

## TP Survey--1 Results Overview



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Responses: Completes

Filter: No filter applied

As a holder of the KY Temporary Provisional (alternative route) Certificate, please share your feedback with us concerning your most recent year in teaching on this certificate. The survey will take you under 10 minutes and your comments and suggestions will be viewed by the EPSB to refine these alternative certification programs.

### 1. Please select your status in the Alternative Certification program from the pull down menu.

First year in this program		143	25%
Second year in this program		173	30%
Third year; successfully completed KTIP		215	38%
Third year; did not successfully complete KTIP		17	3%
Left the program during the 2006-07 school year		21	4%
Total		569	100%

### 2. At what age did you enter the alternative certification program?

Under 22		6	1%
22-27		209	36%
28-33		143	25%
34-39		106	18%
40-45		66	11%
46-51		28	5%
Over 51		16	3%
Total		574	100%

### 3. In what area did you hold a Temporary Provisional certificate for this past school year?

Special Education		362	64%
Area other than Special Education		207	36%
Total		569	100%

Total

**4.** In the year immediately preceding entering the alternative certification program, in what general field was your career?

Had not yet entered career path		31	5%
Architecture		1	0%
Business/Finance		74	13%
Creative Arts		12	2%
Education, but not teaching		118	21%
Engineering		12	2%
Hospitality/Tourism		10	2%
Information Technologies		6	1%
Law/Law Enforcement		11	2%
Medicine or Health Related		18	3%
Military		5	1%
Science Related		28	5%
University Student		49	9%
University Faculty		6	1%
Other, please specify		235	41%

**5.** What was your primary motivation(s) for entering the alternative certification program to become a teacher? (Check all that apply)

Believed I had a "calling" to enter the field		408	71%
Needed more of a challenge than in previous career		70	12%
Believed that I was not using my major area in previous career		50	9%
Was drawn by teaching career due to salary and/or benefits		77	13%
Believed that I had few other options		22	4%

Other, please specify		121	21%
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**6.** Please rate your satisfaction level with the following:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
Accessibility to university advisor for assistance	20 4%	43 8%	97 17%	201 35%	210 37%
Aid received from university advisor	24 4%	47 8%	95 17%	195 34%	211 37%
Accessibility to mentor teacher in district	30 5%	30 5%	60 11%	145 25%	304 53%
Aid received from mentor teacher in district	37 7%	23 4%	71 12%	147 26%	290 51%

**7.** Please rate your satisfaction level with the following:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Unhelpful to My Teaching	Unhelpful to My Teaching	No Influence	Helpful to My Teaching	Very Helpful to My Teaching
University course work (for this program) taken this past year	7 1%	28 5%	82 14%	263 46%	188 33%
University course work (for this program) taken in previous years	5 1%	22 4%	72 13%	274 48%	192 34%
District professional development this past year	13 2%	29 5%	83 15%	280 49%	166 29%
Cadre relationship via university w/other alt route students	10 2%	26 5%	146 26%	224 40%	161 28%
Professional relationship w/teachers in my school	3 1%	12 2%	33 6%	202 36%	317 56%

**8.** Approximately how many hours during this school year were you directly observed by a university advisor/mentor/resource person?

0-2		120	21%
2-4		118	21%
4-6		107	19%
6 or more		227	40%

		Total	572	100%
<b>9.</b> Approximately how many hours during this school year were you directly observed by a district mentor/resource teacher?				
0-2			122	21%
2-4			71	12%
4-6			62	11%
6 or more			313	55%
		Total	568	100%

<b>10.</b> Approximately how many hours during this school year were you directly observed by your building administrator(s)?				
0-2			81	14%
2-4			205	36%
4-6			132	23%
6 or more			153	27%
		Total	571	100%

<b>11.</b> Please rate your overall satisfaction with your university preparation program for the alternative route.				
Very Dissatisfied			10	2%
Dissatisfied			35	6%
Neither Satisfied or Dissatisfied			62	11%
Satisfied			251	44%
Very Satisfied			213	37%
		Total	571	100%

<b>12.</b> Please rate your overall satisfaction with the support given to you by your district specific to being on an alternative route certificate.				
Very Dissatisfied			19	3%
Dissatisfied			45	8%
Neither Satisfied or Dissatisfied			85	15%
Satisfied			228	40%
Very Satisfied			196	34%
		Total	573	100%

**13.** With regard to the fact that you held an alternative certificate, how well were you received by other teachers in your building this year?

Very unsupportive		34	6%
Not supportive		11	2%
Neutral		78	14%
Supportive		168	30%
Very supportive		278	49%
<b>Total</b>		<b>569</b>	<b>100%</b>

**14.** Based on your experiences and feelings at this point, how likely are you to make teaching your career?

Very Unlikely		17	3%
Unlikely		4	1%
No firm decision at this point		41	7%
Likely		70	12%
Very Likely		437	77%
<b>Total</b>		<b>569</b>	<b>100%</b>

Thank you for taking the time to complete this survey. We appreciate your feedback and will share it with the members of the Education Professional Standards Board.

4. In the year immediately preceding entering the alternative certification program, in what general field what was your career?

**235 responses**

construction	Education- Emergency Certificate	Journalism
education	teaching	sociology/criminology
Elementary Teacher - First Grade	teaching in a different state	Also taught Spanish for last 4 months of school yr
Special Education Teacher	Teaching under Emergency Certification	Horticulture
mental health therapist	Education	regular education teacher
Middle School English Teacher	Sales	Freelance writer and substitute teacher
Emergency certified teacher	Wife of an educator and mother of three boys	substitute teacher
teaching	teaching	Social Work
BGS	Education, public schools, Emergency Certification	Mathematics
Human Resources	Full-Time Substitute	classroom teacher
non-profit marketing/PR	Teaching regular education	Manufacturing
High School Guidance Counselor	sales	Behavior Analyst
Criminology	Teacher	customer service
College Coach	Agriculture	Education, Teaching
business manager husbands dental office and substitute	teacher- physical education	Social Work
self-employed	Private education (Montessori Method preschool)	Customer Service
Education, private school	Child Guidance Specialist	Education, teaching K-5
Teaching Tennis Professional	Head Start Teacher	regular education teacher
Education, teaching foreign language	sales	Teaching Special Education
sales	Ministry	Youth minister/missionary
Secretary for the Dean of School of Education -CU	Postmaster	high school teacher
Education, Teaching in Ohio under long term sub	Advertising	Social Worker
Teaching, not administration	Special Ed. LBD Student at ECU	Ministry
Education-Teaching Industrial Education	Elem. Ed and now I am Middle School	teaching
Religious Education	Customer Service, Cellular Communications Company	auto worker
City Planner	Teaching in another state in an alternative route.	First Steps Early Intervention Program
Education-Special Ed. Early childhood - teaching	Education, teaching (held certificate in bus. ed.	Temporary Provisional Science
Teacher in other state	I was a Physics Major at Morehead State University	Social Work

teacher-reading recovery	preschool teacher	Mental Health Therapist for Children
regular education teacher	Education, Elementary & Middle School SStudies	Home Builder/Realtor
Before starting to teach in 2005 I worked at bank	Youth Minister	regular ed teacher
Social Work	Medicine veterinary	Social Services
Mental Health	Psychology	English Teacher, my TPC is in School Counseling
Insurance	Television Meteorologist	actuary
Education/teaching	Education, administration	education-substitute
Heaven Hill Distilleries	Information systems	Business Communications/Freelance Writing
Nursing Home Administration	Recreational Therapy	Education\teaching Preschool for five years
Retail Sales	Social Work	Elementary Education Teacher for 21 years.
Elementary Education	mental health counseling	Geology
non-degreed academic librarian	Restaurant management	Youth Ministry
teaching adult education	primate sanctuary manager	Religion, Non-Profit Fundraising
Elementary Education	Special Education, Moderate/Severe Disability	social work
LBD-teacher	elementary education	Psychology
Just finished Bachelor's Degree in Elementary Educ	housewife	Started teaching as soon as i had started it.
Teacher, Emergency Certification	Sales	Ministry
minister	Program Manager for day habilitation program	education, emergency certificate holder
Human Services Field	social services	Teacher
College Football Coach	coaching	Human Services/Counseling
Railroad	factory worker	Agriculture
Human Resources	Teaching - Emergency Certification	Taught regular kindergarten
Social Work	journalism/print publications	Theatre/Music
Education-teaching	Printing Company Customer Service Rep	administrative
Communications: Electronic Media Production	Industrial Maintenance Technician	Elementary Education Teacher
education, teaching	stay at home mother	stay at home mom
ministry	Classroom Teacher with certification	Youth Ministry
Office employee of a car manufacturer	Education	School Social Worker
substitute teacher, tutor	Developmental Therapist, First Steps	State Government
Mh/MR facility for the state	Education, preschool teacher	Substitute teaching
Psychology	Social Work	Special Education Teacher (Math)

social work	Juvenile law	Special Education - Earning Masters in SPED
Technical Writer	Full time sub	social services
Teaching- Regular Education Elementary	Broadcasting	sub as LMS
Sales	Wood industry/log buyer	special education teacher
Private school music teacher	Education (Emergency Certificate - Physics)	Electrician
counseling	Communications/Retail	Elementary Education K-6
Working on Master's Degree in Special Education	Insurance	teaching
elementary teacher, not special education	social work/counseling	sales
Professional Athlete	deputy clerk	Postmaster
Ordained minister in the Christian Church (DOC)	Broadcast Journalism	Art Education
Family Preservation	Teaching music prior to entering alt. cert program	Education: Teaching/Curriculum Specialist
Purchasing Agent/Supervisor	Education, substitute teaching	social services
carpenter	residential advisor at job core	Social Work/Criminology
Human Resources	Elementary education	Education, Preschool and Primary certification
Elementary Teacher	teacher regular education	Social Worker
teaching	Residential Youth Treatment	Social Services
Collegiate Athletic Coach	Education, teaching P-2	Teaching/private school
Disabilities Coordinator for Lincoln Co. Preschool	social services	Psychology
Community Health Education	Agricultural Sales	
Education--SOE in middle school science	Sales - commercial television	

5. What was your primary motivation(s) for entering the alternative certification program to become a teacher? (Check all that apply)

121 responses

family of teachers	Needed middle school math certification	Non tenured at the time and it meant job security
wanted a new direction in my current teaching	had to fulfill my class requirements	I wanted another way to help at risk students.
I loved mental health and most were my clients	had not entered previous teaching program due to s	wanted to do something I am passionate about
I was told I had too--	Teacher of Agriculture-but no job openings.	Fit my daughter's schedule better than Engineering
had a child with special needs, wanted to help oth	Felt that dedicated teachers were needed in area	wanted work experience while working on degree
Assistant Principal left, I was to fill in for him	Needed job, wanted to avoid student teaching.	felt prepared to work with students with EBD
I felt is was a wonderful opportunity.	work made an ultimatum	I always knew I wanted to teach Special Needs
wanted to add another area to my certificate	I wanted to make a difference in kids with special	enjoy working with children with disabilities
Stability	Needs of Board of Ed., not able to teach without.	I am a "service" person & what better way to serve
I wanted to be certified/licenced in what I do.	Already had a teaching degree just no certificatio	job came available before completing program.
spouse/family teaching in system, be near family	I enjoy the challenges of Special Education	working with at risk kids.
Always wanted to give teaching a try.	wanted to get my masters in special ed.	I have a Sencondarydegree But i am teaching 5th
Kentucky would not accept Florida Certification	Just wanted to try teaching	Just wanted to help kids.
my granddaughter was born with special needs	Wish I had initially majored in ed in college.	burned out of old job
honestly, the schedule (180 days)	My other job was at a dead end.	I wanted to teach in special education.
Thought I would be good in the field.	I had previously worked in special ed and liked it	being paid for teaching and going to school
It came about at the right time in my life	No other jobs in district	Needed to get my Masters in Education
Wanted to teach, but needed certification	Loved the age group of the students	I was certified in P-5 couldn't find a job
I had always wanted to do so.	Needed career in home county, that would pay more	Wanted to teach prior and now a mother of three
Thought I would have a more flexible work schedule	Find a job	needed to extend my guidance certificate
I wanted to teach middle grade math	transition due to loss of grant	Already in the position needed to become certified
I was already teaching, but had no certificate	Spend more time with my own family	I was asked to go into administration.
career change	Gained new certificate	Wanted to teach science.
I did not want to do a student teaching	The loan payoff was a serious incentive.	Schedule is the same as my childs.
Retired from Law-enforcement	My wife is a teacher, young children in school	Graduated w/teaching degree/no certification 1992

Wanted to spend more time with my kids	Recruitment-- Teach Kentucky	Moved due to spouse's career limited my options
time with my children	more time with my children	requested to do so by school for teaching position
gain foothold for school psychology program	Wanted to make a difference in my community.	State Retirement-already had 17 years in.
A good 'family' job	job opportunity	displaced educator
Almost complete with ed cert. and was offered a jo	dissatisfied with previous career	I wanted to impart some of my knowledge to kids.
I had a desire to teach.	Always wanted to teach/was injured in accident	No jobs for school social workers
Already employed as a Guidance Counselor	certification incomplete for adm position hired in	Family Tradition
Working on MA and needed provisional to teach	Was hired as an assistant principal	wanted to go into Guidance
Also had a hard time finding a job	I love teaching and I love kids.	hired for teaching position prior to student teach
Taught for 10 years, wanted to teach again	I had to earn a living and keep my family together	Better career for a mother. Same schedule as kids
To help get a certificate for teaching	Experience and Cert. to become a counselor etc.	Program Improvement Corrdinator and Assist. Princi
desire to return to teaching-- renewed my certificate	I was in a masters program that necessitated it.	Want to coach and work with children
I was retired Military with a basic degree.	Wanted a more rewarding career	Career Change
I wanted to work with children with special needs	always wanted to be a teacher	Public schools offered more benefits than private
Enjoyed working with students with special needs	Was teaching already. needed state certification	
Job security	Bachelors in Elem. Ed. Pursue Masters in Sp. Ed	

**15. Please provide any additional comments regarding your experience this year relative to the alternative route program and experience within your district.**

**267 Responses**

I taught in the regular ed classroom for 17 years and then decided to go into special education. I held an emergency certificate last year and the provisional until I finished the college special ed program in December. I now have a professional certificate.

At the beginning it seemed as though I had to prove myself in order to gain the respect of my fellow regular ed. teachers but once that was established things made a turn for the better. I think that in this district there will always be a rift between the regular education teacher and the special education teacher due to administrative approach.

I loved the experience. I did however not start KTIP until my 3rd yr due to error on supervisors part at the board. I had to take FMLA leave due to back surgery and had to resign the KTIP for the remainder of the year only after completing cycle 1. Hopefully I will be issued my temporary provisional certificate again and be able to finish cycle 2 and 3 since this is my 3rd year teaching.

I've had a great overall experience and love my job. Best decision I've ever made!

It has been a great experience but very demanding. In the end I feel I will be very well educated to do a great job in my field of study.

The drop down menu did not offer, "Second year teaching, KTIP complete, university program complete." Many are finishing the required certification program within two years. Also previous education, would be an interesting stat to have on hand as well.

would have liked to observe/watch videos of great teachers working with students before entering the classroom

I am on the option 6 program for instructional leader/school administrator. I am the assistant principal at the high school. Prior to that I was the guidance counselor. I have a teaching certificate in special education, masters in guidance, and Rank I in guidance. The alternative certificate route was a choice I had in order to be the assistant principal at my school.

I found that my district did not understand the MAT program or my certification at all. I had to utilize people from the university which were extremely helpful.

No clear communication. A lot of questions regarding rank change and so forth, that no one seems to know. I've gotten 3 different answers. Still don't know. Building supervisors aren't always happy with us having to miss meetings to go to class.

I think that it was wrong that my principal did not assign to me a resource teacher that taught special education. I did not know until after I was told that I did not pass this TPA that I should have been assigned a special education teacher. My resource teacher was very nice but did not and could not help me with special education concerning the TPA. She had no idea that I was not going to meet the standards to pass. I did not meet the standards and my principal recommended me to not be rehired by the district. Now I have spent all of this money on a degree and I do not have a job. Since I don't have a job then I can't redo the KTIP TPA next year so what am I going to do? I felt called to go into this profession and made sacrifices to pay for these classes and take away time from my family.

I have the support of fellow teachers here at school but they are not the ones that can give me a job.

My only problem with this program is the fact that colleges as well as the EPSB does not recognize prior education to entering the teaching field. With more and more people coming to teaching and with programs like the alternative route being offered, I do not understand how previous education does not count toward experience and rank change. I believe it is a travesty to know that an entity that claims to promote higher education gives no value to the amount of time and money that goes into getting a degree and then tell them it will do nothing to further their career advancement and salary.

Although the program in general is very good, I have definite issues with the role that classroom observations hold in this process. As a collaborative teacher, I found it to be pointless to observe me as a resource teacher in a separate classroom, as I typically stay in the regular classroom during the school day. Although I was observed a few times in the collaborative setting, I do not initially present material to the students, and spend the majority of my time helping my special needs students keep up. I do not write lesson plans and present material in my resource room (largely in part to NCLB highly qualified restrictions) on a daily basis, so it seems rather pointless to be observed and evaluated in this situation. I feel that there should be some sort of alternative for special education teachers.

The alt cert classes were helpful and informative. The material was practical. It was stuff that could actually be used in the classroom. There were real answers to real situations which occurred in the classroom.

I found much of the regular ed stuff to be busy work. The regular ed classes which contained a mixture of regular and alt cert students were sometimes quite frustrating. The general attitude among the undergrads seemed to be: as long as you are prepared and have a good lesson plan, then the students will be highly engaged, will learn everything you want them to learn, and will never cause any behavior problems. That is an EXTREMELY naive view of the world which was, and is, encouraged by many of the undergrad education instructors. There was one teacher in particular that didn't appear to have been in a classroom for 30 years. She was NOT helpful.

My mentor teacher was priceless. I would have asked many questions and spent much time with her even if it hadn't been part of my certification.

The portfolio is much stress and much work for little return. Maybe part of my feelings there are because I had already taught for so many years, but I didn't find most of it helpful. I do detailed lesson plans for every lesson I teach. But I DO NOT use the KTIP format for any of them. If I had to do a lesson plan in that format every day for every class I teach, I'd spend 12 hours a day writing lesson plans. It's a great waste of time.

I think that most alt cert teachers have a great advantage over the teachers who come through the traditional program. Age and life experience are the only things that make teaching in a public high school a realistic possibility. If my first year here had been my first year teaching and I'd been a kid right out of college, I don't think that there's any way I would have continued in the field. The student behavior requires constant diligence to manage. The paperwork is at times overwhelming. The drop out rate, student pregnancy rate, and substance abuse are all extremely discouraging.

Someone needs to tell the undergrad teachers to drill it into their classes that if you don't feel "called", as the survey put it, to be a teacher, then they need to find something else to do.

I think the university has a great program and my district has been very impressed with teachers from the program.

My experience has been very positive. The support I have received has been tremendous.

I have just received my professional certification, successfully completed my KTIP year and love the school district I am working for. My resource teacher, university instructor and my administrator were excellent to me during my KTIP year. They were so supportive and helpful. I am working at the BEST school and will never forget my experience with them and their suggestions will help me not only now but in the future as well.

secondary teaching methods course was extremely helpful; other courses (spec ed, literacy, etc.) were useless in terms of preparing me for a real classroom

I have just now been observed for the final KTIP observation and principal, resource teacher and university rep said I was successful. The paperwork is not finalized.

I was involved in the building principal certification, not teaching program as this survey is apparently designed.

I thought it was a great program; however, I would have liked more methods classes. I learned the most from them. I do think it should be mandatory to student teach. I did not go that route and I feel I missed a lot of experience.

In the beginning, the university was very supportive and helpful. By the 2nd year I felt I was a quota they met. Could not get help after first year. Still I am unable to attend on campus class so the on-line certification is the only way I could go.

There needs to be more hands on role play with IEP's and ARC meetings!

More real life courses needed. Felt slightly unprepared for actual teaching!

Way too much "busy work". Way too many lesson plans (dozens). Observations are "dog-and-pony" shows. Customize the program based on the experience and maturity of the teacher. Get rid of the ridiculous, generic, cycle checklists. They're irrelevant.

The administration at my building was great, I just had a few teachers who questioned my certification to teach.

My district has been and continues to be very supportive. I have completed my KTIP and feel that I received continuous support to enhance my teaching within the classroom setting.

The demand of teaching special education and the course load work is too much to give 100 percent to both. The time to complete the program should be more than 2 years and the 1 year of KTIP. I have left the program and returned to my old school district because the demands of the program and giving the proper amount of time needed in the classroom. Another point is that I would have continued teaching in Kentucky had they accepted my Florida certification. If Kentucky wants to be able to bring teachers in from other states to fill subject shortage areas then they will need to address accepting certifications when people have experience.

I feel the professional development in the region that I have been attending has been very beneficial. I already have a teaching degree and a masters in guidance counseling. I think I should be allowed to teach Special Education without having to go back to school at this point. I feel that extra professional development could be required for teachers who already have a teaching degree but would like to try special education. There could be requirements such as 5 years teaching experience. If we are making teaching special education easier for people who do not even have teaching degrees then why not do something for those of us who do? I do not feel it would be beneficial for me to go back to school at this time but I do love this job. I have experience and also the personal interest that makes me a better choice than most. I don't know if I'm writing to the right people but this should be considered. I would love to speak to a committee about this matter.

The program is very intense but necessary. A person could easily get lost and feel overwhelmed if not organized or supported within their district.

The people within my district have been extremely helpful all the way through the process. I couldn't be more fortunate!

I am not sure the classes completely prepare you for the Praxis II exams. The written response test 0542 covers a broad range of topics that I did not feel confident in. Preparation for this test was almost nonexistent, since ETS just changed the format of the test.

KTIP was overdue. It is structured for true first year teachers. I was in the classroom for 1.5 years before beginning KTIP. The resources, expectations, and assistance was much more appropriate for students just finishing school, not those who have experience with running a class, but I understand KTIP is a formal review and done once you finish school (even when you are a teacher prior to finishing the certification program). KTIP doesn't take into consideration that those who completed Alternative Certification programs have experience in schools and classrooms. It was awkward and seemed to be back-tracking.

I had an excellent year as a new teacher. My district mentor for KTIP was extremely helpful and encouraging.

The alternative certification was a true blessing. I gained my Bachelor's degree and never got the opportunity to use it. I worked in education in one way or another for 10 years. I wanted to be a teacher, but did not want to go back to undergraduate work. When I found out about the program offered at the university, I was ecstatic. Finally, I could reach my goal. There are some negative feelings about the alternative certification program. Some teachers and administrators think we have taken the "easy" way out. It is not easy, in fact I believe it is more rigorous.

I actually successfully completed my Master's with alt cert in August of 06- before this school year started. That is the reason for my response to #8. Last year, however, my university mentor was very helpful and active in observation. My alt cert experience was excellent- but my path was slightly different than some- my university and school were very helpful in making it all work out. I am grateful to be living my dream of teaching.

I love being an educator. It is an exciting and fulfilling job.

I am in my second year of teaching AND I have completed KTIP. I have also completed my Master's degree within the first year of teaching. I am able to teach Business and Marketing grades 5 - 12. My first year teaching I taught 10th - 12th graders, my second year, now, 6th graders only. I had 90 minutes of planning my first year and only 44 minutes this year. I find that teachers are required to do a lot more than actually teach. I find that I do more of the other stuff then of the teaching at a ratio of 70% other and 30% teaching. I would rather that be the other way around. I only have so many hours in the day and am tired of taking hours of work home with me and working on the weekends. Especially only be paid less than \$34,000. per year. I am very upset in that I did not receive the Transition To Teaching \$5,000. stipend. Although I do not primarily teach Math, Science, Language Arts or Technology. The majority of my teaching consists of teaching 6th graders how to divide, multiply, figure out scenarios involving budgeting, paycheck, and other banking mathematical problems, reading a newspaper and other areas for job and financial news, and using the computer to search the Internet for articles and leading the students in the Internet based ILP program. I also teach some science in regards to recycling, reducing and reusing and the impact of these on the environment.

I no longer hear from the school that I went to as far as a follow up on how I am doing. Because of this, I plan to look at other University programs in the quest of my Rank I. I feel it would have been nice if someone worked with me one-to-one to develop classroom procedures, a class syllabus among other things that would help my day go smoother. I feel uneasy at times about these areas. I see the whole forest before I can see the trees and it would be nice if someone could help me develop a grading system as far as percentages, after completing a semester syllabus among other things.

I often joke that if it weren't for the kids, I could actually do my job as a 'teacher'. The kids really do want me to teach them stuff and will ask me questions about stuff they are interested in or need clarified. But, I have so many other paperwork deadlines and committee expectations, not to mention personal school work and the KTIP documentation, to do that I find that kids are hindering me from doing my job. I DID NOT go into teaching to just do paperwork and I feel like the actual teaching is keeping me from doing my job!!! How ironic is that?

The school district that I teach in is in a Level 2 problem area as far as meeting CATS testing scores. Many of the teachers that I have talked to say that because of this, they are required to provide much more documentation of the teaching they are supposed to be doing. They find they are doing much less teaching and more time documenting. And, they find that they will only put in so many hours out of the regular school day because they do not want to neglect themselves and their families. These same teachers and I will not neglect our homelives because we have discussed that many of the students that are not doing well in academics do not have a

strong family and home support.
I work in a wonderful district and they have been very helpful in helping me learn the ropes of special education. There has been so much paperwork and legal matters that I do not feel were clearly explained through my special education program that have been clearly defined here.
This program and the acceptance of my district has allowed me to do what I love most and that is "to work for children". I am eternally grateful.
I needed to be more prepared in certain content areas, I've studied to keep up. In Exceptional Ed, that is the only content covered. After I completed coursework, I felt rather "dropped off at the curb" by the university. I feel they should give guidance and help find the first teaching job to begin KTIP. For instance, I took a job in a MSD classroom, my advisor said it was a great opportunity for me, but did not tell me I could not do my KTIP in that class. Overall, I am thankful for the program. Resentment comes from younger teachers who don't yet realize the value of varied life experiences. Seasoned teachers have appreciated me, and have been very helpful. I would not have become a teacher had I been required to go get a second BA.
KTIP was the WORST experience of my LIFE! I felt like I was being assessed by everything I said and did. My resource teacher at the school was very helpful, but she did not understand the alternate route and the fact that I was unaware of many aspects of teaching due to the lack of experience and training. By the time it was explained that I had not received an undergraduate in teaching and was unfamiliar with many teaching strategies to use with middle school children I had already messed up on one KTIP observation and was ready for my third round of observation. Because I was being assessed so much I felt as if I couldn't be myself in the classroom. My students suffered from this. If I hadn't of taught Adult Education for almost 3 years prior to teaching EBD, I would have quit the teaching profession. Reason being: before taking this job I had already reaped the rewards of teaching and I am thankful of that. It's a shame that I didn't have the same experience my first year teaching students in a middle school setting.
I am so glad that I had this opportunity to get this experience and receive my Master's in Special Education. I love this field!
I have had a very positive experience with the alternative route program. However, the amount of time given to individual to complete certification is not enough time. As a first year teacher and trying to do everything else that is required at school plus work on class work for certification leaves very little time for anything else. I person who obtains a Bachelors degree in Education is given 5 years to start their class work and then another 5 years to finish. As a retired police officer I am accustomed to hard work, however, I believe that the ones of us who have decided to enter the education field should at least be given some of the same considerations as young teacher just earning their degrees. I believe that giving individuals who are working on their alternative certification at least the five years from the time they enter the program to finish would help ease the transition of being a new teacher.
Very satisfied, feel that this is a great opportunity for those who want to teach, but have families and full time jobs.
KTIP this year was a shock. I had not been exposed enough to the teaching standards and their requirements prior to KTIP. The program mainly focused on special education procedures, which I needed, but left out more general teaching practice information that I also needed. However, I LOVE teaching and plan to stay with it.
Some of the students are extremely disrespectful. Better support might be useful to new teachers (e.g. the availability of an inclass resource teacher for classes where the students with EBD are seriously disrupting the learning during the year would have made the experience much better) The verbal abuse of both other students and the disrespect demonstrated towards teachers is very troubling!!!
Completed alt. track and KTIP in 2 years not three (no option on previous pull down menu & have obtained Rank I). Felt KTIP was an undue hardship since it was my third year into the teaching field (1 year emg., 1 year temp. prov., and this year) and I had done a very extensive portfolio identical to KTIP and was observed 10 times by the University plus by the principal. Seemed repetitive.
This was my second year in the program and I have completed KTIP successfully and will finish the program in June. I have had a wonderful experience with the college and the school in which I am teaching. I believe the program really prepared me to be a successful teacher in the classroom and I would recommend the program to anyone who is interested.
I was so fortunate to be a part of the Alt. Cert. program. It helped me to achieve my "calling." I had much support coming from both ends(district and university) which made my experiences with the Alt. Cert. program great. Please, by all means, do not consider taking away such a great program that allows others to reach their career choice.
My previous advisor was very helpful but is no longer with the program. She needs to be there!
I am satisfied with the program overall. The Special learners class that I took last summer was very unhelpful. I could have learned as much by reading a pamphlet.
I have been very fortunate with my program and district.
Teaching is a great experience. The university classes are essentially useless, the real learning to teach comes from working in the schools and with PD

<p>This program was a blessing to me. Thank you.</p>
<p>The alternative certification program is a wonderful program.</p>
<p>Needed more in class time before hire.</p>
<p>I think it has been a great opportunity for me to teach.</p>
<p>There were classes that I felt benefited me more than others. One of the most beneficial aspects of the program (Transition to Teaching) that was lacking for other students that merely went through the alternative program was providing me with a mentor at my school from the very beginning. Most alternative route students were not assigned a mentor until KTIP. I do not think I would have made it this far without my mentor teacher.</p> <p>I also liked the support by the university professor, once I was in the classroom. I thought it was helpful to get feedback from him after I started teaching in my district.</p>
<p>Wonderful program!!!!</p>
<p>My experience with both my mentor teacher and my teacher educator from the university were wonderful. My principal was very little help to me during this year and KTIP experience.</p>
<p>I am really glad that I was given the opportunity to teach special education under a provisional certification. I will be finishing my Master's in Spring '08 and will be teaching under provisional again next year.</p>
<p>If someone already has a teaching certificate and has taught for 10 to 20 years I do not believe that they should have to take as many classes, especially those that repeat undergraduate and graduate courses.</p>
<p>Working in a special education classroom and with my mentor and resource teachers has taught me more than any class I took. I really had to work hard on my KTIP program and do a lot of research and trial/error because I was not familiar with what they were asking me to do. I think every person graduating from the alternate program needs to do at least a few weeks of student teacher to really develop and master teaching strategies and diversification of instruction before beginning their KTIP year.</p>
<p>I think that the university did an excellent job preparing me for the things I would face in the classroom as well as preparing me to face the professional requirements of the job.</p>
<p>I have been given a lot of opportunities to grow in my leadership. I have completed KTIP this year and it has been a great experience.</p>
<p>My school was extremely supportive and helpful, including the administration. My district was not as supportive, but was still helpful. The university I attended provided excellent classes, and most of the professors provided very useful, realistic help. The university staff was not as useful and frequently supplied incorrect or conflicting information. They were not clear on what was needed at various levels of completion. The information provided had to be dug out and was often incomplete. However, without this program, I would not have been able to become a special education teacher. I think I am good at what I do and that I truly make a difference in my students lives. I do appreciate the opportunity that this program has provided.</p>
<p>Further clarification on length of provisional certificate along with the requirements leading up to KTIP ( passing praxis before KTIP, number of years to finish program, and clarification on all other requirements associated with alternative routes.</p>
<p>I am very dissatisfied with the fact that I was told I could put in for a rank change to get my masters pay and now my university which the university is saying I cannot get my rank change until I complete Ktip. I have completed all of my coursework and passed both praxis exams and I am half way done with Ktip. Yet now the university is saying that you guys the standards board will not approve a rank change. I am aware that I cannot get my certificate but I don't think that is fair that you get a rank change so I can get my change in pay. I know other people who have gotten their rank change and not been finished with ktip.</p>
<p>Very helpful start to my educational process as the alternative route provided me a good start in my career and a way to make practical application of educational experiences at the university. The district was helpful in granting me an "equal status" reception.</p>
<p>The alternate route is a great program, but needs to have restrictions added. Many people enter because they can not find a job. Add time requirements to the certification. You must teach at least 3 years or have some sort of penalty. This will weed out the people who are only looking for a job, and not a career.</p>
<p>As a second year alternative certification student who also completed KTIP this year, I have been thoroughly pleased with the reception of my employment both in my district and my school. I feel that by having had a career in the "real world" before entering the education field truly allowed me to appreciate my teaching position. Furthermore, my experience at the university has been wonderful. The only complaint for the alternative cert. program is that more classes need to be offered on-line for distant learning students. However, the program as a whole I view as extremely successful.</p>

<p>Advisor made many depends and offered little support. Often did not practice what she preached.</p>
<p>I was very dissatisfied with the program at the university. However, now that a new person has taken over the program has gotten much better.</p>
<p>I am completing my program at the university and feel that that has been one of the biggest factors in my growth and successful navigation of the past two years. I do not think I would have had the same success, knowledge, or preparation had I done a program at another graduate school. Regarding the district, I was able to observe a couple other special education teachers one day my first year of teaching and none this year. I think more observation of other special education teachers in the district or county would have been beneficial.</p>
<p>My resource teacher at my school has been so helpful. She has provided me with resources that I did not know were available to me as well as other teaching strategies that have helped me tremendously. It has been a valuable experience for me.</p>
<p>The university is an organizational nightmare. The education part was great- the professors, etc. were wonderful. The school itself- registrar, bursar, financial aid department and college of education (grad. office) do not have clear and distinct lines of communication. I am graduating one year behind my cadre because I was absent for a major surgery and no one would help me with certification and graduation questions/concerns. Dealing with the university has been HELL on earth and I will never recommend this program to anyone, ever.</p>
<p>I feel like the course work that I received did not prepare me as well as I would have hoped for the praxis-as I have had to retake a portion SEVERAL times which makes me feel less than prepared by my university.</p>
<p>I had been very motivated for years to find an alternate route to teaching. I chose Special Education b/c of the tuition reimbursement that I could possibly receive and the online classes. I was dissatisfied with the assistance I received from my advisor. In fact, I found out after being accepted to the program and registering that I would have to be in a classroom my last semester. I completed one semester of classes. I took 2 classes online. I enjoyed what I was learning but felt I needed more guidance and that I was teaching myself. It was a must to be online b/c I couldn't leave my current position so I was thankful for that. I am still not decided on what to do about entering the teaching field but at this time have withdrawn. I was concerned about entering the Special Education field with no experience b/c of the pressure that I would experience on making goals for the students. Thank you for the opportunity to share my experience.</p>
<p>I currently hold an SOE in middle school science, I am alt. cert. in middle school math so I can teach it as well.</p>
<p>This is a great program. I have already recommended this program to others and will keep doing so.</p>
<p>I definitely made the right choice in changing career fields.</p>
<p>I thoroughly enjoy what I do and I am confident that I am a good teacher. I wish that the alternative certification was not viewed as someone "coming in off the street to teach." I completed the course work and prepared just like everyone else who has gone to school to teach. I believe that I am more prepared to do the job now, than I would have been right out of college at 23.</p>
<p>Thank you for the opportunity to share thoughts about the program.</p>
<p>I am retiring this year after 30 years of teaching. The past 4 have been with an Em. Cert. in Sp. Ed.</p>
<p>none</p>
<p>The alternative certification program has changed my life and it changed me from physical education careers to a teaching career that led me back to my calling of teaching and coaching! I also feel I was made to teach EBD and I have had a good year doing that!</p>
<p>I would believe the reason I have been successful in my field is due to the fact of my undergraduate work in education and the supportive personnel that I work with. I feel that my courses in graduate work do not prepare me for my career.</p>
<p>I was very pleased that people in my building like the way I teach and the way I have turn my students lives around.</p>
<p>The only problem with alternative certification is during student teaching. It is very difficult to remove yourself from your students enough to become an active learner from the teacher you are with. In addition, because you are already teaching, they assume that you know things that you may not already know. There is a lot of "learning by fire" rather than teaching. Especially ECE training.</p>
<p>Additional comments about my university and district experience: My first nine hours of class were a great asset to begin teaching. The professor was informative, helpful and above all was realistic. The texts were also useful and are still a resource. Completing EDU 501 and EDU 566 which is the Professional Growth Plan were also an asset because I could showcase the applications of professional development on my teaching, outline the changes I have made to improve my teaching, and the show positive impact of those improvements on student learning.</p>

But the experience with EDU 590 The Internship was quite awful with unrealistic expectations and requirements. I am quite sure that if I weren't both determined and strong, I would have buckled beneath the amount of additional work that the class required. The University required completion of a Teacher Work Sample quite like the one required by the New KTIP program during the fall semester of the beginning year. Being a 1st year teacher the process was overwhelming. The professor used the KTIP standards and criteria to evaluate me during his three visits to my classes. The process of EDU 590 was not helpful nor did it enhance my ability to teach or to engage my students in learning. To add to the difficulty of beginning that 1st year, I was not assigned a mentor teacher by my district. My 1st year teaching might have been easier and more productive without the afore mentioned difficulties, but this was only a part of my experience.

I feel that the alternative certification program through my university was exciting, full of helpful people and has prepared me to be in the classroom! I am certainly glad that after finishing my bachelor's in mathematics that I was able to be certified in my masters and enjoy teaching all the while!

I feel the KTIP program was a waste of my time since I was in my tenure year of employment (5th year). I can see that it is a valuable program for 1st year teachers, but my situation was different.

The problem with programs like KTIP, and in general colleges of education are at least twofold. First is a lack of uniformity. No one instructor or administrator grades the same or has the same expectations. Second, and most obvious and important, is the mindless work that is expected. Portfolios do not help a teacher become better. Being nagged by mail and email to take surveys do not a fine instructor make. Simplify the process, let principals and their staff hire their employees; void all colleges of education (they are a joke and waste of time and money); fire bad teachers because they are bad; stop hiring based on race; stop, stop, stop KTIP in its tracks as it does not create good teachers but merely aggravates them.

Although I was presented with no option but to enter a MAT program less than two weeks before the school year began, many hoops were jumped through in a very, very short amount of time to teach in the classroom again. Because of this way too fast of start up time at the beginning of school, my year has been rushed and always catching up with everything. In addition to the MAT coursework, my teaching load was diverse in the means of three separate preps for class(6-8) and continued outside jobs/work to allow for sufficient funds to pay for the MAT program. As a teacher in Kentucky public schools and living in Ohio(about 1.5 miles from the river)I have paid twice the amount of tuition and feel that some availability of reduced funding would also be beneficial in this area. I had a difficult time maintaining all of the classwork during the second term as my responsibilities in the classroom and after school activities became much more intense with testing prep and directing the school musical as part of my job duties. I have learned so much but have suffered in time management skills and allowing sufficient time to complete all the work required. I have acquired a great deal of learning experiences but feel that although the MAT programs are very inspirational and wonderful for track B students, teachers in track A or fulltime teachers have had a difficult time meeting the demands of, first the job, then students and then to the MAT program for the appropriate certification. I along with others feel the depth of the programming should also entail much more classroom management issues not just all curriculum based work. I do feel my time has been spent well but also know that the next few years will also be very difficult achieving all the deadlines of the alternative program. Thankful yes, problematic in achievement. Thanks for your time and the ability to share my voice.

District administrators look as Alternative Cert. professionals as not being a "true" teacher

I have held my teaching certificate in elementary education and wanted to pursue my master's in special ed. This "alternative route" was the only way for me to get my masters in this area.

My experience with alternative certification did not quite fit the first multiple choice question in that I am in my second year of the MAT program at NKU and have completed my KTIP.

I hold a K-4 (5&6) certificate, but due to cutbacks, I was emergency certified for special education. I fell in love with the field. Due to medical issue, my plans were altered but I am still pursuing my Master's in special education.

The Transition to Teaching program and officers have been amazing! The professional development and support in all aspects of the program were exceptional. Thank you for this opportunity.

I think for my desire to be a teacher and having a family the alternate program was a wonderful option for me. However, my principal has nothing good to say about the alternate program. I believe 100% that had the district had more of a support system not only for alternate route teachers but for all 1st, 2nd or 3rd year teachers it would be a much more rewarding experience. I really felt like I had to teach myself the position and responsibilities and was expected to perform as though I were a veteran teacher in regards to classroom management and student performance.

I have only successfully completed the first cycle of my KTIP. I will complete the last two cycles next school year.

It has been a whirlwind 2 and a half years. Tremendous support. Needed every bit of it. Only suggestion. Put all the KTIP forms, i.e. Lesson Plan, in a Word template so new teachers know the format they are to follow. Thank you very much.

<p>I want to say that in regard to the questions regarding my mentor when I rated them low, I was referring to my mentor for 2005-5006 and not my KTIP advisor from this year who was great.</p> <p>I think some people in the school district look down on alternative certification route students but I found the program to be great preparation for my teaching career. I also received an award from ET's based on my score on the PLT- all the material I studied and knowledge I gained to earn that score came from the Alternative Certification Education I received from the university.</p> <p>I plan to continue teaching in the future and I would never have been able to make that happen had it not been for the Alternative Certification Route.</p>
<p>I believe that I had a great experience throughout my entire alternative certification for teaching during this first year of teaching. The biggest problem that I had was getting the secretary at the school board office to give me an application. I feel that I am just as qualified, if not more so than the teachers in my building who received traditional certification. I have learned all of the newest strategies and best practices that some of those teachers didn't learn or know about. I would recommend this to anyone, however, one word of caution...teaching is like every other career, it is not for everyone and I would encourage people to try it before committing to it. I substituted for a year before deciding to go into the MAT program, and it was an excellent idea so that I didn't waste time and money learning how to become something that I wasn't interested in.</p>
<p>With the exception of the three classes required in my content area which have been great, the educational classes have been an extravagant waste of time. The courses have been filled with "busy work" of relatively little value in the "real world" of education. This may be due to the fact that many of my professors at WKU have been out of the secondary teaching profession or as one in particular has admitted they were unsuccessful as secondary teachers. In essence all we have been taught is how to do paper work and exercises which we never use in the real world of education.</p>
<p>Alt Cert's are looked down on, even though they are highly qualified. No one in administration understands the rules and regulations of the program. People in authority need to have PD on the ins and outs of the Alt cert program. Many of them believe we have to complete KTIP the first year of teaching which is false!</p>
<p>The course work in the alternative route was not very beneficial to my teaching. Most of the coursework included busy work, which hindered my teaching more than helped. My university advisor was not very helpful and very hard to reach. The district was very welcoming and helped me in many areas. The teachers and administration in my building were very helpful in assisting me.</p>
<p>As a teacher who has earned her master's degree and is certified in elementary education and middle school social studies I was very disappointed to learn that I must complete an entire Rank I program in order to become certified to teach special education. Kentucky says they want teachers who are interested in and enjoy working with special education students, yet they demand unreasonable requirements to qualify for the position. I believe completing the core courses at the university and passing the praxis should be all that is required for obtaining an endorsement in special education.</p>
<p>I just wish other teachers did not view alternative route programs as less of an education than the one they received. Some are very helpful others have told me they view are program as unfair to them and we are not preparing as hard as they did. I worked very hard and strive to be the best I can be so my students will be successful. I feel no less a teacher than they are. I would like to learn from their life skills instead of being looked down upon.</p>
<p>The portfolio and observations did help in most areas in the classroom however during my program and during KTIP I feel that not enough instruction is placed on the ARC meetings and how to prepare for them. I feel more needs to be covered by the program as a whole that includes class time and during KTIP.</p>
<p>It is very tough to begin teaching without a background in student teaching. I could have used more resources concerning day-to-day concerns of a teacher. Specifically, things like organization and classroom management. Without having had a teacher to model after, these resources become very important.</p>
<p>I think that this program is wonderful for those students that need a different route. It allowed me to earn a degree without having to re-enter the traditional university and helped me to become a great teacher.</p>
<p>On the provisional license, it says that I have three years to be able to finish KTIP. However, I only have had two TC-1 provisional licenses due to my inability to pass the PLT. It is disheartening to me as a rather new teacher, how many "road blocks" that have been thrown in front of me to be able to teach a group of 8th graders science. I gave up a lucrative career as a meteorologist to help with the struggling field of teaching. Something I truly wanted to do. I currently have over a 3.8 GPA in the M.A.T. program (27 hours taken so far) at the university. I have taken the Praxis (PLT) 5 times and have missed passing what is considered passing in Kentucky by only 5 points. In Tennessee, I would be considered highly qualified. Yet, in Kentucky I am not. Others in my cadre who are white males and over 40 years old have taken the PLT several times as well. The subjective PLT is truly biased towards women and is apparently not in favor of a man's viewpoint. Because of Kentucky's rules, I will most likely be without a teaching position this upcoming fall. So another teacher that you need in an 8th grade (Title 1) classroom will possibly get frustrated enough to walk away from the students and the field of education after spending thousands of dollars of his own money trying to make a difference. Not because of the students, but because of the Commonwealth of Kentucky. "The tail doesn't know what the rest of the dog is doing." And you expect us to leave no child behind?</p>
<p>A full time Master's Degree courseload and full time Special Education teaching position is a bit overwhelming.</p>
<p>My school did not provide me the environment, nor the chance to enjoy and flourish in this career, to the point that my first year is also my last. I have had a very negative</p>

<p>experience in the district, in my opinion, due to an unsupportive, unknowledgeable administration.</p>
<p>This school sets up new teachers to fail. Administration does little to offer PD, give instructional advice, promote discipline and respect from students, or simply to give answers to questions; things that a new teacher needs to grow as an educator.</p>
<p>The student loan payoff incentives were the true lure, but I found that I love teaching. Alt cert teachers are very much considered "less than" among special ed teachers and those collegial relationships are important. The teachers who looked past the alt cert status were wonderful. I liked the university's program but the reading teacher last summer was horrific and left her students, particularly the brand-new students/teachers-to-be woefully unprepared. Her inability to teach teachers how to teach reading critically lowered my score of the university's preparation. However, this class was part of the "Teaching and Learning" department and not part of the special ed program so don't hold it against them! The Reading First PDs are what saved me in terms of learning how to teach children to read both this year and last year.</p>
<p>My university is several hours from my home/school so it is not very convenient to just "pop in" to ask questions or to check on something. However, I am very appreciative of the alt. cert. program because there was no way for me to just quit working to go back to school.</p>
<p>Some training would have been beneficial before I entered the classroom. The first day I had 0 experience and had not even taken my first class. It was very overwhelming. The second year has gone very well.</p>
<p>I am very satisfied with my program and the experiences that I have had this year.</p>
<p>There seems to be a big difference between universities and their programs. The university's program was on campus and rigorous. Other people I know that were in an alt cert. program at other universities took primarily on-line courses. I feel like teachers have to be prepared to be in the classroom. There seems to be a lot of conflicting information about alt cert. programs, NCLB, resource room qualifications, certification, and other things. My district seemed to have different interpretations of the process than my university or the KDE. It would be good if there were more standardization.</p>
<p>My school did not react to me being alt. cert. I wish they had, and provided more support (in terms of observing me and offering suggestions, and helping with classroom management).</p>
<p>I had a great experience</p>
<p>What mentor teacher? I had no such thing.</p>
<p>The administrators in my district are incredibly unfamiliar with the alt. cert. program. Everything had to be repeatedly explained, and my pay rank took over a year to sort out. Nevertheless, I am grateful for the program bc I would have been unable to switch careers and follow my calling without it.</p>
<p>My school district required me to complete a KTIP type internship. 50 hours out of class and 20 in school was very difficult when trying to write lessons, gauge the field, and analyze assessments! There is a reason it isn't required until the completion of the MAT program and I believe it made the year far more difficult than necessary and was the leading criteria for determining my decision not to return next year.</p>
<p>The main concern I have is nothing against being in the Alternative Route Program, but the fact that many administrators consider people in this program as "emergency certified" employees, and I do not understand that. I am at risk of losing my position because of the title that I have. It seems that many administrators are misinformed that people in the program are working towards being teachers in that field. I have been "pink slipped" every year, but thank goodness, I have been asked back. This year in our district, Emergency Certified personnel are not going to be rehired. What can we do in this situation, knowing every year, the same thing is going to happen to you, and you don't have that assurance that you can come back to teach? In my case, I am almost there. I just need to take one class, (only offered in the Fall), and I will officially become a LBD teacher. This means that I may not be rehired because of my title. Sorry to get on my "soap box", but it is frustrating when you don't know if you will have a job or not, because of your title. What can we do? Is there a way to notify all of the districts that that people in this program are not "Emergency Certified"? We are in this program for the "long haul." Thank you.</p>
<p>great program</p>
<p>Sleep learning curve.</p>
<p>It would have helped to have been assigned a mentor prior to my first few weeks of teaching. I felt very rushed, very scared, and very unsure of everything, coming from an unrelated field with no experience teaching. Mentoring was never discussed in our university program.</p>
<p>I am blessed to be able to get in the program. I finally feel I found something that I am really good at.</p>
<p>I have been treated wonderfully by other teachers and administrators. I collaborate with seven different teachers and I love it. I even teach whole group on alternate days in first grade math. Many of the teachers have told me I am Awesome and do a great job with the kids. This really builds my self-confidence and makes me want to continue teaching. I look forward to my third year and doing KTIP. I will graduate this Summer with a Master of Special Education degree. I am very excited. The first year</p>

was very rough and I thought about quitting. My second year was spent in two different schools and I love it! I am very thankful for the alternate teaching program. I had a BA and MBA in Business. I have always wanted to be a teacher. This gave me the opportunity and I am so thankful. I look very forward to next school year (after a few weeks of rest of course).

Very challenging! Difficulty determining my role in the EBD classroom.

My advisor was too busy to help me and generally negative towards me.

I've been teaching for 2 1/2 years, but what I've never had the opportunity to do is observe in a classroom taught by an experienced master teacher in my content area. I think these observations should be built into the alternative certification program in some way. My previous two years of experience were in a district with many challenges, including the loss of several experienced teachers. Since January I've been working in a high-performing district with excellent, experienced teachers, but there's little time during the school day to observe. I think the alternate certification program should actually include money to pay for a substitute teacher for at least 4-6 observations with approved master educators in high performing school districts.

KTIP was a waste of time for a third year teacher. Also, it is not geared toward special education and held no benefit for me.

There was not an option, however this is my second year-alt cert. and I completed both the program and KTIP. I found KTIP to be a very necessary process and I learned a great deal from it. I think it would be an injustice to discontinue this internship. It helped me grow tremendously as an educator.

I think the thing Universities and Districts need to improved upon is helping Alt. Cert. Teachers in their first year become more efficient at running a classroom, and helping them plan and design lessons more effectively. Along with this there is a greater need to explain and help new teachers align those with core content more effectively and efficiently. I, being a very motivated person, worried people to death for information, utilized resources/places like OVEC to be more successful. Every person is not as motivated as me. Had I not been self motivated, I would have been more overwhelmed than I already was. This school year, I was much better prepared, much more focused, and had a better grasp on how to be a more effective teacher. I must say however that last year (my first) I learned much of it the hard way.

KTIP provided me with a mentor/resource teacher, something that would have been very valuable last year.

Coming into this profession with no background in education, administration assumes people know more than they really do and do not do a good enough job supporting not just Alt cert. teachers but all new teachers. There is a genuine fear for new teachers to often ask for help for fear that they will not be re-hired or that they are not doing a good job. That puts new teachers, especially alt cert. people with no educational experience in a bad spot. New teachers should not have to beg for support--it should be provided.

Being given good information does not fix problems. People can only process and retain so much at once. It can be greatly overwhelming and easy to forget valuable information. A mentoring program similar to the KTIP mentor for alt cert. would be highly valuable.

That being said, I think that my previous work experience helps me deliver content from a different perspective, and I have been blessed to be a part of this wonderful program. I have greatly appreciated having the opportunity to finally do something I am passionate about and enjoy. I genuinely love my job and want to continue to grow as an educator. I hope you continue to offer this option as a way for people to get into the profession. Thank you greatly for your time and for asking for my opinion. God Bless.

Because my life situation was such that I needed a higher income, and was already working as a para-educator for many years, this program enabled me to continue doing what I was born to do, just on a higher level. I feel extremely fortunate to my district for providing this tremendous certification program and all the support that came with it.

It has been an extremely supportive experience that I enjoyed and wouldn't have completed had it not been for the support I received from the university staff and district staff.

My teacher mentor was not a teacher. I had an administrator who really did not have the time. I was not able to watch him teach. He was not able to help me very much. It was a lot harder than I thought it would be. I don't regret doing the program, but this year has been very frustrating. Although not frustrating enough that I would quit teaching altogether.

I was previously a building principal, and was granted temporary certification after being hired as DPP. No internship was required; coursework was completed Fall 06 and certification now in place. This program gave me the chance to apply for a position while taking my last class for DPP certification.

This is a great opportunity; however, I had no idea how much work would be required in a short period of time. I had virtually no support my 1st year and thought that I

<p>was going to go crazy!!!</p> <p>The university education advisor has been extremely difficult to work with.</p> <p>The university's paperwork and communication regarding the ALT Route to Teaching needs a lot of improvement. The instructors seem to be well educated and are wonderful to work with; however, the department leadership is terrible! She would not answer our emails or phone calls in a timely manner - sometimes not at all.</p> <p>Many of the students in our cohort are very frustrated with the program at the university.</p> <p>Teaching is such a rewarding career that touches so many children's lives. I feel so fortunate to have the opportunity to fulfill my dream of becoming a special education teacher through the alternative route program. I believe that ALL children CAN learn, and I am blessed to be a part of their learning experience. My College, School, and District have all been very supportive. Thank you for this opportunity. It was outstanding!</p> <p>I have prior education experience with a bachelor's in Elementary Education. This may have made my transition into the classroom a more smooth one.</p> <p>Early in my professional semester, the decision was made by the state to NOT pay the cooperating teachers who were working with teachers-of-record. This move should have been made prior to the start of the semester, not in the middle of the semester. While it did make my work load much easier, I'm not sure that it helped make me a better teacher.</p> <p>This is great program. Having been out of school for such a long time getting it back together, working and worrying was stressful due to my age and now the time constraint for completion of PRAXIS and KTIP. I love my job and want to stay with it so bad, but my scores indicate I must be pinked slipped. I am studying and I know it is all on me. You really should consider giving more time for the PRAXIS without losing your job.</p> <p>Things have ran a lot smoother this past year.</p> <p>Theory is great, but without some practicum, I was lost for a while.</p> <p>The alternative route is a great way for those of us who have a calling from God to get into the education field. I think that other areas besides exceptional education should be open for an individual to pursue a certificate and masters degree without the requirement of being employed by a district. I agree with and support the alternate route program. Thank you for the opportunity!</p> <p>This is my second year and I have successfully completed KTIP. The university advisor was an excellent resource in my first year. I graduated with my Masters from the university in Summer 2006. I had not been observed by my university advisor or my district mentor since the end of the 2005-2006 school year. They were both awesome people and very supportive, invaluable to the program.</p> <p>I did not have a district mentor. The university observer was critical, unfocused, and never helpful. Just a small part of one class (out of seven) university courses directly helped me learn to teach the students I worked with. The other courses were all background information. My team leader, a 30-year veteran, was most important in helping me learn classroom management.</p> <p>I did not realize until the middle of the year that I had lost my social security benefits by becoming a teacher. This fact, coupled with the low pay and poor benefits (compared to my previous career) is the only reason I leave teaching. I'm a mid-life career changer. I won't have enough working years to retire, and I've lost SS.</p> <p>After getting my BS in science the alternative route program seemed to be just a bunch of busy work with no real application to the teaching field. The philosophies that are being taught are wonderful but the classroom environment is changing yet, we are still using methods from decades ago. Things need to be current and students in the program need to be in the classroom to see the "real" things that happen and not the ideal situation that is always talked about during class. Another thing, it would be nice to have those teaching the classes (alternative route) to have experience in the middle and high schools, instead of only having 5 of fewer years before moving on to the university level. The academic achievement of students is very different at these two levels.</p> <p>I think that the University could have done a better job of the courses that were offered. I feel that I would have been more prepared if the University would have given more instruction on how to teach reading to students with specific learning disabilities in reading.</p> <p>The universities and schools require different things to get into a teaching job while attending school. Schools require you to have an emergency certificate from the university and the university wants a TC1 from the school which you cannot get until you have your certificate. They both tell you the other has to give you something and neither one helps you. School districts need to straighten this out because it causes people to lose job prospects due to the process to get hired while in the alternate program. I was extremely frustrated with the whole thing.</p> <p>I believe the alternative certification program should be a two year program that makes you exempt from KTIP procedures. If a person is in the classroom two years and</p>
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<p>the school principal and other administrators have observed the person and has been satisfied with classroom procedures and management. KTIP should not be necessary for completing the program.</p>
<p>The university did not clearly explain the requirements to graduate. I have completed my master's course work and passed the Praxis, but cannot graduated because I have not completed KTIP. I am very upset about the lack of communication on this matter. My district supervisor of employees even checked into the matter and said he did not understand it. This impacts my financial situation drastically.</p>
<p>This has been a wonderful opportunity that would have otherwise never been possible without the ability to work and attend school at the same time. Thank you.</p>
<p>It seems the KTIP Process and requirements could be altered for the alt. cert. candidates. Perhaps only one Cycle should be requires unless there are deficiencies. At times it seemed like a lot of "busy work" and my mentor teacher, university resource, and principal were usually trying to "dig" for something for me to work on for the next cycle. I had already been teaching in that school for 5 years before entering the alt. cert. program. Perhaps experience needs to be taken into consideration.</p>
<p>I had a temp. provisional cert. for sp. ed. My bachelors is in Elem. Ed. so education was not new to me. I was completing my masters with the alternative route program. I feel had I not had the education background that the program would have been much more difficult.</p>
<p>I have finished my KTIP but I will still be in my graduate program for another year. I am confused about what to do from here.</p>
<p>the program has been very helpful</p>
<p>I feel the Praxis exam does not sufficiently prove what kind of teacher I am in the classroom. Therefore, it should not be a requirement.</p>
<p>University programs need to provide better prep for collecting/assessing data to support IEP development and student learning.</p>
<p>I felt that with that the after school Ktip observation hours with my mentor along with faculty meetings. Professional development and college coursework was extremely overwhelming, and does not allow individuals in the program the opportunity to spend quality time on and with other things and people.</p>
<p>Wonderful experience! I've learned so much in the past year just by being thrown into it. This was a sink or swim situation and I'm doing the butterfly.</p>
<p>I honestly believe that this program is too much for a person to handle at the same time they are teaching full time. I think that the school district should be required to give a 3 year commitment to the candidate so that they can observe how this person teaches when KTIP and graduate classes are completed (during the third year). I was not afforded this opportunity by my district. I also believe that my KTIP experience was used to evaluate whether I should be rehired, which I was told by my university resource person would not happen.</p>
<p>A Great Program!</p>
<p>I am not the typical alt cert person. I only needed one more class and student teaching to complete the regular certification program. I have no idea what the "real" alt cert people go through!</p>
<p>The workload in terms of hours required by night classes and travel back/forth to night classes was excessive. At times the assignments seemed like "busy work" and had little to do with my real classroom world. The length and nature of some of the assignments drastically reduced the time and energy I had available to do my job. In essence, the program, which is supposed to make me a better teacher, hurt my students. I addition to feeling exhausted most of the time, knowing that I wasn't able to do more for my students than exist in "survival mode" was intensely frustrating all year long. I would suggest to my professors to screen all of their assignments by one criteria only: will this assignment really make me a better teacher? If so, I'll gladly give it everything I've got. If not, then don't give me the assignment at all! I don't have time for busy work!!!</p>
<p>It was internet based and very flexible for those that worked during the day but lacked real application</p>
<p>I don't recall any special treatment that I received because I was alternative certification. I did have a KTIP mentor teacher and that was helpful and the department at my school is fantastically supportive. I think more observation and support is necessary by the administration and district. Sometimes the support systems are more work than they are worth, so any improvements that would make them more user friendly would be positive.</p>
<p>This opportunity has been a blessing to me! I love teaching and am so thankful I got the opportunity to become a teacher. Had this program not been available, I would have not been able to pursue a lifelong dream!</p>
<p>Best decision I ever made.</p>
<p>My only negative experience has been the incredible pressure place by the time requirements. My husband has been extremely supportive, but I could not have done this if we had children; it would have been too great a sacrifice. I also often felt that I had to sacrifice time that needed to be devoted to my student-related work due to</p>

<p>trying to complete college work (Though my professors were very compassionate about modifying deadlines to help in this respect.</p>
<p>I believe that the alternative certification program is an excellent way to recruit professionals looking for second careers. Professionals who can bring real world experiences into the classroom provides students with a unique perspective they cannot get with a traditional teacher.</p>
<p>I have been very pleased with my university, the support and advice have helped me immensely through this first year. I support and recommend the alternative certification program to all professional adults wanting to serve in the classroom.</p>
<p>The district experience has been fine. I would like to see my university have a shorter program (30+ hours instead of 48).</p>
<p>I am very pleased with my university and district. My experience with KTIP was excellent as were the professors from my school. However, I am not pleased at all with my Praxis scores for test 0542. I am finishing my 4th year of teaching and I am having trouble passing that one test. I have studied and studied, alone and in groups with other teachers who are having trouble. I have a passion for teaching students with special needs and this test does not demonstrate my true knowledge or my abilities to do my job. I do have the knowledge but 1 hour is not enough time to answer 5 response questions, especially when you don't know exactly what will be asked.</p>
<p>Too much busy work with the college, most of it did not help me. It only made me not get things done for my students. Did not have a mentor teacher at all. I am switching into a teaching position where I will be in my content area. I don't feel that I was able to help my special ed students because I didn't know how and I didn't feel anyone had the time to talk with me. My principal was very supportive, but extremely busy.</p>
<p>Received plenty of support via my classes in the paperwork aspect of my job, but could've used more support in the classroom aspect of my job. My first day on the job was the first time I had ever entered a classroom. Most teachers go through student teaching/classroom observations in their prep programs, but alternative cert doesn't allow for this. Would've been very beneficial!</p>
<p>Less esoteric course work and more job specific, like how to plan a lesson, manage a classroom etc.</p>
<p>I have had a positive experience being in the alternative route program. The district has been helpful in answering questions or concerns relating to my job. They provided personal development classes for new special education teachers which was invaluable.</p>
<p>This was a great experience for me. It was well thought out and executed. I worked with some wonderful educators and took some excellent strategies back to the classroom with me. Cudos to you all.</p>
<p>This has been a great year and experience for me. Teachers, as well as administrators, have been very supportive.</p>
<p>The experience has been tremendous and has changes my life. I will always be grateful for the opportunity that has been granted unto me.</p>
<p>I've had trouble with the Praxis PL T. Its very inconsistent and in my opinion cannot fully determine the ability of a teacher given the amount of time to take it.</p>
<p>I enjoyed my KTIP year!</p>
<p>If there were not so many students assigned to each University Advisor, I really feel that we would have a better relationship. However, my advisor had so many advisees that she couldn't even remember who I was. This was terrible for me because I really had no one to turn to in order to have my many questions answered. I simply had to muddle through on my own.</p>
<p>The district provided no initial support. I was just thrown into a class and told to be perfect. The advice offered adversely affected my classroom discipline. The administration came to me only when there was trouble or something went terribly wrong within the classroom.</p>
<p>Overall this is a good program. It is very intense which makes it hard for those that have families. Going to school full time, working full time and dealing with a family is alot. The class schedule I think could have been more family oriented which I think alot of graduate students going into this program look for. My one complaint I had was having to go to school every saturday from 9-4. It was stressful being away from my child and then dealing with the kids in the classroom which I had EBD which made it a tough year for me. Its alot to deal with and alot of deadlines between your job work that is due, school work and any other activities that have to be done outside of school and work you really have to balance it out which that was very hard to do. Overall I have gotten a lot out of this program and hope to be very successful.</p>
<p>The alternative route program has been beneficial and relatively manageable. My experience with the public school system has been disappointing thus far. I don't know how long I will continue teaching. I will continue to teach until my student loans are forgiven, but beyond that, I will be looking for career options that are less stressful.</p>
<p>644 and 636 should be first courses in program.</p>
<p>My only negative experience this year has been with the administration both at my current school and schools that I applied for. They do not understand what provisional certificate means. I was constantly told, we have to hire certified teachers first. I have recently received my letter stating I would not be rehired, because the state requires them to hire certified teachers first. If the administration would accept us a certified teachers the year would have went a lot smoother.</p>

<p>It was difficult completing course work, KTIP, being a first year teacher, and learning as much as I wanted to at the same time. I feel I had a lot of growth this year even though it was overwhelming...</p>
<p>I completed the program in December of 2006. In question #1, "completed the program" was not an option.</p>
<p>I would recommend this program to others.</p>
<p>I would like to thank all individuals who make this program possible.</p>
<p>The administration of my school was very supportive, as were my fellow alt cert colleagues; however, I did here some negative comments from other teachers toward us. These comments were proceeded by an incident with an alt cert student who did not behave professionally.</p>
<p>My alternative route program provided me with absolutely no useful experience in teaching reading and writing (my content area). Thankfully, my resource teacher has a great deal of experience and information which helped me survive this year. Without her constant help and involvement, I would have quit.</p>
<p>I have received a lot of support from other teachers, my mentors, and the administration.</p>
<p>This last year of KTIP has been a very stressful and demeaning time of my life. I actually took KTIP a year earlier than necessary since I had completed all of my program studies. During this last year, I have received nothing but negative feedback from my principal which filtered out to the rest of the KTIP committee. She has made it clear on several occasions without saying it specifically that she has a negative opinion of individuals who come into teaching through an alternative program. She believes that we all need to go through student teaching just as undergraduate education majors need to complete. This last year I did not have a resource teacher who was specifically ECE, so it was hard for my resource teacher to assist me in developing lessons that accommodate special needs. When I compare the field studies that I was required to complete my masters which utilize the KTIP format to the observations that I have received via KTIP, according to my present school, I am incapable of meeting new teacher standards in the first place (which is completely wrong) or there is a bias against me and the way I chose to get my education. Presently, I am appealing the KTIP decision but also because of the district's policy, if a teacher does not pass KTIP, their limited contract will not be renewed. So basically, I am unemployed because I have a principal who does not believe in the alternative route process. There needs to be more out there to support the new teachers who are trying to strive to meet new teacher standards especially individuals who come from another career who would like to spread their knowledge and experience to the next generation. Unfortunately, if I am unable to re-establish my employment with my district or with another district, I will be forced to leave the field of education all together in order to support my family. KTIP either needs to be a more supportive in helping alternative route teachers or public education needs to just not even consider convincing people outside of education to enter into the field.</p>
<p>It is stressful to go through the pink slip process...after a year of working hard, it would be great if the board used principal discretion/satisfactory course progress as determination for pink slipping, rather than making it mandatory!</p>
<p>I feel that KTIP is a lot of work for a full-time teacher and parent of 4. What is the purpose of more hurdles when I have 4 years of undergrad and 2 years of graduate work. I'm just tired of all the needless paper work. Every snow day we had this year I spend in my classroom working on KTIP. I hope whoever makes teachers do this extra work realizes teachers have lives too. I enjoyed most all of my alt cert program with the exception of KTIP. I will never speak well of it to anyone. Just let us teach, please!</p>
<p>This was a very good experience for me. It has allowed me to go back and work in a career where I feel I should be. The experiences after college prior to teaching also gave me a wealth of knowledge to use in the classroom. The two things combined have made me, I believe, an effective teacher.</p>
<p>Too new in program to rate properly</p>
<p>Excellent. I am very pleased with the career change that I have chosen and with the pace of the alternative program. I am satisfied that I was able to be in the classroom while holding a temporary provisional certificate.</p>
<p>The time, money and stress of both, teaching and getting the Alternative certification was not worth it.</p>
<p>I think the alt. cert. program is great, but I think that the college and district needs to be more aware of the needs for the people participating in it. The college has only a few people that actually know all requirements and lots of times the lines of communication gets crossed and students suffer for it. Since I have been in the program I have had 3 to 4 advisors and each one has given me different classes that I need, not to count they were all not aware of what I needed to continue my certification (TC-1). I love the classes and program but I think some training of staff at the college and district level would help. This would prevent the student's form getting frustrated when they get the run around.</p>
<p>This program enabled me to begin teaching while working towards MAT. I was able to fill a need for my school and obtain valuable learning experience. The knowledge I obtained from my classes at the university adequately prepared me for my KTIP experience. I am very thankful for this program. I feel I have a very successful teaching career and will continue to do well.</p>

<p>Thank you for the opportunity to follow my dream of teaching. If I was not able to work and go to school, I would not be able to go into teaching b/c I have a family to provide for.</p>
<p>I'm not sure this survey applies to me since I was already a certified teacher. I went this route for my guidance program.</p>
<p>I do not have an alternative teaching certification. I have a Temporary Provisional Guidance Certification, so I was not sure how some of these questions pertained to what I do.</p>
<p>Due to BOE rules/ regulations, my job is very "iffy", regardless of the good appraisals I have received or the amount of time, energy, and money I have invested in my commitment to teach. This is definitely a negative message being sent to all prospective teachers, especially those of us who are cross-training into this field.</p>
<p>This program is very beneficial. It has been a lot of hard work, but I am learning. I know that one day that I will be a master teacher. This is the best way for me to enter teaching. It is important to be able to support myself while getting my degree. I would not have been able to the other route.</p>
<p>This has been a positive experience for me and the school district is very supportive. The university has provided me with an opportunity to take classes against my work schedule to obtain my teaching certificate.</p>
<p>More observational opportunities, perhaps with a built-in 1 or 2 days of a substitute watching your classes while you spend all day observing "master" teachers.</p>
<p>As an administrator I feel that I was respected by my fellow administrators and by the teachers in the school.</p>
<p>This year went very well for me with teaching. The staff and administration were very supportive. The classes I chose were not hard but there was a lack of communication between the university and myself. I am currently looking to transfer to another master's program to finish my certification.</p>
<p>My most support came from my resource teacher here at my school and then secondly my resource mentor teacher at the university, NOT my university advisor.</p>
<p>I was great and everyone was very helpful</p>
<p>Very helpful in listening and advising about situations.</p>
<p>My first advisor at the university was excellent. After they got rid of her, my next 2 advisors were not helpful at all. I also did not benefit much from my mentor teacher from the district my first year, but did my K TIP year. I really did not like my university mentor for K TIP and hope they are looked at more carefully before being assigned to K TIP. My principal and my mentor both filed complaints about her to the local K TIP person and the university for her unprofessionalism and attitude.</p>
<p>I'm glad I entered this program - I love teaching! Probably the best AND most difficult aspect of the all cert program is the fact that the graduate studies and the teaching position are mutually dependent. In some instances concerns within the university setting cannot be communicated because our jobs depend on our grades. Sometimes it can put us at a stressful disadvantage.</p>
<p>I feel like I had an edge because my degree was in secondary education but if someone came in with no experience whatsoever it would really be hard and overwhelming. Maybe you could do some sort of summer or even spring hours in the classroom or summer camps at the university to see if that is where they should be???? Just an idea.</p>
<p>The cohort is an extremely beneficial program, there are always people to call on for help, and to turn to for moral support and lifelong friendships.</p>
<p>No district or building support at all.</p>
<p>This year at the alternative center I teach in proved to be a very uneasy environment due to the administration in the building. Even though the school was an alternative school, we were directed to care less about the students and to enforce rules that were hard to enforce and was asked to basically undermine some students education by "setting them up for failure" just to get them out of the school. The administration looked the other way when some staff would basically abuse the students. I am looking to move from this situation to one that is more in line with my general attitude of caring for the students first and foremost. The administration, in my opinion, is running a huge risk of legal trouble through the lack of regard for student rights and allowing very physical "corrective" behavior from certain staff.</p>
<p>The bright spot is the educational route the university has designed for my program. The program is very comprehensive and the instructors are wonderful. Only one instructor has proven to be less concerned with the education and more concerned with their private agenda.</p>
<p>Overall my experience has been wonderful at the university and less than stellar at the alternative center. I have continued to try and make a difference at the alternative center, but it seems to have backfired because I would not be more aggressive with the students and would not use the physical aspects of SCM before using the de-escalation techniques. The alternative center is on a collision course with major problems in my opinion.</p>

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Since I had taught for a year in emergency status, some of the course work in the practicum seemed a little like busy work but it did help me focus. I only disliked attending at the alternate class site in east KY since it added significant driving and gas usage time to my commute for weekend classes. I have told them this in my survey at the university. Otherwise, a very worthwhile experience.
I thought the support was wonderful.
Everything was fine
Requirements for KTIP seem to have been created by a bean counter. The end purpose would appear to be to manufacture a paper trail for professionals who have no current in-class experience so they can cover their rear-ends when the Federal and State governments ask for proof of professional development and training. The whole experience seems to be a ridiculous series of hoops that have very little to do with actual in-class applications. Every teacher (and I mean EVERY TEACHER) I talked with all agreed the KTIP experience is a distasteful crock of B.S. that unfortunately everyone has to complete in order to gain certification. I would most likely have this opinion even if most teachers had told me otherwise, due to my own experience. But, it would seem to me that YOU might consider why EVERY teacher, including every teacher I taught with in a different district last year, consider KTIP to be a waste of time, paper and energy! I am sorry for being so blunt, but this is the word on the street.
my district has been very supportive, as well as the university with the exception of one class which I received a D in because there was no way I could do a part of an assignment which the professor did not have her next semester do! This needs to be addressed! Other than that, I love working with special needs children.
My peer teachers have been helpful. Central office has been no help at all in giving me direction or answering questions. There have been no explanations of what is required to fulfill the program from the District at all. Information regarding which Praxis exams to take was not helpful. My first year I did not know what a certification from EPSSB was. With no prior warning I got an email just short of the October deadline telling me to turn in my certification or I would be released. I did not even know what a certification involved at that time, or how to get one. Process of requirement completion is the missing piece of the puzzle. Any one can take classes.
The University I attended should be more informative about Praxis test deadlines, that is when test that are required change. I had a very bad experience of taking two tests, passing them, and finding out that the tests were no longer valid. Therefore I had to take two additional tests, which was very stressful, especially when you pass the first tests you took.
The educational advisor at the university is very unprofessional, unorganized and inconsistent.
This has been a fantastic experience. The university has prepared me well for the classroom.
Received my MAT from the university before the 06-07 school year started, and completed my KTIP in December '06.
The Graduate classes should take place ONLY on Saturdays and/or during the summer. The children we serve deserve our full attention. How can anyone go to school until 10pm and still be wide enough awake to properly service our wonderful kids?
I was an elementary education teacher before entering and alt. cert. program. It helped me sharpen my teaching skills, learn differentiation strategies, and be more reflective in my teaching methodology. I am somewhat disappointed that additional financial assistance isn't given to certified teachers wanting to continue their education and advance their careers in high need areas.
I loved the University aspect of the program I learned sooo much. The classes prepare you for almost everything you might encounter. KTIP was a complete joke and waste of my time. I didn't gain anything from it but a headache. The new University person was unprofessional and unresourceful. The original advisor/mentor I had was wonderful. As far as the KTIP process I had to contact the Dean of Education due to all the mishaps and unprofessionalism in regards to my experience. I hope that action will be taken so that others don't encounter that which I did.
I have had a good year and feel very satisfied with my educational program.
This has been one of the hardest, yet most rewarding years of my life. I love teaching and am looking forward to my second year!
I appreciate the opportunity to earn my teaching certificate in this manner. I am grateful that I will only have 4 classes to complete after obtaining my teaching certificate to finish up my masters degree. This is a plus. However, I was disappointed to find out that I could NOT take any of these four remaining classes during my 2nd spring semester because I have to wait until I have taken my PRAXIS tests. This prolongs the program an additional semester. This is a negative aspect in my opinion. Overall, I am very pleased with the program, highly recommend it to others, and have had a very positive year!
Support from other teachers, staff, and the university was excellent. Support from my principal was non existent until test scores came back and she saw that I did actually teach the children. Many times, without observing me, she called me in to tell me anyone could do a better job and that I did not know what I was doing. After

<p>scores from the PAS came in, life was much easier. I asked for observation by my mentor to ensure that I was teaching correctly. She confirmed it. She confirmed it.</p>
<p>does not count toward tenure</p>
<p>The school districts seem to know very little about the alternative certification program. In addition, there seems to be very little coordination between the universities and the school districts in relation to the program.</p>
<p>I have had a great experience these past 3 years. I love teaching!</p>
<p><b>THE ALTERNATIVE CERTIFICATION ROUTE IS A SAVIOR! THE HELL WITH THE OTHER TEACHERS AND WHAT THEY'RE OPINIONS ARE ABOUT IT! IT HAS BEEN A LIFE SAVER FOR ME AND MY FUTURE! KEEP IT UP!</b></p>
<p>It was very helpful and I have directed other candidates to follow in my footsteps.</p>
<p>For anyone, being a new teacher is extremely demanding especially with only 24 hours in a day. It is my feeling and opinion that the enormous amount of work piled upon new teachers ends up counteracting their ability to teach effectively. If you require new teachers to attend dozens and dozens of PDs, complete dozens of surveys, prepare for observations, and countless other duties that are not directly related to teaching the students that sit in their classroom, the outcome should not be a surprise to anyone. The idea of KTIP is great as is all the other countless ideas, however, the problem is that too many great ideas have unforeseen consequences of watering down a persons ability to focus on the most critical aspect of their job-directly teaching their students. Yes, all of the demands placed on new teachers are in theory supposed to help, but it is just too many unless someone can figure out how to get more than 24 hours in one day. If you do not see this issue, then I challenge anyone to go through the process in this current day where it is all required.</p>
<p>It has been the best thing to happen to me. The university and my administration at my school and district have given me the support I needed to grow as an educator.</p>
<p>I already had a teaching career but the Guidance position came open at my school and I was able to take the position while I worked on my degree because of this program. In some ways, I am more prepared by getting my degree this way because I actually got on the job work experience while I took my classes. I would keep this program. It is very valuable.</p>
<p>Please put all the forms for KTIP into 'Word' so that there is a template that the students can go by to complete their tasks. Thank you</p>
<p>My university mentor &amp; resource teacher were the most helpful. The KTIP principal marked me off for things that she could not give specific feedback and/or suggestions for, which was confusing. She also wasn't very supportive during the process, only very critical. Other than that, I learned a lot from my experience and am happy with the end result earning all 3's!</p>
<p>The college I attended more than adequately prepared me for the teaching profession. I feel confident that I can serve the needs of my students to my fullest abilities.</p>
<p>There needs to be more communication between the district and university about documentation. It was a hassle trying to get in to the program since my district needed a letter of acceptance from the university, but the university needed a letter of employment from the district, each needing their required letter before the other needed theirs. This was an issue for almost a month, and could be done better if there was more communication and cooperation between district and university.</p>
<p>I was thrilled at the prospect of being able to start my administrative career through this program. After teaching 14 years, I was ready to move on and this route provided me the opportunity to incorporate on the job experience as I am taking classes. The resources from university and district support have been so helpful!</p>
<p>The coursework at the university is very challenging and can be very difficult, especially while teaching and managing a family. The timelines for taking and passing the praxis exams are extremely rigid. I'm afraid the current requirements and regimentation will deter many from entering the field of education. I am skilled at teaching students and desire to learn all that I can about being a more effective teacher. The pace of learning and working for me now is extreme, but I am hoping to succeed, nevertheless.</p>
<p>I had a wonderful team of educator's to work with. My Resource teacher/mentor teacher was very supportive. Additionally, my principal was also very supportive and helpful. The university teacher also gave me wonderful support and she made some great suggestions.</p>
<p>Prior to this year my experience with KTIP resource teachers and administrator was not a great experience. This past year (2006-2007) changed the way I felt about teaching and my colleagues. My time at the district has been wonderful and I couldn't have asked for a better faculty, staff and administration. They were extremely helpful and supportive with every aspect of the profession.</p>
<p>My experience has been better than I could ever expect. I love what I am doing now, and I am very thankful for the alternative route program which has made it all possible. The university classes have been hard and very intense at times but I am so thankful that I've had the opportunity to participate. I have learned so much! It has definitely been worth it!</p>

I have not been teaching under a probationary certificate this school year but was during the 05-06 school year. I completed the alt. cert. program for special education in May of 06.

If it had not been for my principal and special ed department taking time to teach me SETs and special education paperwork, I would not be recommended for rehire. I wish they taught us something about paperwork at the university.

This was a relief to finish. I received a good amount of support, but I had to be responsible for following up on requirements and any tests, etc. University and district support were there, but if I did not show initiative to complete the process it would have been more challenging. This is not bad, just something that anyone undertaking this process should be aware of.

I believe that the alternate route to teaching was absolutely excellent. I have been able to get my Masters degree as well as begin my career in which I feel as if I will retire from in the future. I am forever grateful of the program, all the staff at the university, and the school district. I would recommend the alternative route to anyone with a desire to teach