TED SHOWCASE
21st Century Teacher Education Research
Challenges, Opportunities, and Emerging Models

Alternative Routes to Certification

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Background: Context and Policy

- Shortage of special education teachers is chronic, long-term, and is worsening
- NCLB and IDEA encourage the development of teacher preparation alternatives
- In special education, we know little about how effective alternative routes are
- What we do know suggests that not all alternative routes are created equal
- Tendency to generalize from secondary content model to special education.
What We Were: Reviews

• Cautionary Metaphors

• Effective ARC programs can produce competent teachers, often as competent as graduates of traditional teacher education programs

• Effective ARC programs are characterized by (Rosenberg & Sindelar, 2001; 2005):
  – Collaboration among program providers (LEA, SEA, IHEs)
  – Program of adequate length and intensity
  – Substantial, rigorous, and coherent programmatic content
  – Meaningful and frequent observation and mentoring
Where We Were: AR Indexing Study
(Rosenberg, Boyer, Sindelar, & Misra, 2007)

- Development of Program Lists (n=235)
- Final Sample (n=101)
- Areas of Survey
  - Program Infrastructure
  - Program length and intensity
  - Program Characteristics
  - Participant Characteristics
Where We Were: AR Indexing Study: General Themes

– **High IHE Involvement**
  - AR programs represent an effective means for IHEs to expand their offerings with little additional capital expenditure
  - Impact of streamlined programs operating along with traditional programs

– **Length of Preparation and Support**
  - Regardless of length of time before assuming full teaching responsibilities most AR programs are more than 18 months
  - Most programs making efforts to deliver supportive programs that promote successful induction
Where We Were: AR Indexing Study

• Participants
  – Mid-Career Changers – 46%
  – Recent Bachelors – 29%
    • 25% of Recent Bachelors Degrees are General Educators
    • May Require Individualized Programs
Where We Are: Cost Studies
(Sindelar, Corbett, Denslow, Dewey, Lotfinia, & Rosenberg, 2007)

• In-Depth Cost/Program Analysis of 27 AR Programs

• Four Program Types
  – Internship (n=15)
  – Distance (n=5)
  – Step-Up (n=4)
  – Local (n=3)
Cost Studies: Definitions

**Internship Program:** Participants are hired as teachers and complete program while teaching.

**Distance Education/Online Program:** Courses are delivered via internet or distance education technology.

**Paraprofessional Step-Up Program:** Program leads to licensure and/or degree for paraprofessionals.

**District Sponsored Program:** School district or regional consortium provides training.
Cost Studies

• Average Cost Per Completer/Length
  – All Programs: 12,323. /1.9 yrs
  – Internship: 13,551. /2 yrs
  – Distance: 7,054. /1.75 yrs
  – Step-Up: 19,375. /2.125 yrs
  – District: 5,567. /1.17 yrs
Cost Studies

- Economy of Scale Achieved at Approximately 30 Students
- District and Distance Programs Less Expensive At Any Size
Program Content: Total Hours of Instruction in Five Categories

<table>
<thead>
<tr>
<th></th>
<th>GE Foundations</th>
<th>SE Foundations</th>
<th>GE Methods</th>
<th>SE Methods</th>
<th>Field Experiences</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>30.6 (0-140)</td>
<td>49.3 (0-120)</td>
<td>74.3 (0-240)</td>
<td>231.3 (120-490)</td>
<td>117.9 (55-500)</td>
<td>503.5 (137.5-1020)</td>
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<tr>
<td>Step-Up</td>
<td>112.4 (0-240)</td>
<td>71.5 (30-112)</td>
<td>198.2 (144-270)</td>
<td>295.5 (144-432)</td>
<td>219.7 (74.7-480)</td>
<td>897.3 (528-1392)</td>
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<tr>
<td>Distance</td>
<td>13.3 (0-45)</td>
<td>67.6 (0-135)</td>
<td>33.6 (0-144)</td>
<td>270.9 (84-515)</td>
<td>99.2 (0-432)</td>
<td>484.6 (144-947)</td>
</tr>
<tr>
<td>District</td>
<td>16.3 (9-23.5)</td>
<td>27.8 (10.5-45)</td>
<td>73.5 (63-84)</td>
<td>41.8 (38.5-45)</td>
<td>20 (0-40)</td>
<td>179.3 (135.5-223)</td>
</tr>
</tbody>
</table>
Program Content: All Programs

Note: 1 = gen ed foundations, 2 = SE foundations, 3 = gen ed methods, 4 = SE methods, and 5 = field experiences
Program Content by Type
What We Need To Consider

Cost Effectiveness
- Consideration of Attrition and Quality in addition to Just Cost
- Caveat: Traditional Programs and Context

Actual Contribution To Supply
- Cannibalizing Existing Program Recruits

Nature/Importance of Program Content

Sense of Profession and Professionalism

Impact on IHE Faculty
- Roles and Responsibilities of Faculty
- Who is teaching AR courses?

Most Important: Impact on Students