

Appendix A: Teacher Interview Questions

Introduction

1. What subject and level do you teach?
2. Can you describe your teaching experience so far? What has it been like to work with the students, school, and program?
3. How do you feel about your performance as a first year teacher overall?
 - a. What were some challenges you faced?
 - b. What were some goals that you reached?

Alternatively Certified Teachers vs. Traditionally Certified Teachers

4. Why did you choose to become a teacher?
5. Why did you choose to go through this program?
 - a. How do you think your experience would have been different if you had gone through the traditional route?
 - b. What aspects of the program are you satisfied with?
 - c. What aspects of the program are you unsatisfied with?
 - d. How do you feel the program has prepared you for teaching?

The Importance of Teacher Training and Support

6. Can you describe the training that you received from the program?
7. Can you describe the on-the-job support that you received from the program?
8. How important do you think teacher training and support is relative to the other aspects of your job such as on-the-job learning or prior knowledge?
9. How important do you think training and support is to the program? Is it something that the staff stressed?

Training: Pre-training

10. Can you describe the training that you received before you began teaching?
 - a. Which components of the program do you think you benefitted most from and why?
 - b. Which components of the program do you think you benefitted the least from and why?
 - c. If you could, are there any elements of the training that you would change?

Training: Observation

11. Did you have the chance to observe classes before you began teaching?
 - a. If so, how often did you observe classes and what kind of classes did you observe? Exemplary, random?
 - i. Can you describe the experience?
 - ii. How did the chance to observe classes impact you?
 - b. If not, did you want to and how do you think it would have impacted you?

Training: Practice

12. Did you have the chance to practice teaching in front of people before you started teaching?

- a. If so, how often did the program give you the opportunity to practice teaching before you started? In front of whom did you practice? Did you receive feedback from the observers?
 - i. Can you describe the experience?
 - ii. How did the chance to practice teaching impact you?
- b. If not, did you want to and how do you think it would have impacted you?

Training: Effectiveness

- 13. How did you feel entering the classroom your first year?
 - a. What element of the job were you most prepared for? Least?
- 14. Can you describe your transition from the training program to the classroom?
 - a. Did you utilize skills you learned from the training? How?
- 15. What were you most surprised by in your first year of teaching? How could training have better prepared you for it?
- 16. Do you think your first year experience would have been different if you had gone through the traditional route? If yes, how? If no, why not?

Support: Mentoring

- 17. Does the program or school provide mentor teachers?
 - a. If so, what was their role and what were their responsibilities to the teachers?
 - i. How often did you meet with your mentor teacher?
 - ii. Can you describe the experience?
 - iii. How did having a mentor teacher impact you?
 - b. If not, did you want one and how do you think it would have impacted you?
- 18. If you needed help with the curriculum or classroom management, who was the first person you would have gone to? Why?
 - a. How often did you contact this person for advice?
 - b. Are there others that you would have felt comfortable asking for advice?

Support: Feedback and Supervision

- 19. Did the program supervise or observe during the first year? Did the program provide feedback to you about your teaching?
 - a. If so, how often did this occur and who was the observer or supervisor?
 - i. Can you describe this experience?
 - ii. How did this impact you?
 - b. If not, would you have liked to be observed or to receive feedback and how do you think it would have impacted you?
- 20. Did the school supervise, observe, or provide feedback to you during the first year?
 - a. If so, how often did this occur and who was the observer or supervisor?
 - i. Can you describe this experience?
 - ii. How did this impact you?
 - b. If not, would you have liked to be observed or to receive feedback and how do you think it would have impacted you?

Conclusion

21. Are there any other resources or support systems that the program or school provides that we have not touched upon?
22. Is there anything else you'd like to add?

School Administrator Interview Questions

Introduction

1. How has the school year been so far?
2. Can you describe your experience working with this program so far? What do you think about this partnership?

Alternatively Certified Teachers vs. Traditionally Certified Teachers

3. How do you feel about the program teachers' performances?
 - a. How does this compare to traditional novice year teachers?
 - b. What did you think were their strongest and weakest points?
 - c. What do you think are the advantages and disadvantages that program teachers have by not obtaining a certificate through the traditional route?
4. How prepared do you think the program's teachers are when they begin teaching their first year?
 - d. What element of a teachers' job are they least prepared for? Most?

The Importance of Teacher Training and Support

5. How important do you think training and support is relative to the other aspects of teaching such as on-the-job learning or prior knowledge?
6. How important do you think training and support is to the program? Is it something that the staff stressed?

Training: Pre-training

7. Do the program teachers receive any training or support from the school?
 - e. If not, is this something that the school has considered or will consider doing?
 - f. If so, can you describe the type of programs you offer and what impact you think they have on the teachers?
 - g. If you could, would you change the training and support provided by the school in any way? If so, how?

Training: Observation

8. Does the school give program teachers the opportunity to observe classes before they begin teaching?
 - h. If not, is this something that the school has considered or will consider doing?
 - i. If so, how often did they observe classes and what kind of classes were they observing? Exemplary, random?
 - i. What impact do you think this has on the teachers?

Training: Practice

9. Does the school give teachers the opportunity to practice teaching in front of people before they started teaching?
 - j. If not, is this something that the school has considered or will consider doing?
 - k. If so, how often does the school give teachers the opportunity to practice teaching before they start?
 - i. In front of whom did they practice? Did they receive feedback from the observers?
 - ii. What impact do you think this has on the teachers?

Support: Mentoring

10. Does the school provide teachers with mentors?
 - l. If not, is this something that the school has considered or will consider doing?
 - m. If so, what were their roles and responsibilities to the teachers?
 - i. How often did they meet with the new teacher?
 - ii. What impact do you think this has on the teachers?
11. If teachers in the program are having trouble with the curriculum or managing your classroom, who is the first person they should go to? Why?
 - n. How often do teachers ask for help?
 - o. Are there others that teachers can easily contact for help?

Support: Feedback and Supervision

12. Does the school supervise new teachers from the program?
 - a. If not, is this something that the school has considered or will consider doing?
 - b. If so, can you describe how they are supervised and by who?
 - c. How often are they supervised?
 - d. Are novice program teachers supervised more closely than experienced or traditional teachers?
13. Does the school provide feedback to the new teachers from the program?
 - a. If not, is this something that the school has considered or will consider doing?
 - b. If so, who provides the feedback and how often?
 - c. Are teachers expected to change elements of their teaching because of the feedback they receive?
 - d. How much do you think the teachers are impacted by school supervision and feedback?

Conclusion

23. Are there any other resources or support systems that the school provides that we have not touched upon?
24. Is there anything else you'd like to add?

Appendix B: Program Staff Interview Questions

Introduction

1. How is the school year going so far?
2. Why did you choose to work for this program?
3. Can you describe your experience working with the program, the school, and the teachers so far?

Alternatively Certified Teachers vs. Traditionally Certified Teachers

4. Why do most of the teachers in this program choose to become teachers?
5. How do you think their experiences would have been different if they had gone through the traditional route?
6. How important do you think training and support is relative to the other aspects of teaching such as on-the-job learning or prior knowledge?
7. How well do you feel the program prepares its teachers?
8. How do you think the program teachers feel entering the classroom their first year?
 - a. What are some of the common challenges and highlights?

The Importance of Teacher Training and Support

9. How important does the program believe teacher training and support is relative to the other aspects of your job such as on-the-job learning or prior knowledge? Is it something that the program stresses?
10. Do you think the program does a good job providing quality training and support programs?
11. How does the training and support the program provides compare to traditional teacher education programs?

Training: Pre-training

12. Can you describe the training teachers receive before they begin teaching?
 - a. Which components of the program do you think teachers benefit most from and why?
 - b. Which components of the program do you think teachers benefit the least from and why?
 - c. If you could, are there any elements of the training that you would change?

Training: Observation

13. Does the program give teachers the opportunity to observe classes before they enter the classroom?
 - a. If not, is this something that the program has considered or will consider doing?
 - b. If so, how often did they observe classes and what kind of classes were they observing? Exemplary, random?
 - i. What impact do you think this has on the teachers?

Training: Practice

14. Does the program give teachers the opportunity to practice teaching in front of people before they started teaching?
- p. If not, is this something that the program has considered or will consider doing?
 - q. If so, how often does the program give teachers the opportunity to practice teaching before they start?
 - i. In front of whom did they practice? Did they receive feedback from the observers?
 - ii. What impact do you think this has on the teachers?

Support: Mentoring

15. Does the program provide teachers with mentors?
- r. If not, is this something that the program has considered or will consider doing?
 - s. If so, what were their roles and responsibilities to the teachers?
 - i. How often did they meet with the new teacher?
 - ii. What impact do you think this has on the teachers?
16. If teachers in the program are having trouble with the curriculum or managing your classroom, who is the first person they should go to? Why?
- t. How often do teachers ask for help?
 - u. Does the program have some sort of built-in support system?
 - v. Are there others that teachers can easily contact for help?

Support: Feedback and Supervision

17. Does the program supervise or observe new teachers from the program?
- a. If not, is this something that the program has considered or will consider doing?
 - b. If so, can you describe how they are supervised and by who?
 - c. How often are they supervised?
 - d. Are novice teachers supervised more closely than experienced or teachers?
18. Does the program provide feedback to the new teachers from the program?
- a. If not, is this something that the program has considered or will consider doing?
 - b. If so, who provides the feedback and how often?
 - c. Are teachers expected to change elements of their teaching because of the feedback they receive?
 - d. How much do you think the teachers are impacted by program supervision and feedback?

Conclusion

25. Are there any other resources or support systems that the program provides that we have not touched upon?
26. Is there anything else you'd like to add?

Bibliography

- Adelman, Nancy E., Joan Michie, and Joanne Bogart. "An exploratory study of teacher alternative certification and retraining programs." Policy Study Associates, U.S. Department of Education, Planning and Evaluation Service, State and Local Grants Division, 1986.
- Allen, Michael B. "Eight Questions on Teacher Preparation: What Does the Research Say? A Summary of the Findings." Education Commission of the States, 2003.
- American Association of State Colleges and Universities. "Policy Matters: "The Facts and Fictions About Teacher Shortages." 2, no.5 (2005). <http://www.aascu.org/uploadedfiles/aascu/content/root/policyandadvocacy/policypublications/teacher%20shortage.pdf>.
- Board of Regents. "Regents Release Data on Teacher Preparation Programs." Regents Recap, 2011. <http://regents.louisiana.gov/assets/media/2011/RegentsRecsept11FINAL.pdf>.
- Boyd, Donald et al. "How changes in entry requirements alter the teacher workforce and affect student achievement." *Education Finance and Policy* 1, no.2 (2006). <http://cepa.stanford.edu/sites/default/files/Reducing%20Entry%20Requirements%20EPF%202006.pdf>.
- Bradshaw, Lynn and Parmalee Hawk. "Teacher Certification: Does It Really Make a Difference in Student Achievement? Issue Analysis," Enccare, 1996.
- Buckner, John C., Ellen L. Bassuk, and Linda Weinreb. "Predictors of Academic Achievement among Homeless and Low-Income Housed Children." *Journal of School Psychology* 39, no.1 (2001).
- College Foundation of North Carolina. Accessed November 22, 2012. <http://www.cfnc.org/career/TeacherEd/prepare/programs.jsp#alternatives>.
- Darling-Hammond, Linda et al.. "Does teacher preparation matter? Evidence about teacher certification, Teach For America, and teacher effectiveness." *Education Policy Analysis Archives* 13, no.42 (2005).
- Decker, Paul T., Daniel P. Mayer and Steven Glazerman. "The Effects of Teach for American on Students: Findings from a National Evaluation." Discussion Paper no.1285-40, University of Wisconsin-madison Institute for Research on Poverty, 2004.
- Donaldson, Morgaen L. and Susan M. Johnson. "Teach For America teachers: How long do they teach? Why do they leave?" *Phi Delta Kappan* 93, no.2 (2011).

- <http://www.kappanmagazine.org/content/93/2/47.full.pdf+html>.
- Donaldson, Morgaen L. and Susan M. Johnson. "The price of misassignment: The role of teaching assignments in Teach For America teachers' exit from low-income schools and the teaching profession." *Educational Evaluation and Policy Analysis* 32, no.2 (2010).
- Editorial Staff. "North Carolina is One of Fastest Growing States in U.S." North Carolina Dept. of Commerce. Last modified December 21, 2011. <http://www.thrivenc.com/newsandevents/north-carolina-one-fastest-growing-states-us>.
- Heilig, Julian V. and Su Jin Jez. "Teach for America: A Review of the Evidence." Great Lakes Center for Educational Research & Practice, 2010. http://www.greatlakescenter.org/docs/Policy_Briefs/Heilig_TeachForAmerica.pdf.
- Henry, Gary and Charles Thompson. "Impacts of Teacher Preparation on Student Test Scores in North Carolina: Teacher Portals." Policy presentation to the UNC Board of Directors, North Carolina, April 8, 2010.
- Humphrey, Daniel C., Marjorie E. Wechsler, and Heather J. Hough. "Characteristics of Effective Alternative Teacher Certification Programs." *Teachers College Record* 110, no.1 (2008). http://policyweb.sri.com/cep/publications/AltCert_CharacteristicsOfEffectiveAltCertPrograms.pdf.
- Jonathan Rockkind et al., "Lessons Learned: New Teachers Talk About Their Jobs, Challenges and Long-Range Plans: Issue No. 2 Working Without a Net: How New Teachers from Three Prominent Alternate Route Programs Describe Their First Year on the Job," National Comprehensive Center for Teacher Quality and Public Agenda, http://www.publicagenda.org/files/pdf/lessons_learned_2.pdf.
- Kane, Thomas J., Jonah E. Rockoff, and Douglas O. Staiger. "What does certification tell us about teacher effectiveness? Evidence from New York City." NBER Working Paper NO.12155, National Bureau of Economic Research, 2006.
- McKibbin, Michael and Lisa Ray. "A guide for alternative certification program improvement." *The Educational Forum* 58, no.2 (1994). DOI: 10.1080/00131729409335326.
- Neild, Ruth C. et al. "Once and for all: Placing a highly qualified teacher in every Philadelphia classroom," Research for Action, 2003.
- North Carolina State Report. "Great Teachers and Leaders." Race to the Top. http://www.rtt-apr.us/state/north-carolina?page=7&accessible=TRUE#page7_table1.
- Planty, Michael et al. "The condition of education." National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2008.

- Raymond, Margaret, Stephen Fletcher, and Javier Luque. "Teach For America: An evaluation of teacher differences and student outcomes in Houston, Texas." Hoover Institution, Center for Research on Education Outcomes, 2001.
- Smith, Thomas M. and Richard M. Ingersoll. "The wrong solution to the teacher shortage." *Educational Leadership* 60, no.8 (2003).
- Strauss, Valerie. "A new look at Teach for America." *The Answer Sheet*. July 11, 2010. <http://voices.washingtonpost.com/answer-sheet/teachers/a-new-look-at-teach-for-america.html>.
- TEACH Charlotte. "TEACH Charlotte FAQ." <http://teachcharlotte.ttrack.org/FAQ.aspx>.
- Teach for America. Accessed September 31, 2012. www.teachforamerica.org.
- Teach for America. "Building the Movement to Eliminate Educational Inequality." Teach for America Business Plan, 2010 – 2015. <http://www.socialimpactexchange.org/sites/www.socialimpactexchange.org/files/TFA%20Business%20Plan.pdf>.
- Teaching as Leadership. Accessed December 3, 2012. <http://www.teachingasleadership.org/>.
- UNC School of Education. "NC TEACH." http://soe.unc.edu/academics/nc_teach/#ncteachii.
- U.S. Department of Education. "Alternative Routes to Teacher Certification." Office of Innovation and Improvement Report, 2004. <http://www2.ed.gov/admins/tchrqual/recruit/altroutes/report.pdf>.
- The University of North Carolina Office of the President. "A Plan to Address the Shortage of Teachers in North Carolina." (2004). <http://www.northcarolina.edu/reports/index.php?page=download&id=112&inline=1>.
- Walsh, Kate and Sandi Jacobs, "Alternative Certification Isn't Alternative." Thomas B. Fordham Institute, National Council on Teacher Quality, 2007. http://news.heartland.org/sites/all/modules/custom/heartland_migration/files/pdfs/22264.pdf.
- Xu, Zeyu, Jane Hannaway, and Colin Taylor. "Making a Difference? The Effects of Teach for America in High School." *Journal of Policy Analysis and Management* 30, no.2 (2011). DOI: 10.1002/pam.20585.
- Zumwalt, Karen. "Simple Answers: Alternative Teacher Certification." *Educational Researcher* 25, no.8 (1996). <http://www.jstor.org/stable/1176493>.