

# UT Alternative Teacher Licensure Program

## Evaluation Survey Summary

June 2006

A follow-up survey was conducted in spring of 2006 for individuals who completed Tennessee teacher licensure requirements through the Alternative C program at the University of Tennessee in 2003-2005. Twenty-eight individuals were identified by the Lisa Emery in the teacher licensure office as being in this group. Surveys were initially sent to 27 by email and to 1 by the U.S. postal system. When email addresses were invalid (n = 11), the individuals were sent surveys by U.S. mail. One follow-up was sent, resulting in a total of 16 responses (57.1%), eight of 16 by email and eight of 12 by regular mail.

### Participant Demographics

Bachelors degree majors of the participants varied widely as shown below.

Bible Studies	Music
Biology (n = 2)	Outdoor Recreation
Business	Political Science
Business Administration	Psychology
Chemistry.	Sociology
Human Service	Spanish
Industrial Engineering	Special Education
Mass Communications	

While seven individuals had received undergraduate degrees from UT and one from Middle Tennessee State University, the other half were from out of state (California, Kentucky, Michigan, Utah, Virginia, two from Alabama, and one from Brazil). Seven had completed advanced degrees, and 12 had been employed in another field for from two to 21 years (mean = 8.83, median = 7 years).

One requirement of the Alternate C program is that the individual be employed by a school system while completing the licensure requirements. At the time of the survey, all respondents were still teaching, and 14 of the 16 ( 87.5%) were still teaching in the school systems that employed them while they were completing licensure requirements. Because of the recency with which licensure was obtained, this could be a short-term effect.

Eleven of the 16 individuals received licensure in content fields in which school districts currently are likely to experience hiring teachers: special education, foreign language, science, and mathematics.

<u>Participant Information</u>	<u>n</u>	<u>%</u>
<b>Employing School System While Completing Alternate C</b>		
Knox County	9	56.25
Anderson County	2	12.50
Campbell County	1	6.25
Lenoir City Schools	1	6.25
Maryville City Schools	1	6.25
Union County Schools	1	6.25
State Special School	1	6.25
Still Employed by the same school system	14	87.50
Currently (2005-2006) teaching	16	100.00
<b>Year Licensure Completed by Respondents</b>		
2003	1	6.25
2004	2	12.50
2005	13	81.25
<b>Licensure Area</b>		
Special Education	5	3.13
Foreign Language (Spanish, German)	2	12.50
Science (Biology, Chemistry)	2	12.50
Elementary/Middle school science	1	6.25
Mathematics	1	6.25
Library Science	1	6.25
Media specialist	1	6.25
Deaf education	1	6.25
K-12 guidance	1	6.25
Vocal music	1	6.25

### **Survey Findings**

Survey participants were provided a list of 12 possible reasons individuals might be motivated to seek licensure through an alternative program at UT and asked to rank those that had motivated them. Becoming licensed to teach was included in their rankings most often (11 of 16 participants) and was the number one reason (4 of 16 individuals) most often. It was not possible to determine the rankings for one individual because the person checked beside the goals/objectives rather than entering ranking numbers.

Goals/objectives in seeking alternative licensure at UT	Times Ranked	Times Ranked Number One
Become licensed to teach	11	4
Begin classroom teaching quickly	10	2
Request/urging of school system	5	2
Always wanted to teach	5	2
Meet need in community	5	1
Opportunity to begin earning money quickly	4	1
Less time to complete than traditional teacher education program	4	0
Dissatisfied with prior occupational status	3	1
Lower cost than traditional teacher education program	3	1
No desire to be on campus any more than necessary	3	0
Request/urging of school principal	0	0
Higher pay than prior occupational status	2	0
Other*	5	1

\*"Able to teach while learning – couldn't have done it if I had to be a full time student since I am the sole bread winner and a single parent"

"Already had MS in biology plus college teaching experience, so this was the plan I was advised to take."

"I had already taught abroad for about 11 years."

"The fact that I did not have to work one year unpaid"

"I was a 47 year old mother of 3, had a BA in Human Services '78, and had served a (Winter 2001) semester as an interim German teacher on the high school level. I tried to begin the Alternative Licensure program in Summer or Fall 2001 but allowed myself to be talked out of it. After much consideration and many days serving as a substitute teacher during 2001-2002, I went back to UT. Another attempt was made to dissuade me, but I was confident of my goal to become certified to teach high school German and began in Summer 2002."

The alternative licensure students gave the highest satisfaction ratings to advising, selection of courses available and scheduling/availability of the courses they needed. Preparation to pass the PRAXIS and mentoring by the school system were the only areas which any individuals rated as Very Dissatisfied.

Activity	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
The advising you received	7	8	1 <sup>a</sup>	0
The selection of courses available	3	10	2 <sup>b</sup>	0
Scheduling/availability of the courses you needed	3	10	2 <sup>c</sup>	0
Willingness of school system to accommodate your schedule*	3	4	1	0
Mentoring by school system	5	6	0	3
Preparation to pass PRAXIS	2	8	1 <sup>d</sup>	3 <sup>e</sup>

\*Not applicable (n = 5)

<sup>a</sup> Chemistry

<sup>b</sup> Spanish, library science

<sup>c</sup> Library science, deaf education

<sup>d</sup> Special education

<sup>e</sup> Spanish, math, chemistry

Comments were written regarding almost all of the ratings. Regarding advising, they were generally positive. “Lisa Emery did an outstanding job!” “My advisor was great: kept me informed about everything: Lisa Emery.” “Had 2 or 3 different advisors in 2 year span” “Very Satisfied with Dr. Schindler” Scheduling and course availability only generated two comments. “Satisfied although there was at least one class that we sort of had to fit into the program because what I needed was not available.” The other individual reported that “All of my classes were after hours” so that school system accommodations to fit the teacher’s university class schedule was not an issue.

Mentoring, which is the responsibility of the school system in this program, produced varying comments. “For the first year of mentoring – learned a lot from my mentor. Though I continue to have a mentor, I don’t utilize her very often because I haven’t needed to.” “Received VERY little – none formally, some informally from friends” “He came to my classroom ONCE Sept. 04” One teacher commented on Preparation to pass PRAXIS in writing “Neutral – I would have to say that PRAXIS preparation came from my teaching experience and my own study. Very little came from the classes I took.”

One individual replied, “It was such a huge mess when I transferred to Texas due to poor advising in Texas!” However, the person (who is teaching in Texas) reports loving it and “Will be here till hearse takes me out, I hope.”

Finally, someone offered the following comment. “Thank you for this opportunity to provide feedback. Feel free to call or email me if you need further information. I love teaching high school every day, even the hard days.” This was accompanied by her contact information.