Abstract

The literature indicates the current teacher shortage is one of attrition and not supply. The teacher shortage is not evenly distributed nor is it uniform. Factors such as subject areas, social and economic levels of districts, geographic regions, and ethnicity of the students will affect the composition, distribution, and need for teachers. Alternative certification programs were established to quickly certify teachers, but will these teachers remain in the classroom any longer than the traditionally trained? A self-report survey was used to investigate the attrition and minority certification rates between participants in an alternative teacher certification program coupled with the support from the Troops to Teachers program and those participants in a traditional certification program. A Pearson Chi-Square was used on both research questions. No significant difference between the attrition rates of the two programs was found, and the Phi indicated only a weak relationship between the programs and the attrition rates. There was a significant difference between the minority certification rates of the two programs, and the Phi indicated there was a strong relationship between the programs and the number of certified minorities. The study contributes to the limited knowledge of how attrition and certification rates differ between these licensing programs. There is still research to be conducted in the areas of the components of a quality alternative certification program; the effect teacher induction and funding programs have on attrition rates; and the rates, reasons, and future response to the unequal attrition rates.