INTERCULTURAL UNDERSTANDING

Fall 2007

Number 2 in a Series of Monographs
Addressing Critical Issues in the Education of
English Language Learners

Funded in part by the Federation of
North Texas Area Universities

A project of the Bilingual/ESL Committee of the
Federation of North Texas Area Universities

Phap Dam, Ph.D.
Texas Woman's University
Series Editor

Melinda T. Cowart, Ed.D.
Texas Woman's University
Managing Editor

Influence of Background Experiences on the Support Needs of Alternatively Certified Novice Bilingual Teachers

Patricia Casey
Texas Woman's University
Michelle Abrego
University of Texas at Brownsville

As principals of neighboring elementary schools in a high-poverty urban area with large numbers of English language learners, we used to talk a lot about how to ensure that all of our bilingual students had strong teachers who could teach them what they needed to know to meet the demands of the high stakes tests that were lurking around every corner and, moreover, what they needed to know to be successful in life. The conversations often turned to a series of "how to's": how to find eligible candidates who could be certified as bilingual teachers to fill the many vacancies, how to ensure that such candidates would be competent teachers, how to retain the good bilingual teachers we had trained and how to best support the new bilingual teachers such that they could be effective from the first day. The challenge of attracting and retaining quality bilingual teachers was then, and still is, accentuated by a shortage of trained, licensed bilingual teachers and increased pressures for school accountability at both national and state levels. This finds confirmation in a National Academy of Education Committee on Teacher Education report which contends, "As a society, we do not invest seriously in the lives of children, most especially poor children and children of color, who

receive the least-prepared teachers" (Darling-Hammond & Baratz-Snowden, 2007, p. 111). The Education Trust likewise reports that poor and minority students get more inexperienced teachers despite the knowledge that teacher effectiveness is the single biggest factor influencing gains in achievement (Haycock, 2004). Consequently, principals have to struggle to maintain a staff of qualified teachers willing to serve in urban schools (Jones & Sandige, 1997).

So, just as we did in our schools, many schools in urban areas are turning more frequently to a variety of alternative certification programs (ACP) to recruit teachers in high-need areas (Kwiatkowski, 1999). Information specifically related to the professional development needs of first year, alternatively certified teachers who begin their careers in high-poverty urban schools is limited. As the number of these teachers increases, it is imperative to examine how schools attempt to address their needs to become effective teachers. Earlier studies (Casey, 2004) suggest that novice, alternatively certified bilingual teachers may rely heavily on background experiences for support during the early years or that background experiences may mediate the strong need for support perceived by alternatively certified novice teachers. Thus, this paper presents a pilot study conducted to determine the manner in which background experiences impact alternatively certified teachers' support and capacity development needs.

Alternative teacher preparation programs vary in nature, scope and focus accentuating differences in teachers' readiness to teach. According to previous research, a main difference between traditional and alternative programs is that traditional certification programs attempt to prepare teachers for the schools we need whereas alternative certification programs try to prepare teachers for the schools we have (Hawley, 1992 as cited by Ovando & Trube, 2000). For this reason, alternatively certified teachers may

tend to have different needs that require both structural and professional support, particularly during their first year of teaching.

Moreover, potential teachers differ in knowledge and skills before they start preparation programs. As noted by Darling-Hammond and Baratz-Snowden (2007):

> Some come steeped in their content area, but unfamiliar with children, curriculum, and schools. Others, while knowledgeable about child development, are ignorant about particular areas of content or instruction or classroom management. Still others have years of working with children or young adults in settings outside of schools—Sunday school, youth groups, and the like…. Some have a good sense of how to present information to students who learn easily in the way they teach, but lack the skills to reach students who learn in different ways, suffer gaps in their knowledge, or have particular learning difficulties. (p. 114)

A persistent shortage of bilingual teachers is most severe in elementary schools in urban areas where the most English language learners live (Barron & Menken, 2002). Increasing pressures for school accountability at both national and state levels coupled with federal mandates for highly qualified teachers in schools with high numbers of economically disadvantaged students accentuate the challenge of attracting and keeping quality teachers for high-poverty, urban schools. Bilingual teaching is considered a critical shortage area in states such as Texas where there is a large population of students for whom Spanish is their native language. The demands of this shortage of bilingual teachers have given rise to a number of non-traditional or alternative preparation programs.

These alternative programs are often developed to attract potential teachers to meet the needs of students in such areas of shortage. Alternative certification programs have increased the

numbers of underrepresented minorities in the teaching force. According to the Education Commission of the States, "In Texas, 9% of all teachers are minorities and 41% of those who prepare through alternative routes are minorities" (Mikulecky, Shkodriani, & Wilner, 2004, p. 2). The diverse background experiences of the alternative certification candidates can contribute to the understandings or dispositions that teacher preparation programs seek to instill in potential teachers.

Hollins and Guzman (2005) argue that, unlike most potential teachers, minority candidates tend to have "social justice goals" and see themselves more "as change agents in the schools and in society." They further state that:

> The majority of teacher candidates are White, female, middle class, from suburbs or small towns, and have limited experience with those from cultures other than their own. Many candidates hold negative attitudes and beliefs about those different from themselves. Although many are willing to teach in urban areas despite lack of experience and skill, some are unwilling to teach in cities... Many candidates feel inadequately prepared to teach in urban areas. Candidates of color and their White counterparts have different experiences and different interests in teaching as a career. (p. 485)

According to Zumwalt and Craig (2005), "evidence is needed that demonstrates the contribution of a variety of factors including quality indicators that reflect the added value of teacher education programs, workplace context factors, teacher dispositions and personality traits" (p. 187). Learning to teach requires understanding of students and social contexts as well as knowledge of content and pedagogical skills. Darling-Hammond and Baratz-Snowden (2007) note:

In addition to knowledge that is connected to tools and practices, teachers need to develop a set of dispositions—or habits of thinking and action—about teaching, children, and the role of the teacher. These include the disposition to reflect and to learn from practice; a willingness to take responsibility for children's learning; determination and persistence in working with children until they succeed; the will to continue to see new approaches to teaching that will allow greater success with students. (p. 122)

So, even though alternative certification programs may expedite training in content and pedagogical skills, the candidates' background experiences may serve, in contrast, to enhance these essential understandings and dispositions about students and social contexts.

Recent research has questioned and evaluated the effectiveness of both traditional and alternative teacher preparation programs (Goldhaber & Brewer, 2001), and suggested additional exploration of the demands imposed on new teachers, particularly those from alternative paths. (Darling-Hammond, Berry, & Thoreson, 2001). While most of the literature about alternative certification candidates focuses on discrete variables such as race, gender, ethnicity, and test scores, Chin and Young (2007) developed a more holistic, ecological model of development that focuses on "persons and situates their desires and attitudes toward teaching as shaped by their particular life circumstances and personal histories"(p. 74). Similarly, this pilot study was developed to increase our understanding of how the support needs of beginning teachers from alternative certification programs were influenced by their personal background experiences.

Study purpose and methods

The purpose of this pilot study was to determine the perceptions of alternatively certified bilingual teachers serving in high-poverty urban elementary schools. Based on the literature, the study was developed to focus on three areas: a) the participants' perceptions of relevant personal background experiences, b) the support and professional growth needs of these teachers, and c) the actual work experiences of these teachers in high-poverty urban elementary schools.

The purpose was to identify phenomena through the perceptions of the teachers themselves in this particular situation (Taylor & Bogdan, 1984), and to focus on how they interpreted their experiences and the meaning of those experiences (Van Manen, 1990; Merriam, 1998). According to Merriam (1998), the sample in a qualitative study is typically purposefully selected, not random, and small. To this end, surveys were collected from 12 alternatively certified bilingual teachers who are novice teachers with one to three years of experience. As a result, these data may not be generalizable, but they do offer some suggestions for further research.

This study employed survey data from a questionnaire that was developed for preliminary data collection with both closed ended, quantitative type questions and open ended, qualitative type questions. Two sources of data are included in this study. The first part of the survey and source of data includes closed ended questions designed to provide demographic and background information about the participants. The second source of data is from the open ended questions and provides individual and foundational information about their perceptions of the support

they needed and received. The researchers attempted to focus on teachers' experiences in order to develop an in-depth understanding of each case. These data were analyzed inductively to capture emerging themes. As such, every line of the responses from the open ended questions was coded and these codes were organized by categories to look for patterns or themes (Lincoln & Guba, 1985; Patton, 2002; Miles & Huberman, 1994).

Findings

The findings from this pilot study are discussed according to the three areas of focus. These include a) background experiences, b) support needs of alternatively certified bilingual teachers, and c) their actual work experiences in high-poverty urban elementary schools.

Background experiences

Demographic information. According to Zumwalt and Craig (2005), most teachers are female, White and monolingual. In contrast, these respondents had very diverse backgrounds and life experiences. Ten of the respondents were female and two were male. Ages ranged from 20 to 41 years old, 3 were single and the other 9 were married. Of the respondents, 7 were Hispanic and 5 were White. All were bilingual (Spanish/English) and bi-literate as required by their position as a bilingual teacher. These data describe a population different from the teaching force as a whole.

Academic training. Researchers continue to debate the effectiveness of using a degree from an accredited university in teaching, GPA, tests of verbal ability, or subject matter expertise as a proxy for teacher quality (Zumwalt & Craig, 2005). The evidence supporting each is inconclusive. All of these respondents

had bachelor's degrees and 3 had master's degrees in fields other than education. As elementary generalists, they taught all subject areas, so it would have been cumbersome to test subject matter knowledge. However, it should be noted that one respondent reported the spending of extra time and effort to learn the academic content as an obstacle in her first year of teaching.

The respondents' degrees represented academic training in several areas such as social psychology, marketing, business administration, anthropology, Spanish, English, communications, and global studies. One reported that the duration of the alternative certification program (ACP) was 3 months (clearly not including the year of teaching required by the state for certification); the others reported 1, 1.5 or 2 years in the ACP. At the time of the survey, all were teaching in public elementary schools—Pre-kindergarten through 4th grade—except one who was teaching in a private preschool.

Work experiences. Background experiences that may mediate the strong support needs for novice teachers emerged from the data in several areas. The respondents reported very diverse work experiences prior to entering the ACP. For example, 3 of the respondents were in business/marketing, 2 were in social work, one was in the military, one was a stay-at-home mom, and one was unemployed.

The respondents referred to work-related experiences as relevant to their success in teaching. First, a high number (75%) of the participants reported some experience in their backgrounds with teaching such as volunteer or paid tutoring; training, tutoring or supervising children in orphanages/church schools/non-profits; or training adults related to business or social services. Two of the respondents were working in the corporate world as trainers. And two were working in private preschools while one was teaching

English to adults in a private school. This experience may lead to an increased sense of self-efficacy and, consequently, a decreased need for psychological support.

From their work and life experiences, several of the respondents also referred to having developed personal skills such as patience, organizational skills, interpersonal communication skills and/or time management skills that were very helpful to them in their new careers as teachers. One teacher mentioned having learned, in addition, "a good work ethic" just as others talked about relying on a "strong work ethic," feeling responsible and making a contribution. And they referred to having developed useful business skills by coordinating or managing complex projects and/or owning and managing their own businesses.

Additionally, some of the respondents drew on other life experiences that they had prior to entering teaching. Their experiences with social and cultural diversity seemed to prepare them in a unique way for the challenges of teaching in the diverse, urban setting in which they were now working. For example, one teacher said, "I grew up in a very diverse city and lived in different states, and I think this helped me adjust to the different personalities, values and cultures that people possess."

These experiences with diverse cultures may mediate some of the stress that new teachers experience. Consistent with Hollins and Guzman's (2005) idea that many teachers feel unprepared to work in urban schools, other authors (Ryan, 1970; Veenman, 1984) found that new teachers face a "reality shock" or "culture shock" when they encounter the realities of classroom life. The socialization into the profession begins in the first year of teaching but continues for several years thereafter (Brock & Grady, 2001). The context or sociological setting varies between schools, and beginning teachers are expected to apply general knowledge that

would normally be obtained from preparation programs to teaching in diverse school settings and working with diverse student populations.

The alternative certification programs

Interestingly, the reasons given by the respondents for deciding to pursue teacher certification varied considerably. Only two of the respondents expressed a sense of calling to "serve society" or "help people" and three referred to the benefits of teaching as a career such as more "time with my family" or that they "would always have a job" or "something to fall back on." More than half of the respondents (7) described a "need for a change" or being "at a crossroads in my life" and referred to responding to an opportunity that presented itself. Although these respondents welcomed the opportunity to become certified, they also said that they wanted to be teachers, and it was not just a matter of needing a job. Earlier research noted that there are "differences in career changers who enter alternative teacher preparation programs based on a desire to teach as compared with those career changers entering motivated by necessity—they need a job... Career changers who were successful in their previous careers are much more likely to bring that success to the classroom" (Hayes, 2005, p. 162).

Respondents gave three reasons for choosing the ACP rather than traditional university preparation programs. One said that the ACP was more accessible and that it was too difficult to get information from the university-based program to even see if she was interested. One said that she chose the program because it was highly recommended by a friend. Significantly, each of the respondents (100%) said that he or she chose the ACP because it was faster. Most expressed that they did not feel a need to do the

university course work for a second bachelor's degree, and that they did not see the point or purpose of doing so. They were already in the workforce and unwilling or unable to give up their regular income to participate in a traditional university preparation program. One said, "If you have the option of an alternative certification, what is the point of going to college and spending that amount of years?" Another added, "the cost and commitment of attending college... was too much to consider at the time.

In-service support and professional growth needs

Support needs

The respondents reported that they faced many obstacles during their first year of teaching. Most salient among these obstacles were:

- lack of important information about procedures and responsibilities;
- not having an experienced teacher or mentor to help with or model lessons;
- lack of time to plan and prepare; high volumes of paperwork;
- not knowing how to teach (pedagogical skills);
- lack of parent involvement;
- lack of support from grade level team; and
- difficulty with student/classroom management.

These obstacles correspond with earlier studies which show the support needs for alternatively certified bilingual teachers such as personal and collegial interactions, additional pre-service experiences, technical information about school operations and curriculum, and more time to reduce the stress level associated with an overwhelming initial year of teaching (Casey, 2004).

The reported obstacles by our respondents are consistent with the challenges identified by beginning teachers in the MetLife Survey of the American Teacher (2005). New teachers reported their biggest challenges as communicating with and involving parents (33%), difficulty in obtaining sufficient classroom resources (22%), and overall problems in maintaining classroom discipline and management (20%). Furthermore, new teachers also reported challenges related to the level of collegial support. Lack of support included not being assigned a more experienced teacher as a mentor (19%), having no one to go to for guidance in teaching the curriculum (12%), classroom management (9%), and administrative responsibilities (9%).

While the respondents chose the ACP because it was, as one articulated, "quicker and cheaper," some of the biggest challenges that the respondents faced in their first years of teaching may have related directly to the corresponding lack of knowledge or field experiences prior to teaching. This is consistent with findings from earlier research (Hayes, 2005) that the program duration may have an impact on teacher performance.

It was anticipated that certain career, social or personal background experiences might influence the novice teachers' perceptions of these needs. The respondents recognized that there were things they needed to know that perhaps they might have learned in a more extensive preparation program. One expressed that the ACP "didn't explain a lot of procedures in detail." Further, respondents mentioned not knowing enough about a) how to differentiate instruction to meet the varied needs of diverse learners, b) how to use resources/curriculum materials, c) effective classroom management/student discipline, d) parent involvement/parent conferences, and e) managing time, paperwork, and administrative requirements. Some also

mentioned the need for more pre-service or in-service field experiences (most had two or three weeks of student teaching in summer school and few additional observation times with other teachers).

Supportive people and strategies

Eleven of the 12 respondents named other *people* when asked, "*What* contributed the most to your success as a teacher?" Among those named were grade level teams, school staff/co-workers, school administrators, mentors, and families. In contrast, some of the same categories of people were mentioned by more than a few of the respondents as being of very little help or, in fact, obstacles to success. In those situations, respondents named other sources of help, which may be indicative of their initiative or persistence. One mentioned the ACP training and the field support provided by the ACP. Another mentioned a new teacher academy that was a formal induction program for new teachers provided by the district.

Recognizing the obstacles they faced, the respondents each reported how and from whom they received needed support. Most of the respondents reported feeling they were "still a work-in-progress" but they recalled drawing on personal skills such as creativity, patience and willingness to initiate conversations and ask for what they needed. One said, "Being self-reliant by nature, I read a lot, asked a lot of questions. I believe I drove two teacher friends crazy." Some of the participants said that they simply "worked hard," drawing on their personal work ethic.

The respondents who did not perceive the assigned mentor, grade level teams or other colleagues to be helpful reported taking the initiative to seek help from friends, neighbors, family, ACP cohort members, other teachers, or other school staff. In these cases, the novice teachers' initiative, persistence, or tenacity was

instrumental in his/her success. Consistent with earlier research (Haberman, 1995), persistence is an attribute of effective teachers for children in poverty. Moreover, this insight may indicate that these teachers would benefit from a support team involving people from the ACP and a wider range of school staff.

Additionally, several of the teachers also articulated having struggled with self-confidence but drawing on personal strengths and persistence to meet that challenge. For example, one stated, she had to relax her "own expectations for herself." Another said, "I learned not to dwell on shortcomings but focus on my strengths." A third reported, "I had to develop more confidence in myself and my teaching." She continued by saying how she deliberately worked on it. This characteristic described as persistence or tenacity in the literature is recognized as a predictor of success for ACP teachers (USDE, 2004). It is also noted that resiliency has been identified as a trait shared by teachers who remained in the profession (Bobek, 2002).

Two of the respondents said that in-service professional development workshops had helped them. But, interestingly, one of them said that the workshop had helped her because at the workshop she met an experienced teacher who had given her advice and support. The other referred to the skills learned in the workshop as being helpful.

Experiences in high-poverty urban elementary schools

It was anticipated that teachers who enter teaching as career changers, who express dissatisfaction with a prior career, or who enter teaching with strong ties to the community, would affirm a strong personal sense of calling. Correspondingly, a strong personal sense of calling to teaching and sense of dedication to their students emerged from the data. (Although only two

respondents originally indicated a sense of calling as their original reason for entering an ACP, most indicated they had always wanted to be teachers). These teachers reported caring deeply about their students and recognizing their opportunity to help their students or to serve as a role model for their students. This finding is consistent with earlier studies revealing that alternatively certified bilingual teachers experience a strong personal sense of calling to teaching and dedication to their students (Casey, 2004) and Hollins and Guzman's (2005) idea that minority teachers may be more committed to social justice and serving as a change agent in society. Respondents articulated this sense of calling repeatedly.

Valenzuela (1999, p. 266) further argues for an "authentically caring pedagogy" to enhance students' cultural identities, build social capital and reverse the negative effects of what she calls "subtractive schooling." Thus, the caring pedagogy and cultural connection enhances the alternatively certified teachers' effectiveness. One said, "…I love what I'm doing and I feel complete. There is not a single day when I regret being a teacher. I love my job."

Conclusions and recommendations

Alternative teacher certification has gained attention and recognition as one avenue to respond to the current demand for more qualified teachers, particularly in strong areas of need like bilingual education. While much has been written about the provision of induction support during the first three years of teaching, little research casts light on how induction support might differ for alternatively certified novice teachers (Darling-Hammond et al., 2001; Goldhaber & Brewer, 2001; Ovando &

Trube, 2000). Therefore, instructional leaders must search for innovative ways to enhance the teaching capacity of alternatively certified bilingual teachers so that all students may indeed experience academic success. Thus, this study attempts to determine the impact of the novice bilingual teachers' background experiences on their support and professional growth needs.

Recommendations for educational leaders

Principals and other school leaders may benefit from the findings of this study to enhance hiring practices and planning for induction support and/or ongoing professional development for new bilingual teachers. These findings may suggest that alternatively certified bilingual teachers have different support and professional growth needs because they enter teaching through different life and career paths. These varied background experiences influenced the teachers' needs both positively and negatively. Given that alternatively certified bilingual teachers will likely begin their careers in high-poverty urban schools that serve large numbers of English language learners, principals who hire these teachers may benefit from increased awareness of how their personal background experiences can influence their support needs.

These findings also suggest that support needs may be increased because of the expedited training coupled with the high-need school setting. These teachers felt they had less pre-service training and needed more help in areas such as pedagogical skills, student discipline, and managing time and curricula. Additionally, a number of social factors associated with poverty and cultural and linguistic differences of the student population made the bilingual classrooms even more challenging than most. Poverty is, for example, associated with less access to formal learning, fewer

resources, greater health problems, and greater incidence of developmental delays (Garcia, 2001). Given the increased stress and workload associated with the student demographics, alternatively certified, bilingual teachers in high-poverty schools may require a great deal of additional support than is typically offered.

Our ACP teachers shared many of the overall concerns of beginning teachers regardless of their certification route (traditional or ACP). However, of particular importance for school administrators is the need to provide additional pedagogical support to bilingual ACP teachers. Our respondents identified *not knowing how to teach* as an obstacle. Additionally, the second most frequently noted impediment for beginning teachers in the MetLife American Teacher Survey (2005)—sufficient resources—was not identified as an obstacle for our teachers. A lack of teaching resources in Spanish is commonly cited as a major concern for bilingual teachers in the literature (Banks, 1989). Thus, the bilingual ACP teachers may have a particular need for strong support in the identification of proper resources and teaching strategies beyond that of other beginning teachers.

On the other hand, while the teachers may have needed more support with such job specific tasks as lesson planning or pedagogical skills due to their expedited pre-service training, they reported having a wealth of knowledge from prior work experiences—job skills such as organization and communication. And the findings suggest that novice teachers who have experience working in the schools or other relevant work/life experiences may need less psychological support due to increased feelings of self-efficacy that lessen the high stress and self-doubt characteristic of new teachers.

The findings may also indicate that alternatively certified bilingual teachers experience a strong sense of calling to teaching in high-need schools. Unlike the typical teacher described earlier by Hollins and Guzman (2005), the alternatively certified teachers are more likely to be teachers of color and more likely to enter teaching after experiencing a lack of fulfillment in another career. Therefore, they may feel a particularly strong sense of reward, commitment to the students, and/or dedication to the profession. Those who enter teaching with a background in the community may also feel even stronger ties to the community and accentuated commitment to the students. In this manner, the novice teacher's cultural background and life experiences in the community may also alleviate the cultural dissonance that can occur between novice teachers and their bilingual students in high-poverty urban schools.

Alternative certification programs are known for capitalizing on candidates' background experiences. Such is the case when beginning teachers are accepted in an alternative certification program specifically because of their bilingualism, maturity, and accumulated work experience (Stoddart & Floden, 1995). Alternatively certified teachers may need more and differentiated in-service training and support that is focused on their assignment and the context in which they are teaching. Teachers in fast-moving alternative certification programs may benefit from additional support in the form of reduced responsibilities at work or extended time to complete assignments in order to make the most of in-service training.

Recommendations for teachers or prospective teachers

One of the survey respondents offered suggestions to "provide students with teachers who are not only highly qualified but also

highly confident." Another said, "From my limited experience, I have decided that alternatively-certified teachers seem to be more willing to implement new instructional strategies, seem more reflective on their teaching practices, and more willing to collaborate." The following suggestions were offered by the teachers who responded to this pilot survey for other novice teachers from ACP or for people who are considering entering alternative certification programs.

- Ask lots of questions, be assertive, do not be afraid to ask.
- Be ready and willing to work hard. Be prepared to work long hours. Be realistic about teacher hours, stress of high stakes testing and paperwork. "I love my job, which feels more like my second home. But like any home (filled with kids) the work is never, ever done."
- Make sure you have the full support of your family because the first year of teaching is not easy. But it's all necessary and worth it in the end—there are lessons you can only learn by going through them yourself. And the kids make it all worth it.
- Observe other teachers, visit schools, volunteer whenever possible—spend time working with students before you start the program to be sure teaching is good match.
- Read as much as you can about teaching.
- Look for a good principal. Look for a good district. Look for a good mentor.
- Seek out more training on classroom management.
- Accept chaos not only in your classroom but emotionally. Know that most of us do one day at a time. Be kind to yourself.
- Remember that this is a noble profession that benefits children.

Final thoughts

Although this study focused on a very small number of alternatively certified bilingual teachers, the study of individual cases such as these sheds some light on the somewhat obscure subject of the support needs of these teachers. More research is needed.

There is substantial evidence that alternative certification programs open doors for more aspiring teachers from underrepresented groups. This alone is reason to hope that one day the face of our teaching force will look more like the faces of our students, eliminating the cultural dissonance so many new teachers fear and feel in high-poverty urban schools.

The data demonstrate that the participating teachers brought with them to the profession an ethic of caring and a desire to serve society. They brought job skills and a strong work ethic. They asked for help and information that they needed. They persisted in spite of obstacles because they cared about children and because they believed in teaching as a profession.

References

Banks, S. (1989, November 21). Schools are frustrated by
    bilingual demands. *Los Angeles Times*, pp. A1, A 24.
Barron, V., & Menken, K. (2002). What are the characteristics of
    the bilingual education and ESL teacher shortage?
    Washington, DC: National Clearinghouse for English
    Language Acquisition & Language Instruction Educational
    Programs. Retrieved March 28, 2005 from
    http://www.ncela. Gwu.edu/expert/faq/14shortage.htm

Bobek, B. (2002). Teacher resiliency: A key to career longevity. *Clearing House,75,* (4), 202-205.

Brock, B. L., & Grady, M. L. (2001). *From first year to first rate: Principals guiding beginning teachers.* Thousand Oaks, CA: Corwin Press.

Casey, P.J. (2004). Providing support for first year alternatively certified bilingual teachers in high-poverty urban elementary schools. Unpublished dissertation, University of Texas at Austin.

Chin, E., & Young, J. (2007). A person-oriented approach to characterizing beginning teachers in alternative certification programs. *Educational Researcher. 36*(2) pp. 74-83.

Darling-Hammond, L., Berry, B., & Thoreson, A. (2001). Does teacher certification matter? Evaluating the evidence. *Educational Evaluation and Policy Analysis. 23*(1), pp. 57-77.

Darling-Hammond, L., & Baratz-Snowden, J. (2007, Winter). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. *Educational Horizons, 85*(2), pp. 111-132.

Garcia, E. E. (2001). *Hispanic education in the United States: Raices y alas.* Boulder, CO: Rowman & Littlefield.

Goldhaber, D., & Brewer, D. (2001). Evaluating the evidence on teacher certification: A rejoinder. *Educational Evaluation and Policy Analysis, 23*(1), pp. 79-86.

Haberman, M. (1995). *Star teachers of children in poverty.* West Lafayette, IN: Kappa Delta Pi.

Haycock, K. (2004). The real value of teachers: If good teachers matter, why don't we act like it? *Thinking K-16, 8* (1), pp. 1-44. Retrieved from http://www2.edtrust.org/NR/rdonlyres/B58863F7-B15D-4E7C-82DE-08CFFD867774/0/TNpk162007. ppt #1518,59,Poor and Minority Students Get More Inexperienced* Teachers

Hayes, J. (2005). Overview and framework: Alternative certification teacher preparation programs: Effects of program models on teacher performance. In J.R. Dangel &

E.M.Guyton (Eds.), *Research on alternative and non-traditional education: Teacher education yearbook XIII* (pp.81-90). Lanham, MD: Association of Teacher Educators with Rowman & Littlefield Publishing Group.

Hollins, E.R., & Guzman, M.T. (2005). Research on preparing teachers for diverse populations. In M. Cochran-Smith & K. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp.477-548). Mahwah, NJ: Lawrence Erlbaum.

Jones, D., & Sandidge, R. F. (1997), Recruiting and retaining teachers in urban schools: Implications for policy and the law. *Education and Urban Society, 29*(2), 192-204.

Kwiatkowski, M. (1999). Debating alternative teacher certification: A trial by achievement. In M. Kanstoroom & C. E. Finn, Jr. (Eds.), *Better teachers, better schools* (pp. 215–238). Washington, DC: Thomas B. Fordham Foundation. Retrieved from at http://www. edexcellence.net/better/tchrs/15.htm

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage.

Merriam, S. B. (1998). *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass.

MetLife. (2005). *MetLife's survey of the American teacher: Transitions and the role of supportive relationships 2004-2005.* Retrieved April 16, 2007, from http:// www. metlife.com /WPSAssets/ 34996838801118758796V1FATS_2004.pdf.

Mikulecky, M., Shkodriani, G., & Wilner, A. (2004, December). A growing trend to address the teacher shortage. *Policy Brief: Alternative Certification.* Denver, CO: Education Commission of the States. Retrieved April 16, 2007 from http://www.ecs.org/html/educationIssues/ StateNotes/2004_PolicyBrief_Collection.pdf

Miles, M.B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.

Ovando, M. N., & Trube, B. (2000, July). Capacity building of beginning teachers from alternative certification programs: Implications for instructional leadership. *Journal of School Leadership, 10,* 346-366.

Patton, M. Q. (2002). *Qualitative research and evaluation methods.* Thousand Oaks, CA: Sage.

Ryan, K. (Ed.). (1970). *Don't smile until Christmas.* Chicago: University of Chicago Press.

Stoddart, T., & Floden, R. E. (1995). *Traditional and alternative routes to teacher certification: Issues, assumptions, and misconceptions.* East Lansing, MI: National Center for Research on Teaching.

Taylor, S. J., & Bogdan, R. (1984). *Introduction to qualitative research methods: Search for meaning* (2nd ed.) New York: John Wiley.

United States Department of Education Office of Innovation and Improvement. *Alternative routes to teacher certification.* Washington, DC: Author.

Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring.* Albany: State University of New York.

Van Manen, M. (1990). *Researching lived experiences: Human science and action sensitive pedagogy.* New York: State University of New York Press.

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research, 54*(2), 143-178.

Zumwalt, K., & Craig, E. (2005). Teachers' characteristics: Research on the indicators of quality. In M. Cochran-Smith & K. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp.157-260). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.