

TRANSITION TO TEACHING

NEWSLETTER

SPRING 2006

PROFILE OF ALTERNATE ROUTE TEACHERS

An excerpt from: National Center for Education Information. (2005). *Profile of alternate route teachers*. Washington, DC: Feistritzer, C.E.

“Twenty years ago the alternative certification movement for teachers was in its fledgling stage. The idea that high quality teachers could be recruited from outside established education channels was regarded as *avant-garde* if not downright radical. Experience in states all over the country has proven that educated individuals from a wide variety of occupations, including the military, can and do make excellent teachers.”

In 2005, the National Center for Education Information conducted the first demographic survey of 2,647 individuals who have chosen the alternative route to teacher certification.

Here are the highlights from that survey:

The appeal of alternative certification.

Nearly half (47%) of those entering teaching through alternate routes say they would not have become a teacher if an alternate route to certification had not been available.

Educational background.

Nearly eight out of 10 enter an alternative certification program with degrees in a field other than education.

Age, gender and race differences.

The alternatively certified teacher population has more males, more minorities, and more individuals over 30 years of age than the population of traditionally prepared teachers.

- 37% men compared to 25% nationwide
- 72% over 30 years old; of those, 47% were 40 or older and 20% were older than 50
- 32% were non-white compared to 10% nationwide

Education as a new career.

Nearly half (47%) of the people entering teaching through alternate routes were working in a non-education job before they began an alternative teacher certification program.

Satisfaction with alternative certification.

Only 3% of those entering teaching through alternate routes say they would not recommend an alternate route to teacher certification to others interested in becoming a teacher.

Retaining teachers.

Nearly two-thirds (62%) of survey respondents entering teaching through alternate routes expect to be teaching in K-12 five years from now. Another 24% expect to be in another job in the field of education.

Entire report can be downloaded at www.teach-now.org.



T2T Project Directors' Meeting 2006 U.S. Department of Education

The Transition to Teaching Project Directors' Meeting took place from February 22-24 in Arlington, Virginia. This annual meeting brought together representatives from 36 states and 154 T2T grant programs. In attendance representing the Tennessee State Department of Education were Angie Cannon, Executive Director, and Karen Moody, Director of Teacher Quality and Recruitment. Representing the Tennessee Board of Regents were Marty Alberg and Angela Christopher from the University of Memphis. Objectives of the meeting included identification of current project evaluations and future strategies to better sustain out-

comes; promotion of information sharing and coordination among grantees; and reporting requirements and program performance expectations. Angela Christopher noted one highlight of the meeting to be a panel of successful T2T teachers. She shared, “As the teachers spoke, I kept thinking to myself... those could be OUR T2T teachers up there!” This diverse group of teachers shared their challenges and successes in the Washington D.C. public school system. All emphasized the importance of the Transition to Teaching program in preparing and supporting them for the rewards and rigors of teaching.

PRAXIS INFORMATION

Test Date:

April 29, 2006

June 10, 2006

August 5, 2006

Registration due by:

March 30, 2006

May 11, 2006

July 6, 2006

* Cohort 2 should complete all exams by May 2006

* Cohort 3 should complete all exams by August 2006

Application deadline for Cohort 4 **APRIL 10, 2006**

- Referrals welcome •

We plan to accept 50 new teachers from home universities:
APSU, ETSU, MTSU, TSU, TTU, and U of M

SPRING 2006

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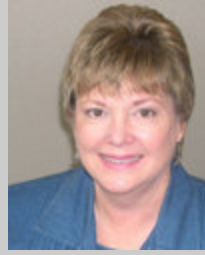


Check out our
updated website!
<http://www.tnt2t.com>



Dr. Alberg provides assistance to new teacher, Candice Eagle, at the *Essential Strategies for Powerful Teaching and Learning* workshop at the Renaissance Center, Dickson, TN (December 2005).

RECOGNIZING THE NEED FOR QUALITY TEACHERS



The state of Tennessee and TBR universities recognize the importance of meeting the need for quality math and science teachers, particularly in schools and districts identified by census data as high need. Transition to Teaching is a federally funded program designed to attract mid-career professionals and recent college graduates with degrees in math or science to fill the vacancies in these critical shortage areas. The program funds an alternate route to licensure, designed to prepare candidates to become highly qualified and high quality teachers through online coursework and comprehensive mentoring. Over the last three years, the T2T program has made continuous improvements in recruitment, candidate selection, curriculum, and mentoring support. This quality alternative licensure program meets NCATE standards for teacher preparation and is a model of alternative licensure for the state of Tennessee. **Marty Alberg, Ph.D. Assistant Dean, U of M**

T2T: MAKING A DIFFERENCE

“One of T2T’s strongest points is that the program prepares each teacher before they even enter the classroom. Another reason T2T is unique is because the program offers support through every stage of the process, through mentors and program staff.” **Laura Nick, Director of Recruitment, Memphis City Schools**

My previous career has provided a nice background for teaching. I can tell my kids, “This is real; people actually do this in the world!” **Vickie Reedy, 2nd year science teacher, Houston County**

We help the teachers fine-tune their skills. They’re already great teachers. We help them get comfortable and move them to the next level of master teacher. **Ginger McKenzie, East TN New Teacher Advisor/Mentor**

“It is not everyday a person gets the opportunity to have this much support, especially when starting a career. This is the most extensive job training resource I could have ever imagined.” **Brad Basham, 2nd year math teacher, Sequatchie County**

FOR YOUR INFORMATION

NEWLY COMPILED STATS:

81% Mid-career

17% Recent graduates

62% Teaching science

38% Teaching math

66% Teaching high school

30% Teaching middle school

4% Will begin August 2006

61% Teachers are female

39% Teachers are male

MEET THE NEW

GRADUATE ASSISTANTS!



Summer Carter

Pursuing an MAT, Middle School, Mathematics from the University of Memphis

Originally from Waco, Texas



Megan O'Brien

Pursuing an Ed.S. in School Psychology from the University of Memphis

Originally from Dallas, Texas