

**Alternate Route to Certification:
A Summary of Departmental Data Collections**

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Connecticut's Alternate Route to Certification (ARC) was created through the Education Enhancement Act of 1986 to enable adults with demonstrated discipline-specific expertise to enter the teaching profession without completing traditional teacher preparation programs. The program is highly selective, requiring applicants to have a minimum of a bachelor's degree with a subject area major (or the statutory required number of subject matter credits) a passing score on the Praxis I CBT examination or an appropriate waiver, an undergraduate GPA of 3.0, demonstrated work experience with school age children, and professional work and life experiences.

ARC is interdisciplinary in nature, integrating discipline-specific pedagogy with theory and practice. Using collegiate faculty and public school practitioners, the program incorporates the Connecticut Curriculum Goals and Standards Frameworks, and the Connecticut Common Core of Teaching, as well as focusing on issues of culture and ethnic diversity. The original ARC program, ARC I, has operated for 14 years. It is a rigorous eight-week, full-time summer program that includes four weeks of student teaching. For the summer of 2001, ARC offered programs in the following areas: K-12 certification in art, bilingual education, music, and world languages, and either middle or secondary school certification in English/language arts, history/social studies, mathematics, and sciences. ARC II was initiated during the 2000-01 school year. It is a 22-week part-time program meeting on Friday evenings and all-day Saturday, scheduled from October through April, also with four weeks of full-time student teaching. ARC II offered programs in the following areas: K-12 certification in bilingual education and world languages, and secondary certification in mathematics and science.

Since its inception, ARC has produced 1,931 teachers. The ARC program has provided a highly qualified pool of teacher candidates for Connecticut public schools, many of whom were seeking certification in such shortage areas as mathematics, science, bilingual education and world languages. The profile of ARC graduates differs substantially from students graduating from traditional teacher preparation programs. The 2001 cohorts of ARC I and ARC II graduates (274) had an average age of 38 years with successful work experience in such fields as law, medicine, business, engineering, college and private school teaching, research, and the arts. More than one-third (37%) had earned an advanced degree and nearly two-thirds (61%) had received academic awards and honors. ARC attracted a diverse cohort of candidates, 21 percent of whom were racial/ethnic minorities compared to the state's teaching force, which is only seven percent minority.

ARC graduates have strong hiring and retention records. Of the 274 ARC graduates in the 2001 cohorts, 85 percent are employed as Connecticut public school teachers. The average hiring rate (within 6 months of completing the program) since 1988 has been 75 percent per year. In comparison, 63.2 percent of the individuals first certified in the state during 1999-2000 (most recent year for which data are available) were hired the following school year, and since 1988 an average of 39.5 percent of the first certified were hired within one year. To examine retention rates, the careers of cohorts of new hires from 1993 to 1997 who were ARC and non-ARC graduates were followed through 2000. For the 1993 cohort, 76 percent of the ARCs were employed in Connecticut public schools seven years later compared to 73 percent of the non-ARCs. For the 1997 cohort 86 percent of the ARCs were employed in Connecticut public

schools three years later compared with 85 percent of the non-ARCs. On average, 78.7 percent of the ARC cohorts who were newly certified during those years were employed in Connecticut public schools in 2000, compared with 77.4 percent of the non-ARC cohorts

Survey of Alternate Route to Certification Candidates

Please fill out the survey completely.

The data collected will be used for research purposes only.

All responses will be kept in the strictest confidence.

Thank you!

Section A: Background Information, Education, and Employment

1. Name (last, first, middle initial): _____
2. Social Security Number: ____-____-____
3. Address: (building, street): _____
(town, state, zip): _____
4. Race: (White, Black, Hispanic, Asian/Pacific Islander, Native American) _____
5.
 - a. At which college (state) did you earn your bachelors degree? _____
 - b. In what year did you graduate? 19 ____
 - c. List your major(s): _____
 - d. List your minor(s): _____
 - e. Did you take the SAT or ACT college entrance exam? _____ If you took the SAT, what were your verbal and mathematical SAT scores? V____ M____ If you took the ACT, what were your English and mathematics subtest scores? V____ M____
 - f. Circle the category that identifies your undergraduate grade point average (GPA) based on a scale of A=4.0, B=3.0, C=2.0: 2.00-2.49 2.50-2.99 3.00-3.49 3.50-4.00
 - g. Have you completed a masters degree? _____ If so, in what specialty? _____
 - h. Have you completed another advanced degree? _____ If so, in what specialty? _____
 - i. In which disciplines do you plan to pursue certification? _____
6. Circle the letter of the category that best describes the type of job in which you are currently (most recently) employed:

a. professional	b. managerial	c. technical	d. teacher (non-CT public)
e. clerical	f. other (specify: _____)		
7. In Connecticut, the average salary for a beginning teacher with a bachelors degree is about \$30,000. Is the teaching salary, compared with the salary of the job you are leaving or have left:

a. considerably higher	b. somewhat higher	c. about the same	d. somewhat lower
e. considerably lower			

Section B: Pursuing a Teaching Career

1. What types of prior experience do you have in working with children or adolescents?

2. What types of skills and experiences do you bring from your current/prior employment that you believe will benefit to you as a teacher? _____

3. For what primary reasons did you choose to pursue teacher certification through the ARC rather than through a traditional bachelors or masters degree-granting teacher preparation program? _____

4. What do you think is the **most** important factor that contributes to your success as a new teacher during your first year in the classroom? _____

5. What do you think is the **greatest** challenge that you will encounter during your first year in the classroom? _____

6. What is the most significant factor leading to your decision to enter teaching at this stage in your career? _____

7. a. Have you successfully completed the PRAXIS II examination in your teaching discipline? Yes No

b. If you have, in what discipline(s) have you passed the examination?

8. Please rate your understanding of the following using the scale: **0** = 'unfamiliar,' **1** = 'some general knowledge,' **2** = 'detailed, up-to-date knowledge.'

- a. Connecticut's standards for teacher certification _____
- b. Connecticut's standards for quality instruction in your discipline _____
- c. national education standards for your discipline _____
- d. the BEST program support and training components _____
- e. current literature on teaching effectiveness _____
- f. current literature on child/adolescent cognitive development _____

Section C: Searching for a Teaching Position

1. a. Do you have any applications presently on file for Connecticut public school teaching positions? Yes No (if No, go to question 2)
- b. If Yes, to how many districts have you applied? _____
- c. How have you learned about vacant teaching positions?

substituting in the district	Yes	No
student teaching in the district	Yes	No
newspaper advertisements	Yes	No
Internet postings	Yes	No
contacting the district directly	Yes	No
job fairs	Yes	No
other: _____	Yes	No
- d. Did you apply to districts that are:

large cities (e.g. Bridgeport, Hartford, New Haven)?	Yes	No
small cities (e.g. Middletown, New London, Norwalk)?	Yes	No
suburban (e.g. Avon, Glastonbury, Madison)?	Yes	No
rural (e.g. Harwinton, Kent, Stafford)?	Yes	No
charter or magnet school	Yes	No
2. a. If you have not begun, when do you plan to begin to apply for a teaching position? _____
- b. When would you like to begin your first year of teaching? _____
- c. Using a scale from **1 (highest preference)** to **4 (lowest preference)**, rank your preference in applying to the following types of Connecticut public school districts:

large cities (e.g. Bridgeport, Hartford, New Haven)?	_____
small cities (e.g. Middletown, New London, Norwalk)?	_____
suburban (e.g. Avon, Glastonbury, Madison)?	_____
rural (e.g. Harwinton, Kent, Stafford)?	_____
3. What is the longest distance that you would be willing to drive, to commute to a teaching job?

a. only in my home district	b. 5 –10 miles	c. 10 – 25 miles	d. more than 25 miles
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4. Please rate the likelihood that you would be willing to accept a position with the conditions listed below, using the scale: **0** = ‘not at all,’ **1** = ‘would consider,’ **2** = ‘would accept’ and **na** = not applicable:

a. a part-time position	_____
b. a position with teaching responsibilities in more than one school	_____
c. a position with teaching responsibilities in more than one discipline	_____
d. a position in an urban or priority (high need) district	_____
e. a position in a charter or magnet school	_____
5. What factors, in addition to those listed above, would influence your decision to apply for and accept a teaching position? _____
6. As you prepare to enter a career in public school education, could you envision yourself taking on leadership responsibilities and becoming a school administrator at some time in the future? _____