came together to increase the teacher supply in a rural and economically depressed region.

### **Resource 20: Tapping Potential**

Tapping Potential: Community College Students and America's Teacher Recruitment Challenge

[http://www.recruitingteachers.org/channels/clearinghouse/aboutrnt/1569\\_pibtappingpotential.htm](http://www.recruitingteachers.org/channels/clearinghouse/aboutrnt/1569_pibtappingpotential.htm)

Recommendations are given from results found in a nationwide study that evaluated the potential of community colleges to address teacher shortages across the nation. Includes program highlights from six effective programs, a state-by-state overview, and information specific to community colleges, four-

year institutions, policymakers, and funders that support and strengthen programs for teachers in community colleges.

### **Resource 21: Teacher Preparation Policy Toolkit**

Teacher Preparation Policy Toolkit: Alternative Certification at Community Colleges

<http://www.communitycollegepolicy.org/html/toolkit/certification/atcc.asp>

Provides an overview of alternative certification supported by community colleges. In addition to sections on key issues and the policy context, the toolkit offers state examples and links to additional online resources.

### **Resource 22: Texas Alternative Certification Program (ACP)**

Texas Alternative Certification Program (ACP)

<http://www.texasacp.com/>

The website of the first state alternative certification program based in community colleges. Provides an overview, mission statement, program costs, and coursework of ACP.

### **Resource 23: Appalachian Model Teacher Consortium**

Dunn, D. & Teresa G. *Appalachian Model Teacher Consortium: A Community Learning Model for Rural Appalachian Teacher Preparation*. Available online:

<http://teach.jsr.vccs.edu/swood/strategies/Documents/Dunn-Galyean%20FINAL.pdf>

Describes a model of collaboration between a district, a community college, and a university in Virginia. The model increases the number of teachers available to rural schools by utilizing local young people and drawing on the strengths of each institution.

## STRATEGY 5

### **Team up with neighboring districts.**

Extensive and effective partnerships, recruitment, and support may be beyond the resources of one small district. In at-risk rural districts, collaboration allows neighboring districts and regional organizations to pool resources and generate high quality teachers.

### **Resource 24: Recruiting and retaining high-quality teachers in rural areas**

McClure, C., Redfield, D. & Hammer, P. (2003). *Recruiting and retaining high-quality teachers in rural areas*. Charleston, WV: Edvantia. Available online:

[http://www.edvantia.org/publications/pdf/PB\\_Rural\\_Teachers.pdf](http://www.edvantia.org/publications/pdf/PB_Rural_Teachers.pdf)

Describes the recruitment and retention challenges facing rural districts and presents policy recommendations for district and state leaders.

### **Resource 25: Education partnerships**

Briggs, D. (2001). *Education partnerships: Strategies for success*. San Francisco, CA: WestEd. Available online:

[http://www.wested.org/online\\_pubs/kn-01-02.pdf](http://www.wested.org/online_pubs/kn-01-02.pdf)

Presents a number of common strategies to build and sustain healthy relationships that yield results. While highlighting the experiences of three partnerships, the work and research reveal lessons learned that are broadly applicable.

## STRATEGY 6

### **Grow your own.**

Schools and districts need to encourage and support members of the community to go into teaching. These recruitment efforts should begin early, in middle school classrooms and through extracurricular activities that encourage students to pursue a career in teaching. By the time students reach high school, formal recruitment programs should be in place, providing encouragement, mentoring, training, and financial assistance towards certification.

In addition to recruiting students to be future teachers, schools and districts can promote a career in teaching to parents, community members, and other adults. A future certified teacher can be found in the classroom (working as a paraprofessional or an uncertified teacher) or in another career. With encouragement, support, and high quality alternative certification routes, members of the community will become effective, certified teachers.

### **Resource 26: Prezell R. Robinson Scholars Program**

Prezell R. Robinson Scholars Program, North Carolina  
<http://www.dpi.state.nc.us/scholarships/robinson.html>

The Prezell R. Robinson Scholars Program is designed to encourage high school students to pursue careers in teaching. The program is only available at low-wealth school systems with documented difficulty in recruiting qualified teachers. Robinson Scholars participate in system-sponsored activities designed to foster their commitment to teaching and enhance the likelihood they will be accepted to and complete an approved teacher education program. Upon graduation from high school, Robinson Scholars are awarded a Prospective Teacher Scholarship Loan to pursue a program of study leading to teacher licensure in North Carolina.

### **Resource 27: Urban teacher academy project toolkit**

Berrigan, A. & Schwartz, S. (2000). *Urban teacher academy project toolkit: A guide to developing high school teaching career academies*. Belmont, MA: Recruiting New Teachers.

Excellent toolkit for promoting teaching and early recruitment. Includes guidelines for establishing and evaluating teaching career academies, identifying prospective teachers, internships, portfolios, and a comprehensive array of supports for recruiting promising students to the profession.

### **Resource 28: The North Carolina Model Teacher Education Consortium**

The North Carolina Model Teacher Education Consortium  
333 E. Six Forks Rd., Suite 150 Raleigh, NC 27609  
<http://www.ncmtec.com/>

The North Carolina Model Teacher Education Consortium (NCMTEC) is a collaborative effort that provides affordable, accessible, high-quality educational training to aspiring and practicing educators in participating school districts in North Carolina.

### **Resource 29: Future Educators of America**

Future Educators of America, Phi Delta Kappa International, 408 N. Union St., P.O. Box 789, Bloomington, Indiana, U.S.A. 47402-0789; 9800-766-11560; <http://www.pdkintl.org/studser/sfea.htm>

Future Educators of America is a national program for middle and high school students interested in exploring careers in education. Chapters of the organization exist around the country and Phi Delta Kappa provides support and ideas for getting the program started. An advisors handbook/manual is also provided when a school or district joins.

### **Resource 30: South Carolina (CERRA)**

Center for Educator Recruitment, Retention, & Advancement of the South Carolina Center for Teacher Recruitment. *Teacher cadets*. Available online: <http://www.cerra.org/teachercadet.asp>

The Center for Educator Recruitment, Retention, & Advancement (CERRA) offers training to individuals who wish to become Teacher Cadet instructors and encourages academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career.

## STRATEGY 7

### **Create high quality alternative routes to certification.**

Once candidates are interested in teaching and schools identify staffing needs, alternative routes to certification provide a path for moving certified teachers into the classroom. Alternative routes are often attractive to midcareer changers and other nontraditional prospective teachers who want to become certified teachers. A program's flexibility can allow a teacher candidate to complete coursework and training toward certification while continuing to earn a living as a teacher of record, paraprofessional, businessperson, etc. Through collaborative efforts, states, districts, universities, and colleges can develop alternative routes that attract and prepare teachers to fill shortage areas. No two alternative routes look alike, but researchers have begun to highlight several components of high quality programs (see Sub-Strategies below).

#### **Resource 31: Alternative certification evaluation template**

North Central Regional Educational Laboratory (2002). *Alternative certification evaluation template*. Naperville, IL: Author. Available online: <http://www.ncrel.org/toolbelt/altcert.htm>.

Using findings from a literature review of articles and reports that presented the results of evaluations of a variety of alternative certification programs, essential evaluation criteria characteristic of successful programs were formulated and constructed into a template. Users rate the extent to which the criteria are used in a program and averages for typical components of an alternative certification program are computed and graphed.

#### **Resource 32: Paraeducator pathways to teaching**

Center for Multilingual, Multicultural Research. *National clearinghouse of paraeducator resources: Paraeducator pathways to teaching*. Rossier School of Education, University of Southern California. Available online: <http://www.usc.edu/dept/education/CMMR/Clearinghouse.html>

Excellent tool for districts who wish to bring talented paraeducators into their teaching force.

#### **Resource 33: A guide to developing paraeducator-to-teacher programs**

Recruiting New Teachers, Inc. (2000). *A guide to developing paraeducator-to-teacher programs*. Recruiting New Teachers, Inc. pp. 1-37.

Superb toolkit for paraeducator candidates and schools; includes checklists, barriers, resources, model programs.

### **Resource 34: NC TEACH**

NC TEACH (Teachers of Excellence for all Children)

<http://ncteach.ga.unc.edu>

NC TEACH is a rigorous alternative teacher preparation program designed to recruit, train, support, and retain mid-career professionals as they become licensed teachers in North Carolina. The program is administered by the 16-campus University of North Carolina Office of the President, in collaboration with the North Carolina Department of Public Instruction. This site provides detailed descriptions of the organization, program offerings and helpful resources.

In addition to describing in detail the alternative certification programs each state offers to persons who already have at least a bachelor's degree and are seeking to become licensed to teach, this resource defines and provides characteristics of good alternative teacher certification routes and presents results from select programs.

### **Resource 35: Alternative routes to teacher certification**

United States Department of Education (2004). *Alternative routes to teacher certification*. Washington, DC: Office of Innovation and Improvement.

Available online:

<http://www.ed.gov/admins/tchrqual/recruit/altroutes/report.pdf>

Presents elements of effective alternative routes to certification and then profiles six promising programs.

### **Resource 36: Ahead of the class**

Clewell, B. & Villegas, A. (2001). *Ahead of the class: A handbook for preparing new teachers from new sources*. Available online:

[http://www.urban.org/UploadedPDF/ahead\\_of\\_the\\_class.pdf](http://www.urban.org/UploadedPDF/ahead_of_the_class.pdf)

Analyzes the Pathways Model Program for certifying returning Peace Corps volunteers and paraprofessionals. Using Pathways as a guide, the resource lays out the steps for developing an effective alternative route to certification, from forming a partnership to supporting teacher candidates.

## **...SUBSTRATEGY 7.1**

**Alternative Certification - Set high standards and institute a careful screening process for the entry of candidates into alternative certification programs.**

Just as the quality of teachers is critical to school success, the quality of candidates is critical to the success of alternative certification programs. While selecting candidates with high GPAs and test scores, programs must also consider additional factors such as: commitment to teaching in at-risk schools, evidence of having overcome adversity in the past, leadership skills, and

maturity.

### **Resource 37: Alternative routes to teacher certification**

United States Department of Education (2004). *Alternative routes to teacher certification*. Available online:

<http://www.ed.gov/admins/tchrqual/recruit/altroutes/report.pdf>

Offers best practices from six high quality alternative certification programs, focusing on recruitment, criteria, and selection (pp 7-12).

### **Resource 38: Ahead of the class**

Clewell, B. & Villegas, A. (2001). *Ahead of the class: A handbook for preparing new teachers from new sources*. Available online:

[http://www.urban.org/UploadedPDF/ahead\\_of\\_the\\_class.pdf](http://www.urban.org/UploadedPDF/ahead_of_the_class.pdf)

Summarizes the Pathways programs' most successful strategies for recruiting and selecting 1) paraprofessionals and uncertified teachers, and 2) returned Peace Corps volunteers (pp. 8-18).

## **...SUBSTRATEGY 7.2**

### **Alternative Certification - Meet the specific needs of the participants.**

The alternative route must complement the knowledge and expertise that participants bring to the program. An alternative route for a physicist will focus more on pedagogy and classroom management, and less on content. An alternative route for a paraprofessional will focus more on the latest research and practice, and less on classroom management. By meeting participants where they are, a program can build on past experiences while saving time and avoiding repetition.

### **Resource 39: No dream denied: A pledge to America's children**

National Commission on Teaching and America's Future (2003). *No dream denied: A pledge to America's children*. Washington, D.C.: Author.

Available online:

<http://www.nctaf.org/article/index.php?g=0&c=4&sc=16&ssc=&a=6&navs>

Presents a summary of the varied programs offered at George Washington University to meet the needs of former military personnel; Peace Corps volunteers; Americorps volunteers; professionals with degrees outside of education; and provisionally certified teachers. Districts partner with the university to transition people into teaching and to help current employees become fully certified.

## **...SUBSTRATEGY 7.3**

### **Alternative Certification - Allow for as much training, coursework, and field experience as possible prior to full-time teaching.**

Many alternative routes to certification are enticing because they place a teacher in the classroom very quickly. However, without intensive support, these new teachers can feel overwhelmed. It is important to give teachers the skills and experience necessary to succeed before making them teachers of record. Some alternative routes follow the medical residency model, placing candidates under the guidance of accomplished mentors in schools serving disadvantaged students. Through this team teaching, participants gain valuable experience in at-risk schools while completing coursework and training. For school leaders, dedicating extra time to properly prepare teachers is a sound investment when the result is high teacher retention.

#### **Resource 40: Boston Teacher Residency**

Boston Teacher Residency

<http://www.bpe.org/btr/>

The Boston Teacher Residency (BTR) is a one-year urban teacher preparation and certification program developed as part of Boston's aggressive commitment to improving instruction in every classroom. During the 12-month program, Teacher Residents co-teach with a Mentor Teacher in one of Boston's most effective public schools, take coursework facilitated by exceptional teachers and university faculty, and receive \$10,000 during their year of service to a school. Teacher Residents earn a Massachusetts Initial Teacher License and a master's degree in education, and work toward dual licensure in Special Education. The website lays out the structure of the program and answers frequently asked questions.

## REAL-LIFE EXAMPLE 1:

### **NO. CAL. EQUALS NO TEACHER SHORTAGES**

In 1987, rural counties of Northern California could not find special education teachers. Isolated from many teacher preparation programs, candidates needed to invest roughly seven years to earn the special education credential. Schools were forced to employ teachers with emergency credentials or no credentials at all. In response to the shortage, California State University, Chico (CSUC) created the Northeastern California Partnership for Special Education in 1989. The partnership includes CSUC, 57 local education agencies, the California Commission on Teacher Credentialing (CCTC), and the federal government. With a mission “to improve the quality of rural special education,” the partnership offers an alternative route to certification in the form of an education specialist internship. Program participants attend an orientation at CSUC and then begin teaching full time. While teaching, the participants participate in a two-year, highly structured learning experience that results in full certification.

The following factors have been key to the program’s success:

- Attracting candidates by raising, not lowering, standards.
- Ensuring collaborative decisions.
- Evaluating for continuous improvement.
- Pursuing high quality personnel.
- Pursuing external funding.

The alternative route has eliminated special education emergency credentials in its service area and boasts an impressive retention rate: 91 percent of program graduates now teach in the region’s schools.

Source: United States Department of Education (2004). *Innovations in education: Alternative routes to teacher certification*. Retrieved September, 2005 from <http://www.ed.gov/admins/tchrqual/recruit/altroutes/index.html>

## REAL-LIFE EXAMPLE 2:

### **BROWARD PLANTS AND WATERS SEEDS IN ITS BACKYARD**

As the nation's sixth-largest school district, Broward County will need 13,000 new teachers in the next decade. In the past, the school system has attempted to attract as many teacher recruits as possible from other districts and states. Unaccustomed to the areas mix of poverty, ever-changing ethnicity, and low levels of educational preparation, recruits from outside the area rarely last a year. Through the development of the Urban Teacher Academy Program, Broward County is attempting to grow a backyard crop of teachers who are motivated to teach close to home and familiar with the diversity of the student population. Teachers in Broward recruit middle school students, focusing on promising kids from backgrounds that are underrepresented among the teaching workforce. In high school, selected students take Urban Teacher Academy Program (UTAP) electives that range from practice teaching at local schools to classes on teaching theory. Students are then sent to partnering area colleges on full-ride scholarships to study education and intern at local schools. When they complete their degree and certification, they are guaranteed first pick of Broward County's available teaching jobs. The program began in 2000 and is waiting for its first cohort of students to finish college and begin teaching. Despite its infancy, UTAP is attracting attention from policymakers because the program is well-developed and comprehensive.

Sources:

Cech, Scott J. *Homegrown*. Teacher Magazine, May 1, 2005. Retrieved September, 2005 from <http://www.edweek.org/tm/>

Education Week. *Growing teachers*, August 31, 2005. Retrieved September, 2005 from [http://www.edweek.org/chat/transcript\\_07\\_13\\_2005.html](http://www.edweek.org/chat/transcript_07_13_2005.html)

## **Other examples**

Quick facts: <http://www.communitycollegepolicy.org/html/toolkit/certification/facts.asp>