TEACHER EFFICACY OF ALTERNATIVE AND TRADITIONALLY CERTIFIED TEACHERS

Abstract
A review of the literature on teacher preparation and teacher efficacy revealed that policymakers and stakeholders are concerned about the efficiency of teacher preparation programs (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009). The two main teacher preparation program methods are traditional certification and alternative certification route programs. However, due to teacher shortages and No Child Left Behind, there has been an increase in the number of teachers certified through an alternative method (Boe, Cook, & Suderland, 2008; McLeskey & Billingsly, 2008; Texas Education Agency, 2015a; U.S. Department of Education, 2011). Although there are advantages and disadvantages to both programs, the research is limited as to which program better promotes efficacy for teaching. The study examined the difference in teacher efficacy between alternative and traditionally certified teachers. Tschannen-Moran and Woolfolk Hoy’s Teachers’ Sense of Efficacy Scale was used to measure the teacher efficacy of 205 teachers to determine if there was a statistically significant difference in teacher efficacy between alternatively certified teachers and traditionally certified teachers, including subfactors such as student engagement, instructional strategies, and classroom management. There were no statistically significant differences in teacher efficacy between alternative and traditionally certified teachers. In addition, there were no statistically significant differences between alternative and traditionally certified teachers in the subscales of teacher efficacy: student engagement, instructional strategies, and classroom management.

Keywords: efficacy, alternative certification programs (ACPs), traditional certification, teacher efficacy, Teachers’ Sense of Efficacy Scale (TSES)