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AN EVALUATION OF THE PERFORMANCE OF
RETIRED MILITARY PERSONNEL WHO
BEGIN TEACHING AS A
SECOND CAREER

by
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A Dissertation Submitted to the Faculty of
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ABSTRACT

AN EVALUATION OF THE PERFORMANCE OF RETIRED MILITARY PERSONNEL WHO BEGIN TEACHING AS A SECOND CAREER

Wendell Edgar Parker

Old Dominion University, 1992

Director: Dr. David I. Joyner

With the increasing shortage of quality teachers, alternative certification programs have become a major source of attracting professionals from other fields and training them for the teaching profession. As a possible source of quality teachers, military retirees represent a large pool of prospective candidates. Despite their experience, and because of their alternative teacher training, the quality of their classroom performance is often questioned by both teacher unions and teacher training institutions.

This study focuses on military retirees who have been trained via an alternative certification and begun second careers as public school teachers. Specifically, this study determines the level of employer satisfaction, identifies

group-wide or special problems, and examines the performance of retired military beginning teachers relative to other first career beginning teachers in 27 areas of beginning teacher competence.

A non-experimental, ex-post design and survey is used to obtain data from the supervisors of 95 per cent of the military retirees who were alternatively trained via Old Dominion University's Military Career Transition Program and currently teaching in public schools in the Hampton Roads area of Virginia. Descriptive statistical analysis is applied to the data received, to reveal the following about retired military second-career beginning teachers:

A. Employers of retired military beginning teachers in Hampton Roads are very satisfied with the overall performance of these teachers.

B. Retired military beginning teachers exhibit no group-wide problems and special problems encountered by some members of this group are limited to the areas of their teacher education/training, relationships with peers, and adaptability to the school environment.

C. When comparing the performance of retired military beginning teachers with other first-career beginning teachers in 27 competency areas, military retirees were able to identify long term goals for a given subject, utilize an effective system for maintaining records of student and class progress, and interact with other teachers, staff, and

administration in a manner which is significantly better than that of other beginning teachers.

Data received on experienced teachers is also analyzed and presented.

Conclusions of this study are that military retirees are a good source of quality teachers, and that alternative certification programs can produce second-career teachers, whose level of performance is equal to or better than that of first-career teachers who received their teacher education via traditional undergraduate programs.

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CHAPTER 1

INTRODUCTION

The 1983 report by the National Commission on Excellence in Education, titled "A Nation at Risk: The Imperative for Educational Reform," served not only as an indictment of our nation's education systems, but also pointed out a clear need for major reforms in curricula, student achievement, and teacher quality. For the past several years, this information on the quality and the quantity of prospective teachers has placed considerable pressure on teacher education in this country. The media, state legislators, leaders in education, and the public, are all concerned with the quality of instruction in our schools (Roth, 1986). In urban schools, most of the students are poor minorities who often lack motivation, and the middle class teacher feels confronted with a significantly different lifestyle characterized by despair and apathy. The need for teachers in urban schools who can provide the much needed motivation in addition to quality instruction, is critical (Berube, 1984).

Scores achieved on standardized tests by students majoring in education rank low on both the SAT and GRE when compared to other major occupational groups (Berube, 1988). The problems of quantity and quality are interrelated in

that as the number of teachers decreases, it becomes necessary to lower the standards for those entering the profession in order to reach those who would otherwise not be qualified (Roth, 1986). However bad this situation may be, it is likely to get worse before it gets better. Many of the teachers currently employed in our school systems were hired in the 1950s and 1960s to support the large numbers of baby-boomer students. This large number of teachers, hired 30-40 years ago will or have reached retirement age in the 1980s and 1990s. These retirements will further exacerbate the shortage of qualified teachers in this country (Guthrie, 1982).

When there is a teacher shortage, the motivation to find more teachers often prompts initiative and innovation which results in alternative approaches to preparing and certifying teachers (Association of Teacher Educators [ATE], 1989). With the encouragement of national and state government officials, alternative programs to prepare teachers have begun to emerge as an area of interest in professional teacher education (Murray, 1989). By 1989, over 2,500 teachers in 24 states had received their teacher training through alternative certification programs, (Tifft, 1989) and in that same year, President George Bush, in a speech given to a joint session of Congress gave a strong endorsement to alternative teacher training programs for

bringing "fresh talent into the teaching profession" (Murray, 1989).

In 1985, the Virginia State Board of Education called upon colleges and universities to develop alternate routes to teacher certification. Working with local school divisions, these institutions of higher learning were challenged to design programs for mature individuals who wanted to change careers and enter the teaching profession (Shannon, 1990). Three years later, the "Military Career Transition Program" was established at Old Dominion University. This field based masters degree program that leads to teacher certification was designed primarily to attract retiring military personnel who desire to enter teaching as a second career. Since its inception, the Military Career Transition Program has placed approximately 65 military retirees in south eastern Virginia classrooms (Wyndham, M. personal communication, February 17, 1992).

Statement of the Problem

As a possible source of quality teachers, military retirees represent a large pool of prospective candidates. With approximately eight thousand officers retiring each year, their experience covers a wide area of subjects including mathematics, science, computer and other technical skills (Naval Military Personnel Command [NMPC], 1990).

Many retire from the military at the peak of their productive lives. Most have taught formally, and they possess useful leadership and organizational skills characteristic of successful military careers (National Executive Service Corps, [NESC], 1987). But does this experience coupled with the completion of an alternative certification program result in teachers who are capable of performing well in a classroom of today's urban youth? Opposition to alternatively prepared teachers comes from both teacher unions and teacher training institutions, who perceive it as a threat to their professions. Their arguments usually stress the importance of extensive professional training and attack the perception that anyone with a command of the subject matter can be a teacher (Roth, 1986).

The focus of this investigation will be on military retirees who have been trained via an alternative certification program and begun second careers as teachers in any one of the cities located in the Hampton Roads area of Virginia. Specifically, this research will examine this population group in regard to: (a) how well they perform on essential teaching behaviors: (b) how satisfied their employers are with their overall performance, and (c) any special or significant problems encountered by this group as second-career beginning teachers.

Research Questions

Three research questions will be examined in this research. They are:

1. To what degree are the employers of retired military second career beginning teachers satisfied with their performance?
2. What, if any, are the special or group-wide problems of retired military second career beginning teachers as identified by their employers?
3. How well do retired military second-career beginning teachers perform on essential teaching behaviors, compared to beginning teachers who are not military retirees?

Definition of Terms

For the purpose of this study, the operational definitions are:

1. Alternative certification program: Any significant departure from the traditional undergraduate route of teacher education programs in colleges and universities.
2. Beginning teacher: Any first or second year teacher who is a first time applicant for teacher certification.
3. First career: That profession an individual pursues immediately upon completion of any appropriate

undergraduate course of study which culminate with the receipt of a degree.

4. Military retiree: An individual who has served 20 or more years of active service in the armed forces of the United States and who currently holds an U.S. Armed Forces retired personnel identification card.

5. Second Career: That profession an individual pursues after retiring or changing from a first career.

Significance of the Study

Teacher shortages and public discussion about the quality of teacher education have instigated the recruiting of teacher candidates from non-traditional sources and the implementation of alternative routes to teacher certification in several states. But these programs and those who complete them are not without criticism. Advocates of alternative certification programs maintain that teachers who are products of these programs more than make up for their perceived lack of pedagogical training with their knowledge and enthusiasm. Critics, on the other hand, are concerned with placing unqualified but well intentioned individuals in the classroom (Mangan, 1990). The concerns of both groups appear valid. Clearly the major strengths of alternative teacher certification programs lie in the wealth of experience and subject matter knowledge

base which the participants bring to the program. The potential weaknesses of these programs involve time limitations and the possible lack of emphasis on pedagogical knowledge and development of reflective processes (Marchant, 1990).

The opinions of beginning teachers and principals appear to support both views. While indicating no problems in the area of subject matter knowledge, they identify organizational problems and classroom management as key concerns (Tulloch, 1986). The growing knowledge base in these areas contains contributions from research on specific teaching and learning behaviors and skills, child development and cognition as well as teacher thinking and strategies (Marchant, 1990).

There is little data, however, on the transition success of second career students as they move from their first career to student then to teacher, or how they perform, and problems encountered in adjusting to their roles as teachers. In order to resolve the issues of quality and quantity in the teaching profession, educators and policymakers need to know if second career teachers are viable candidates to fill the shortages which exist in our nations schools. Additionally, the impact of teachers trained via alternative programs on the quality and quantity issues must be assessed (Madfes, 1991). While studies have

been conducted regarding the performance of second career beginning teachers in urban elementary and secondary schools, none of these studies have investigated the performance of military retirees who, as a group, may bring to the classroom a unique set of experiences. Studies investigating the performance of these individuals have been conducted at the junior college or vocational school level (Chase & Tennant, 1986; Roueche & Hurlburt, 1986). One study which involved military retirees who began second careers as teachers was conducted in rural North Carolina (Hawk & Schmidt, 1989).

In an attempt to shed some light on the aforementioned quality and quantity issues, determine the level of employer satisfaction, and identify any specific group wide problems, this study will focus on military retirees who begin second careers as teachers in urban and suburban elementary and secondary schools.

Assumptions of this Study

For the purpose of conducting this research, the following assumptions are made:

1. Respondent supervisors have a basic knowledge of beginning teacher areas of competence.
2. The measurement instruments are appropriate to measure the behaviors being investigated.

Limitations of the Study

This study was restricted to those supervisors and employers of retired military second-career beginning teachers who were employed in the southeastern Virginia cities of Norfolk, Portsmouth, Chesapeake, Virginia Beach, Hampton and Newport News. Supervisors or employers of retired military second-career beginning teachers in other regions were not sampled.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter presents a review of literature that pertains to the subject of this study. Although many articles exist on the subject of second careers and midlife career change, most of the relevant literature on retired military personnel who begin teaching as a second career was written as a result of the 1983 report "A Nation at Risk: The Imperative for Educational Reform." This paucity of literature provided a catalyst for review in other related areas and adds to the significance of this study. Relevant literature on midlife career change and second careers teachers is first presented as a background for this study. Literature relevant to the research questions on employer satisfaction, problems encountered by second career teachers, retired military personnel, and beginning teacher competencies and performance appraisal, is also presented.

Midlife Career Change/Second Careers

Midlife transition is defined as a passage from one state or place to another, a process of change or a turning point from one subject to another. The two important dimensions of midlife transition appear to be the sense of

control in choosing alternatives as perceived by the individual, and the capacity to grow, learn, and develop in knowledge and skills which provides opportunity for the individual. A midlife career changer can be defined in several ways. Basically, they are career changers between the ages of 35 and 60 who embark on a new career because the old one is finished or who change from a successful career track of about ten years duration and move into another occupation which is quite different from the first (Ackerman, 1980).

A 1985 study for the Wellesley College for Research on women defines career transition as moves both within a given occupation, and from one occupation to another. Looking primarily at women between the ages of 35 and 54 this study examined, among other things, midlife career transitions in general and in typically female occupations such as nursing and teaching. Utilizing a descriptive survey, this study found that the profile of the career transitioner in the early 1980s was a 37 year old white middle class female with a bachelor's degree who is married with children between the ages of 6 and 18, and lives near a large city. Although this study dealt only with women, the differences in career transitions by sex are relatively small compared to differences in age, and transition rates for both women and men decline with age (Fields, 1985).

With the realization that "midlife career change" occurs, factors which motivate the change to teaching as the second career should also be considered. Aside from obvious external reasons, such as retirement from the military, several internal and personal reasons can contribute to choice of teaching as the second career. These internal reasons can include self-improvement, the enjoyment of working with young people, the decision to just try teaching, thoughts of doing a better job, fulfilling a long seated desire or simply looking for a challenge. Personal reasons include a job with less pressure, more free time, different work hours or a desire to work closer to home. Concern for job satisfaction, which is usually high, often appears related to the motivational factors of challenge, increased responsibility, achievement or recognition, and a sense of personal growth (Harris & Wittkamper, 1986).

The motivational factors which influence the choice of teaching as a second career appear to be the same for both men and women and for young and older career changers. Freidus (1989) conducted in-depth case studies of two men and two women from different age levels as they left successful first careers and progressed from preservice students to the status of novice teacher. From her analysis of these case studies, she found indications that for each of these subjects the motivation to choose teaching as their

second career was rooted in a world view made up of values and attitudes which are shaped by the home and school experience of early years. Close relationships with parents who were supportive of their childrens' choices were particularly motivational. Other motivational factors uncovered in this study which also contribute to the selection of teaching as a second career include attitudes towards education, developmental needs, feelings of career achievement, and the desire for autonomy and challenge.

To help career changers and their transition to a second career in teaching, a few major corporations have instituted unique programs that provide financial incentives for potential retirees to begin second careers as vocational or technical school teachers. In his survey of these programs, Knight (1987) found that the advantages of these particular programs are numerous for all parties and the implications of second career programs in general is the considerable potential they offer for recruiting quality faculty members.

Alternative Teacher Certification

For the transition from first to second careers, alternative certification is seen as the most viable method of attracting academically able individuals from what are considered non-traditional sources into the teaching

profession. In order to ensure the high quality of those who enter the teaching profession via alternative certification, the programs must be designed in relation to, and consistent with, clear purposes, goals and objectives of education. Additionally, they should be rigorous, designed with the utmost integrity and provide for: (a) selective admissions standards; (b) a strong theoretical base; (c) stringent pedagogical training; and (d) an internship program of demonstration, practice, and feed back as well as actual classroom application. Individuals who ultimately complete programs of alternative certification should be able to meet the same essential and basic standards established for those who enter the profession via traditional routes (Patton, 1985). The development and expansion of alternative certification programs also requires increased involvement of teacher educators with local school districts and state departments of education to assure that those certified via this route are the best individuals employed to teach. In this regard, quality control of alternatively certified teachers is not a direct or exclusive responsibility of teacher education, but a joint responsibility which also includes the employing school district and the state (Erekson & Lowell, 1985).

Alternative certification programs whose primary goal is the attainment of standard teacher certification usually

share several key characteristics. They: (a) allow individuals to enter the classroom prior to completion of the standard requirements; (b) may not require full preparation in order to achieve certification; (c) accept nontraditional students such as those with a bachelor's degree with experience in business, industry or the military; (d) substitute nontraditional or accelerated programs for traditional teacher preparation programs; and (e) are established through state policy. In developing alternative certification programs, five major issues need to be addressed in order to enhance the credibility of such a program. The first of these is eligibility requirements. High academic criteria for program candidates enhances the quality of the participants. The next issue, pre-classroom preparation is particularly critical because once candidates enter the classroom, they then become responsible for the actual education of students. Continued training and supervision, to guide and assist the program participant, constitute another critical issue in addition to an evaluation which measures participant progress and provides feedback on program operation. The final issue which should be addressed is that of the actual certification which is the ultimate purpose of the program (Roth & Lutz, 1986).

Once the goals and objectives of an alternative certification have been formulated and the key issues have

been adequately addressed, the next consideration should be that of program style. Differences in age and experience between first and second career teachers such as military retirees may necessitate a program whose design is different from the normal undergraduate teacher education program. Madfess (1989) provides valuable information on what alterations to teacher preparation programs would be needed in order to better accommodate the older second-career person.

Her two year study, which was conducted in three states, focused on the first year experience of second career teachers and produced several pertinent findings. She found that second-career teachers: (a) were less tolerant of bureaucracy than when they were undergraduates; (b) were more interested in the practical aspects of their study; (c) were proficient in the content area of instruction; (d) required more support during both the preparation program and the induction year; and (e) felt that student teaching was the most useful part of the program. She also found that in order to better prepare the career transition individual, many areas of teaching need to be addressed during the preservice preparation (Madfess, 1989).

In 1989, the Association of Teacher Educators (ATE) Commission on Alternative Certification was established and

charged with writing standards for the nontraditional teacher certification programs. In order to carry out this assignment, the Commission first conceived five conditions upon which its recommendations would be based. These conditions were: (a) legal state sanction of teacher licensing programs; (b) the empowerment of local school districts to select, hire, and recommend alternative candidates for certification; (c) the intention of alternative programs to select or recruit college graduates other than those prepared via regular teaching education programs; (d) the requirement for hands-on professional preparation and on-the-job training with supporting workshops or courses; and (e) the establishment of school-based programs which may or may not include the cooperation or participation of universities (ATE, 1989). The recommendations of the Commission to the ATE (1989) which most directly affect a military retirees' successful completion of an alternative certification include:

1. Beginning teachers need a broad program of general-liberal studies common to all college graduates that prepares them for lifelong learning and for citizenship in a democratic society.
2. The state examinations in basic skills required of students in regular teacher education programs should be required of candidates in alternative certification programs.

3. The state tests of subject-matter proficiency required of regular teacher certification candidates should be required of alternative certification candidates.
4. Candidates for alternative certification programs should be screened on the basis of more than test scores and transcripts: personal interviews, structured to assess a candidate's orientations to the nature of teaching, the nature of students, and the goals of the school, must be part of the selection process.
5. The process of selecting candidates should include an interview that involves highly qualified teachers.
6. The process of selecting candidates must include an analysis of their career and work histories, the type and the natures of their previous careers, their performance in former jobs, periods of employment (and unemployment), unexplained periods in work histories, incarceration, hospitalization, and other conditions and characteristics.
7. Alternative certification candidates should be evaluated using the same criteria applied to other beginning teachers.

Marchant (1990) identifies other areas within the teaching-learning process which he feels need to be

addressed by alternative certification programs. One potential weakness of these programs, he indicates, is the failure to develop reflective processes in beginning teachers. Here, the role of "reflection" is defined as a means to an end rather than an end in itself. The expert teacher, when developing expertise, uses reflection in the form of analysis and sythesis of pedigogical knowledge, subject matter, and classroom events in order to establish successful routines, then looks for a match when confronted with a classroom situation. Thus, if the goal of a teacher preparation program is to develop teachers who have the potential to become experts, efforts should be made to develop the reflective process. Videotaped teaching vignettes and observing teachers in classrooms are recommended ways of providing reflection training, and case studies, role playing, and teaching laboratories would provide the necessary means for practice and making adjustments to teaching strategies.

Having outlined the requirements for, and components of alternative certification programs, their strengths and weaknesses will be reviewed next. This review will also include discussion of the teachers trained by these programs.

The Results of Alternative Certification

Because differences in the classroom performance of teachers may be attributed to the preparation process (Hawk & Schmidt, 1989), a review of literature relevant to the performance and problems of alternatively certified teachers should also include information of the programs themselves.

In 1984, the Texas reform legislation was passed and it included a requirement for the State Board of Education to provide an alternative route to teacher certification for those who were not graduates of teacher education programs. With the exception of a test for professional development and a one year supervised internship, persons taking the alternative route would be required to pass admission and certification tests required of other candidates (Barnes, & Others, 1989). Designed, in part, to address the shortage of teachers, the first alternative certification program was implemented during the 1985-86 school year. Approximately 16% of the new teachers in Texas received certification via the alternative route (Wale & Irons, 1990).

During the school year 1986-87, with nine programs approved throughout the state, a qualitative study was conducted. Barnes et al. (1989) identified strengths, weaknesses, and problems which were unique to each program and common to them all. Strengths common to all programs included the following:

1. The programs attracted highly motivated, enthusiastic individuals.

2. The participants were usually more mature than other first year teachers.

3. A consistently high percentage of alternative certification interns passed the certification tests compared to traditional route candidates.

4. Based on the performance of the interns, negative feelings often initially expressed by principals and supervising teachers were often reversed before the end of the school year.

5. Comparing the scores on standardized tests for students in interns' classrooms to students in classrooms of other beginning teachers provide some evidence that the interns were at least as effective in the classroom, as beginning teachers entering through the traditional route.

Weaknesses which were common to all programs included the following:

1. Communication with those who seek information about the program needed to be improved.

2. Training schedules were not adequate in some cases which resulted in interns not being ready for classroom assignment on the first day of school.

3. The orientation of supervising teachers to the new program and its requirements was insufficient.

An evaluative study conducted during the 1988-89 school year produced similar results. With the assistance of Alternative Certification Program directors, Wale & Irons (1990), surveyed eight of nine implemented programs, analyzed the data, with SAS statistical descriptive procedures and reported the results as frequencies and means. They found:

1. Over 75% of the respondents indicated a conscious decision to change careers or seek a second career.
2. The Texas Alternative Certification Program had, by its nature attracted a larger percentage of more mature individuals than traditional undergraduate programs. Nearly 70% of the respondents were between the ages of 25 and 40.
3. Nearly 59% of the respondents reported an undergraduate grade point average of 3.0 or better. The minimum state requirement is 2.5.
4. Almost 95% of the respondents reported a perception that their principals had a positive attitude about alternative certification programs and the teachers they produced.
5. More than 85% of the respondent administrators themselves indicated a positive attitude about the program.

After studying the Tarleton Model for Accelerated Teacher Education (TMATE) at Tarleton State University in Texas, Littleton & Others (1989, p. 3) described this

program as "combining the best aspects of traditional and alternative certification programs." In a collaborative effort by university and school districts, applicants are screened, and intern training is conducted. Applicants are required to have at least a 2.75 grade point average in a baccalaureate degree with sufficient credits in a major or minor to qualify for a teaching field, pass an academic skills test, and meet the requirements for admission to the graduate program at Tarleton. The local school district conducts additional screening interviews of applicants to fill an instructional position within the district. Applicants must be accepted by both the university and the school district, and despite serving as a teacher of record in the school district, the internship is fully recognized by all parties as a period of professional development and learning. Other components of the TMATE include a six to twelve week pre-internship program of intense professional development, and a three week laboratory school which provides hands-on teaching experience. Successful completion of the summer program is a prerequisite for entry into internship in a public school.

The internship is jointly supervised by the university and the sponsoring school district which provides a mentor and assumes the primary responsibility for the professional development of the interns. State regulations assure

mentors are the highest caliber of teachers and these mentors, who serve as a sponsor and an advocate for the interns, are a key ingredient in the overall success of the internship. A university faculty member, who serves as the liaison between the intern and the school district, makes scheduled observations of the classroom performance, conducts follow-up discussions with the intern and consults regularly with school officials and the mentor to ensure that the professional development of the intern is proceeding on schedule (Littleton et al. 1989).

As the result of his study of the results of the TMATE, Littleton et al. (1989) found that when comparing interns of the alternative certification program to other beginning teachers, the performance of TMATE interns was consistently equal to or better than most other beginning teachers.

When their performance was evaluated in relation to the criteria of the Texas Teacher Appraisal System, (TTAS) the TMATE interns were rated "better than most other beginning teachers" in 41.7 percent of the evaluations submitted by school principals. When evaluating intern performance relative to the programs's 1986 goals, 50 percent of the responding principals indicated "better than satisfactory," and 49 percent indicated "satisfactory."

The Texas Teacher Appraisal System (TTAS), used by the school districts for actual teacher evaluation, was again

utilized, this time according to the teacher evaluation governing policies, to further evaluate TMATE interns. Overall summary performance on the TTAS is classified on an ordinal scale ranging from the "low category of unsatisfactory, to below expectations, to satisfactory, to exceeds expectations, to the highest category, clearly outstanding" (Littleton et al. 1989, p. 7). In order to successfully complete the TMATE program, interns must receive an overall rating of at least "satisfactory" on this evaluation. In the 1987-88 school year, 69 percent of the interns received evaluation ratings in the "exceeds expectations" category, and at the date of this study, no intern had received an evaluation below the satisfactory category.

On the examination for the Certification of Educators in Texas, TMATE interns have maintained a one hundred percent pass rate since the programs' inception in 1986. In all but three instances, these passing scores have equalled or exceeded the state average. This type of success rate is matched by very few other teacher education programs in the state of Texas.

In their study of the L.S.U. program, Cooper-Shoup & Miller (1988) collected and analyzed demographic and career choice data of 155 students admitted to the program. They also collected data regarding the program specifics. Their

findings revealed that the clinical component of this program was essential. The supervision exercised, the training provided, and the confidence gained by the interns could not, they felt, be brought out through any other means. They also indicated that the education coursework, subject area expertise, and the clinical experiences were the key components to the success of students of this or any alternative certification program.

In 1985, Memphis State University initiated two graduate level teacher preparation programs, both of which were designed to utilize mentor support and internship experiences to prepare secondary school teachers. Thus, in addition to the baccalaureate program with a full day, 10 to 12 week student teaching program (student teaching model), the university also had the phased internship model which was a master's degree program with a three phase, extensively mentored nine month internship, and the immersion internship model which was a 12 month, post-baccalaureate, alternative teacher certification program with an extensively mentored nine month teacher-of-record internship (Etheridge & Others, 1988).

While all three of Memphis States' secondary teacher certification programs emphasized occupational socialization (the process through which the prospective teacher learns the culture, norms and role behavior of those already in the

profession), these programs offered differing approaches to attaining this goal. The baccalaureate program, which requires the completion of coursework and coordinated field experience prior to the culminating 10-12 week student teaching experience during the final semester, emphasizes experiential learning in field settings with laboratory or field requirements in most professional courses. The actual student teaching is a gradual process where the student teacher begins observations of the assigned classroom teacher, and moves to the assumption of all teaching responsibilities including the design and implementation of instruction (Etheridge et al. 1988).

Interns in the alternative certification programs differ from the traditional teacher preparation students in that they already hold baccalaureate degrees and have not completed all pre-service requirements nor student teaching when they assume the teaching roles in their internships. According to Etheridge et al. (1988) these interns "possess provisional certificates, have responsibilities typically associated with experienced teachers and are in their beginning teacher year on the Tennessee Career Ladder" (p. 4). Because these programs are designed to attract high quality individuals from other professions, they exhibit unique features designed to modify the types of experiences normally associated with beginning teachers. These features

include the encouragement of more analytical-reflective approaches to learning and teaching, and the assignment of mentors who provide systematic and extended assistance for at least one school year. The major differences in the internships of the two alternative certification programs lie in the time it takes to assume responsibility for the instruction of students. In the Phased Internship model the intern is placed in different schools during each of three phases and the move to assumption of responsibility is part time and gradual. In the Immersion model, the intern starts off serving as a regular teacher with a reduced teaching load and is expected to assume other teacher responsibilities such as extracurricular activities.

Investigating the effect of the type of teacher preparation program on students' view of their internship/student teaching and school related components, Etheridge et al. (1988) collected ethnographic interviews and observations from 97 interns or student teachers completing one of three teacher preparation programs at Memphis State University in 1986-87. Fifty student teachers (ranging in age from 21 to 48 with a median age of 25), 30 phased interns (ranging in age from 22 to 56 with a median age of 38.5) and 17 immersion interns (ranging in age from 24 to 50 with a median age of 32) were utilized.

While Etheridge et al. (1988) found none of the

programs to be superior to others, they also found:

1. The three groups were not found to differ in their levels of involvement in instructional implementation activities, instructional recordkeeping activities, and instructional preparation activities. All groups reported high levels of participation in these activities.
2. Significant differences between groups were observed for non-instructional activities with student teachers and phased internship students reporting significantly higher levels of participation in observations of classroom instruction and observations of non-instructional activities.
3. Total immersion interns reported significantly more participation in parent conferences and school and department meetings than the other two groups.
4. Subjects in the phased internship reported significantly lower levels of talking with other teachers in the school than did student teachers or interns in the total immersion program.
5. Subjects completing the immersion internship viewed their experience to be significantly more tense than did those completing student teaching or the phased internship. Younger (under age 30) interns in the immersion model were more likely to report feeling lost

thus this model may not be appropriate for younger entry-level teachers.

6. Student teachers and phased internship students viewed their classroom teacher monitors as significantly more helpful than did immersion intership students.

7. Student teachers viewed schools, teachers, and their students more positively than did the teaching interns. The two internship groups were not found to vary significantly in their perceptions of these factors.

8. Student teachers rated the schools as significantly more organized, and less authoritarian than did total immersion subjects.

9. Student teachers viewed their students as being significantly more responsible and cooperative than did the total immersion interns and significantly more interested than did either of the two internship model groups. The two internship groups did not vary.

10. Student teachers viewed school environments as more academic and facilitating. The two internship groups did not vary.

11. Variations of perceptions observed consistently found the 4-year subjects (student teachers) to be more positive toward the schools. The two internship groups while less positive than the student teaching group,

did not differ. Findings suggest that the extended time period of the internships, less opportunity for student teachers to be fully inducted into the roles and responsibilities of teachers and the total life of the school, and age differences may be factors contributing to the variations noted. While not explored here, it is possible that 4-year subjects' socialization experiences in the 4-year program with extensive field experience may also be a factor responsible for the more positive views reported.

(p. 20-22)

In response to a shortage of mathematics and science teachers in the state of West Virginia, a consorted effort by West Virginia State College, West Virginia College of Graduate Studies and the West Virginia Institute of Technology, was put forth to design an alternative teacher certification program. To capitalize on a pool of highly qualified scientists and technical personnel released from the local chemical industry during the summer of 1986, the Field-Based Training Program (FBTP) was piloted during the following school year to determine whether talented second career adults could be attracted into teaching by an alternative field-based delivery system (Securro, Nicholson & Dockery, 1989).

In studying the second year of the FBTP, the researchers found that some interns experienced difficulty in adjusting to the school environment due to differences in the intern's expectations and the present day reality of student's attitudes, motivation and discipline. As a result of their study, one relevant recommendation made by Securro et al. (1989) was:

Academic and field preparation in professional education is critical to assure that beginning teachers have demonstrated the competencies necessary for effective teaching. (p. 16)

At Georgia State University, the faculty developed an alternative certification program to help meet the need for teachers of mathematics, science and foreign language. Candidates for certification via this program were required to meet standards set by Georgia Department of Education which included a degree from an accredited college or university, an overall grade point average of 2.5 on a four-point scale, passing the state's Teacher Certification Test, and completing a one year supervised classroom internship in their specific teaching field.

The curriculum of the Georgia State University program, based on a design which integrated the three themes of pedagogy, the process of teaching, and the nature of the

student, was planned and implemented holistically by a staff of four G.S.U. professors, a high school teacher and several consultants. The program content consisted of a summer institute component, which contained six weeks of intensive pedagogical coursework and a one year internship where the participant served as a full time teacher under the supervision of a mentor teacher in the same school as the intern. Upon completion of the internship period, the participants were eligible to receive a nonrenewable teaching certificate. They had three years to meet the criteria of the Georgia certification guideline for a renewable teaching certificate.

Studies conducted on the 1988 Georgia State University Alternative Certification Program found the program is "producing teachers whose teaching attitudes parallel those who received certification through traditional programs" (Hassard, 1989, p. 20). Sisk's study (cited in Hassard, 1989) found no differences with regard to personal teaching efficacy and teaching efficiency between teachers who were certified through regular undergraduate programs and those certified through alternative certification programs.

Retired Military Personnel as Teachers

As early as 1958, increasingly critical shortages of

fully qualified science and mathematics teachers for the high schools were pointed out in reports of the U.S. Office of Education, the National Science Foundation and the President's Committee for the Development of Scientist and Engineers. To avoid this crisis and investigate the possibilities of utilizing retired personnel with critical skills, the Public Management Research Institute (P.M.R.I.), funded through a grant from the National Science Foundation, conducted a study of retired armed forces officers. Having targeted this group as relatively easy to identify, whose whereabouts were known and whose population was known to contain large numbers of college graduates who might be expected to have majored in mathematics, science, or engineering, the study was initiated to determine the number of potential mathematics and science teachers in this group.

Selecting a field of study which consisted of officers who were 62 years old or younger, retired after 1951, and who had a 30% or less disability, 8,833 questionnaires were mailed to retired officers who met these requirements. The survey questionnaire was one developed through the joint efforts of the Department of Defense, the U.S. Office of Education, the U.S. Department of Labor, the National Science Foundation and the Advisory Council which was appointed to help formulate plans and to advise on the survey conduct and results. The survey instrument was

tested using a limited number of retired officers and subsequently approved by the U.S. Bureau of the Budget (Public Management Research Institute, 1958).

After reviewing the results of the 2,442 questionnaire responses and other information available to it, the Advisory Council's conclusions and recommendations by P.M.R.I. (1958) state:

That the retired officers comprising this important teaching resource should be encouraged to teach high school science and mathematics and other critical subjects by--

Bringing the need for science and mathematics teachers to the attention of all qualified retired officers and particularly to those officer about to retire.

Providing information to such officers on specific teaching vacancies.

Making available to such officers, courses in instruction necessary to increase their teaching proficiency and to update their subject matter knowledge.

The Advisory Council recommends:

- I. That the Department of Defense disseminate information to the constituent services about the critical need for high school science and mathematics teachers.

II. That the National Science Foundation provide the necessary financial assistance to make it possible for retired officers to prepare for a post-retirement career as a teacher through appropriate refresher courses.

III. That those responsible for certifying high school teachers take cognizance of the qualification of retired military officers.

IV. That those responsible for obtaining and certifying high school teachers be encouraged to utilize retired officers as teachers.

V. That copies of the report be disseminated to all interested groups and organizations. (p. 4-5)

The growing need for junior college teachers prompted Wurster (1969) to examine the characteristics and potential sources of new teachers for those institutions. He found that the majority of faculty teaching at junior colleges at that time came from high schools, universities and other colleges. Citing business and industry as other sources of teachers, this author made what could easily be one of the earliest suggestions that retired military personnel might be a potential source of teachers.

In 1968, Roueche & Hurlburt who were also studying junior college teachers, reported on a Florida survey which

investigated the professional effectiveness of retired military personnel who taught in public junior colleges.

The study found that retired military personnel:

1. Do not differ significantly from career teachers in the estimation of administrators.
2. Function in an "average to above average" fashion in the performance of professional duties.
3. Accept favorably the purposes of the junior college, and in certain junior colleges they accept these purposes much better than do career teachers.
4. Are qualified for a variety of teaching areas, depending on the background and experience of the individual, but these individuals are especially well qualified for the science/mathematics area.
5. Are favorably accepted by students and are considered to be average or above average in comparison with career teachers.
6. Would improve their chances of being employed if they attended graduate school before applying for teaching jobs.
7. Experience very little difficulty in making the transition from military life to academic life.

(p. 25-26)

In order to provide information for and about military

retirees and to bring together the supply of potential vocational education teachers with vocational educations continuing demand for teachers, the National Center for Research in Vocational Education conducted an investigation which focused on obtaining data about potential military retirees and about shortages of vocational educational teachers. This investigative effort was also directed at finding possible links between vocational education teacher placement officials and military preretirement programs, and provides the counselors of these programs with materials and information designed to encourage military retirees to choose vocational education as their second career.

Barriers to employing retired military personnel as vocational education teachers are discussed, and notable among these was the possible lack of hands-on experience, hindrance of teacher certification, and the possible reluctance of military retirees to enroll in academic certification programs when they can readily obtain employment in business or industry without additional preparation. Conditions which could provide outweighing incentives might include previous military teaching experience and eligibility for continued education benefits that would cover all or part of the cost of the education for teacher certification (Chase & Tennant, 1986).

After years of experience with retired executives, the

National Executive Service Corps (NESC) recognized that a valid and sustaining solution to shortages of qualified mathematics and science teachers might be found in the qualified professionals who retire from industry and the military. With a grant from the Carnegie Corporation of New York, the NESC conducted a feasibility study in 1986 to determine to what extent this group of retirees would be interested in teaching as a second career. With the help of the Educational Testing Service (ETS), more than 7,500 survey forms were sent to individuals in the Army, Navy, and seven leading corporations. The return rates were 64% for the military and 56% for industry and totaled more than 4,300 responses (National Executive Service Corps, 1987).

Data gathered from the military and employee survey reported by NESC (1987) found the following:

All respondents have at least one degree in a technical discipline - close to half have advanced degrees - over seven percent have doctorates.

One-third of industry respondents stated a positive interest in a post-retirement teaching career - 53% had considered a teaching career - 75% are willing to prepare if allowed time.

Military respondents were even more positive - 41% expressed definite interest in post-retirement teaching - 75% had considered teaching - 76% are willing to prepare if allowed time.

An additional 38% of each group of respondents, although not yet fully committed, were willing to consider the possibility - only 28% showed no interest. Most who said "yes" to exploring a teaching career have already had some form of teaching experience - about 60% of industry and 75% of military respondents have already taught for two or more years - about three percent are already certified to teach in some state. Industry respondents typically contemplate a second career of about five or more years - while those from the military, being younger, expect to pursue a second career for 13 or more years.

Attitudes toward the teaching profession are highly positive. While three-fourths would be willing to do whatever is necessary to meet certification requirements if given release time, most would be more likely to enter teaching if the certification requirements were eased. (p. 1-2)

In order to determine the attitudes of academicians, teacher's organizations and certification regulatory bodies, numerous meetings and discussions were held with those groups. NESC also surveyed 166 district school superintendents to determine their needs and receptivity to the concept. Forty two percent responded, and the

significant findings of all these activities, also contained in the NESC (1987) report, were:

Sixty-five out of 70 district school administrators indicated considerable interest and support for the NESC strategy. Six of eight industry locations anticipate a need for math and science teachers over the next five years.

Recognizing the urgent national problem, both military and corporate employers are supportive of the proposal for preparing their employees to pursue post-retirement careers in teaching. There are some obstacles - such as release time for student teaching - but most are optimistic these can be overcome.

Institutions for preparing teachers, as well as accrediting bodies, while insisting on preserving their high standards, are receptive to considering alternative programs for second career teacher candidates. (p. 2)

Negative comments expressed by these respondents centered on the adaptability of military retirees to the classroom environment with traits attributed to a military career - regimentation or inflexibility - cited as a source of some reservation (NESC, 1987).

Given the severe shortage of qualified math and science

teachers in the Washington D.C. inner city and similar concerns in the surrounding suburban school districts, The George Washington University initiated its Mid-Career Math/Science (MCMS) Program in the fall of 1985. Assuming that there were significant numbers of content trained professionals in the Washington D.C. metropolitan area who would be interested in making a career change to teaching within the next two or three years, the program was specifically designed to accommodate such career changers. Given the high percentage of military officers who make Washington their last tour of duty, the university gave this group particular attention in their marketing activities.

Two of the variables considered in developing this program were also targeted at military participants. One of the initial concerns regarding this group was not their content expertise but their potential inability to adopt the "culture" of the school. The other variables stemmed from a criticism that secondary teaching had been content focused rather than student focused. In response to this criticism, and in order to incorporate relevant knowledge of development and pedagogy into the training process, The George Washington University integrated the experience of child rearing and its relevance to teaching into the development of this program.

The first students entered the program in the fall of

1985 graduated with Master's degrees in May of 1987. Of the students enrolled during the spring semester of 1987, 60% were military officers, 20% were Ph.D. content trained professionals, and the remainder included various other professionals from business, industry and government. Their ages ranged from 29 to 57 years, their average scores on the Graduate Record Examination was in the 80th percentile (Shotel, 1987).

The Lateral Entry Program (LEP) in North Carolina was established by that state's largest teacher preparation institution, the School of Education at East Carolina University, in an attempt to ease the need for mathematics and science teachers in rural areas of the state. Candidates for this program were primarily the spouses of industrial managers who had been relocated in the area and the military retirees of two large Marine Corps bases located along the North Carolina coast. Entry into the LEP, according to Hawk & Schmidt (1989), was based on:

- (a) Academic preparation in one or more of the basic sciences or mathematics and a grade point average of 2.2 or better in their major (confirmed by a review of all college and university transcripts), (b) an evaluation of work experience to determine competencies met in non-academic environments, and
- (c) positive recommendations by an interview panel

consisting of three or more university professors from the School of Education or the appropriate content department. (p. 53-54).

The LEP was a 12 month developmental experience which consisted of three major components. Component 1 provided candidates with six weeks of preservice training in the essential teaching skills of:

1. The nature of the learner;
2. Management of instructional time;
3. Management of student behavior;
4. Instructional planning and presentation;
5. Instructional monitoring and feedback;
6. Students with exceptionalities;
7. Interaction in the educational environment.

In addition to the training, LEP candidates also received two weeks of "get acquainted" preservice activities at their schools.

Component 2 required candidates to spend one academic year teaching, with pay, in a rural public school under conditions which include:

1. A trained mentor to supervise the candidate;
2. Candidate taught a minimum of three classes a day, observed other teaching activities and participated in other

school related activities;

3. Candidates attended one 2hr 30min faculty led seminar each week;

4. Candidates received instruction in the social, historical and philosophical foundations of the teaching profession.

Component 3 was one week of synthesizing activities held on the university campus and included:

1. Workshops on teaching thinking skills and how to improve classroom management;

2. Presentation by representatives of professional organizations;

3. Evaluations of LEP completed by the candidates.

Upon successful completion of all three components, obtaining passing scores on the National Teachers Examinations, and receiving satisfactory ratings from their mentor teachers and university supervisors, candidates were issued a teaching certificate at the Bachelor's level by the State Department of Public Instruction (Hawk & Schmidt, 1989).

When comparing Lateral Entry Program (LEP) teachers to traditionally prepared teachers (TPT), Hawk and Schmidt (1989) found no statistically significant differences between the two groups in their performance on the National

Teachers Examination. While the LEP was able to provide nearly the same level of content preparation in a shorter period of time, differences which may be attributed to the preparation process were, however found in classroom performance when teacher competence was measured using Teacher Performance Appraisal Instrument (TPAI).

When comparing the percent of lateral entry participants (LEP) to traditionally prepared teachers (TPT) receiving below standard, at standard, or above standard ratings on the TPAI, the range of percentage differences between LEP participants and TPI who received ratings which were below standard in any one of the five areas of competence was between 0% to 5.7%. In the competency areas of "Management of Time," "Management of Students" and "Instructional Feedback," virtually no percentage differences were evident between the two groups. In the competency area of "Instructional Monitoring," there were 2.2% more LEP rated below standard than TPI. No LEP participants received below standard ratings in the area of "Instructional Monitoring" and 5.7% of TPI were in this category.

The range of percentage differences between LEP participants and TPI who received standard ratings went from 28.5% to 7.8% with LEP participants out performing TPI in every competency area except "Instructional Monitoring."

The percentage range differences between LEP participants and TPI who were rated above average was from 10.5% to 28.2%. At least 10% or more TPI than LEP participants received this rating in the competency areas of "Management of Time," "Management of Students," "Instructional Presentation", and "Instructional Feedback." The greatest percentage difference was reported in the area of "Instructional Monitoring" where 23% more LEP participants than TPI obtained ratings which were above standard (Hawk & Schmidt, 1989).

Beginning Teacher Performance

Assessment and Competencies

Competent teaching for beginning teachers focuses on three broad domains of teacher tasks that, regardless of the grade level taught, subject matter or teacher model employed, are important. The specific actions which constitute each domain of teacher tasks as reported by Reynolds (1982) include:

I. Preactive tasks

Comprehend content and materials

Critique content, materials and teaching methods

Adapt content, plans and materials

Prepare plans, materials and physical space

II. Interactive tasks

Implement and adapt plans during instruction

Organize and monitor students, time and materials
during instruction

Evaluate student learning

III. Proactive task

Reflect on ones own actions and students'
responses in order to improve teaching

Continue professional development

Interact with colleagues. (p. 4)

Preactive teaching tasks for the most part involve those planning activities which are directly connected to instructional variables such as lesson structuring, opportunity to learn and time on task (Reynolds, 1992). While research on the preactive tasks of teaching has focused primarily on a single type of planning, Clark and Peterson (1986) speculated about differences in planning between novice and experienced teachers. While finding that the role of lesson planning was only modest to insignificant in the everyday lives of experienced teachers, who also did not seem to use a linear rational planning model, they believed that such a model would be highly useful to beginning teachers until such time as they developed a planning style more compatible with their own teaching

content and characteristics. Borko & Livingstone (1989) found that while beginning teacher planning is more time consuming than that of expert teachers, and focuses mostly on development of concrete strategies and student involvement activities, it often lacks the contingency plans which are characteristic of the planning done by more experienced teachers.

In order to provide lessons which invite students to enter the learning process at their own level and progress from there, competent teachers' knowledge of their subject matter must be complete to a point which would allow them to create lessons which would allow students to relate the new material to what they already know and help them integrate across several content areas (Porter & Brophy, 1988).

The use of curricular materials also appears to differentiate beginning from experienced teachers. While beginning teachers have trouble comprehending the larger scope and sequence of topics within a textbook, experienced teachers, drawing on their own past encounters with students, are able to make greater sense of the individual textbook topics (Scham, Fieldman-Namser, & Ball, 1989).

During the performance of interactive tasks, when teachers actively engage in the teaching/learning process, their interactive thought processes deal with the instruction process, instructional objectives, or the

structure and organization of the content being taught (Clark & Peterson, 1986). While beginning teachers seem unable to mentally sort and/or reorganize as necessary the various bits of information they may face during interactive teaching, the experienced or competent teacher is thought to involve rapid judgement and differentiation of important from unimportant information (Reynolds, 1992).

To effectively organize and monitor their students, time, and material during instruction, teachers first must be able to create and manage an environment which is conducive to effective learning. Competent teachers see themselves as persons who establish and maintain effective learning environments (Brophy, 1987), and their classrooms are usually characterized by good rapport, empathy, personal interaction between student and teacher, and maximized academic learning time (Brophy & Good, 1986). Additionally, they deal effectively with discipline problems (Brophy, 1987), and arrange the physical layout of the classroom to be conducive to learning (Conoley, 1988).

Despite efforts to improve the classroom management skills of beginning teachers through induction programs, Schaffer, Stringfield & Wolfe (1990) found that while teachers' skills in this area did improve in the second year of teaching, this improved level of performance was not equal to that of their experienced peers. In 1990, Swanson,

O'Conner, and Cooney conducted a study to determine why novices seem to have difficulties dealing with student discipline problems. Their results indicated that because beginning teachers are primarily concerned with solving problems of this type, they fail to give priority to defining and representing the problem, and testing possible solutions as would expert teachers.

Research on the differences in evaluating student learning reveals a major difference between effective and ineffective teachers with effective teachers maintaining consistent accountability procedures for their students progress with appropriate interventions to improve student learning. Competent teachers are also clear about their expectations, formats and other aspects of direction given during instructional monitoring, and they hold students accountable for their work (Brophy & Good, 1986). When competent teachers give homework, they ensure that it is relevant to current classroom subject matter, appropriate for the maturity level and ability of the students, given frequently, understood by students and parents, and checked, graded and returned to students as quickly as possible with appropriate comments (Butler, 1987; Cotton, 1988; Jongsma, 1985).

In the area of postactive teaching tasks, competent teachers are able to evaluate their own effectiveness

through reflection on their own actions and student responses and refine their teaching practices to improve their performance. To the beginning teacher, this type of reflection appears less focused, and because everything seems important to them, the schemata for organizing the vast quantities of information gathered during classroom experiences is not yet developed (Reynolds, 1992).

In summarizing her review of beginning teacher competence, Reynolds (1992) indicated the following expectations for first year beginning teachers:

- Knowledge of the subject matter they will teach;
- The disposition to find out about their students and school, and the ethnographic and analytic skills to do so;
- Knowledge of strategies, techniques, and tools for creating and sustaining a learning community and the skills and abilities to employ these strategies, techniques and tools;
- Knowledge of pedagogy appropriate for the content area they will teach; and
- The disposition to reflect on their own actions and students' responses in order to improve their teaching, and the strategies and tools for doing so.

(p. 26)

Translating these expectations into measurable skills, she further indicates that beginning teachers should be able to:

- Plan lessons that enable students to relate new learning to prior understanding and experiences;
- Develop rapport and personal interactions with students;
- Establish and maintain rules and routines that are fair and appropriate to students;
- Arrange the physical and social conditions in the classroom in ways that are conducive to learning and that fit the academic task;
- Represent and present subject matter in ways that enable students to relate new learning to prior understanding and that help students develop metacognitive strategies;
- Assess student learning using a variety of measurement tools and adapt instruction according to the results; and
- Reflect on their own actions and students' responses in order to improve their teaching. (p. 26)

In order to measure how well beginning teachers meet the expectations of competent teachers and how well they are able to perform, states have developed and implemented their

own standardized measuring instruments. While such instruments usually vary from state to state, knowledge of such development in addition to the instruments themselves is critical to this review and the conduct of this research.

In 1979, the Education Improvement Act (Act 187) was passed by the South Carolina state legislature. One provision of Act 187 was the establishment of the Educator Improvement Task Force which was tasked to develop an instrument which could be used to effectively measure minimum teacher competency. The task force, as a starting point, reviewed more than 50 state and national teacher evaluation forms from which they identified 51 variables as those skills which were essential to good teaching (Freeze & Others, 1984).

Using these variables, the task force developed the Assessments of Performance in Teaching (APT) instrument for all student and first year teachers. Subsequently implemented in 1982, the APT is aimed primarily to measure minimal competence by addressing five major performance dimensions: communication; planning; instruction; classroom management; and attitude. To measure performance within each dimension, eight to eleven dichotomous (yes/no) observational statements of measurements are utilized. These statements of measurements were selected through a content validity survey of South Carolina educators as being

essential, relevant and observable indicators of teaching competence (South Carolina Educator Improvement Task Force, 1981).

In Georgia, the need for a comprehensive inservice teacher evaluation system prompted professors of the University of Georgia Teacher Assessment Project, in conjunction with the State Department of Education, to develop the Teacher Performance Assessment Instruments (TPAI). The TPAI was designed to measure teaching performance tasks against predetermined numerical standards established by the department of education, and consists of performance based criteria designed to assess how well beginning teachers demonstrate those teaching skills determined to be critical to effective teaching. Viewing effective teaching as the culmination of a complex set of variables, over four thousand Georgia educators were asked to review a comprehensive list of identified teacher competencies and select those skills thought to be most germane to the educational process, three categories encompassed fourteen general competencies were identified. These three categories, which make up the TPAI are:

- a) Teaching Plans and Materials; b) Classroom Procedures; and c) Interpersonal Skills (Weller, 1982).

The Teaching Plans and Materials section of the TPAI contains five competency statements and fifteen indicators

which are set forth in individually prepared portfolios and focus on the preparation of instruction. The portfolios address specific factors such as plans for teaching techniques and instructional materials, copies of student evaluation instruments, and plans for instruction including goals and behavioral objectives. The Classroom Procedures category assesses six competencies, has 20 indicators, is cognitive in nature and is classroom management oriented. This category focuses on classroom practice and its indicators emphasize the use of teaching methods and techniques and communication skills. The Interpersonal Skills category consists of three competencies with ten indicators. The skills of this category are affective oriented and concentrate on the teacher's proficiency managing classroom interaction, demonstrating warmth and friendliness, and creating a comfortable social atmosphere in the classroom (Weller, 1982).

The Teacher and Pupil Performance Ratings (TePPR) was developed at Arizona State University to assess the performance of beginning teachers in the classroom. In addition to providing a brief comprehensive appraisal of a teacher's classroom performance, including the affective, interactional and cognitive aspects of teaching, it also assesses some aspects of pupil behavior and classroom environment that presumably relate to instructional

effectiveness. The TePPR is made up of sixteen scales (see Appendix A). Twelve of these describe teacher behaviors or some aspect of performance inferred from behavior, two categorize pupil behavior, and one each characterize the physical aspects of the classroom environment and overall teacher performance. The rating levels for each scale range from (1) "poor" to (5) "excellent" with (3) representing "adequate" performance (Nelson & Ray, 1983).

Requirements for the state's model and local teachers evaluation in Tennessee were established by the Comprehensive Education Reform Act of 1984 (CERA). With a primary goal of instructional improvement, this evaluation program was developed to focus on performance rather than credentials, and to be coupled with a strong professional development program. The evaluation instrument was developed from the evaluation process which focused on the identification of patterns of teaching behavior, and assessed the performance of competencies or skills deemed important to effective teaching. The model is not limited to the evaluation of career teachers, but is also useful for evaluating probationary teachers who are beginning their first year in the classroom (Tennessee State Department of Education, 1985).

As reported by the Tennessee State Department of Education (1985) the four major areas of competency and

twelve indicators used in their evaluation instrument are:

PLANNING

- I. Prepares for instruction effectively
 - A. Establishes appropriate instructional goals and related objectives consistent with the curriculum
 - B. Prepares instructional plans and materials incorporating principles of effective instruction
 - C. Creates, selects, or modifies instructional plans and materials to accommodate learner instructional levels

TEACHING STRATEGIES

- II. Uses teaching strategies and procedures appropriate to the content, objectives, and learners
 - A. Provides a clear description of the learning task and its content
 - B. Monitors learner understanding and reteaches as necessary
 - C. Provides learners appropriate practice and review
 - D. Establishes and maintains learner involvement in the learning task

EVALUATION

- III. Uses evaluation to improve instruction
 - A. Uses information about learner performance to improve the instructional process

- B. Reports learner status and progress to learners and their parents

CLASSROOM MANAGEMENT

- IV. Manages a classroom effectively
 - A. Establishes and maintains appropriate learner behavior
 - B. Establishes and maintains a classroom climate conducive to learning
 - C. Makes effective use of classroom resources.
- (p. 6-7)

With the passage of the 1982 Mississippi Education Reform Act, came the Mississippi Teacher Assessment Instruments (MTAI) which plays a key role for the approval of teacher education programs at colleges and universities in that state. Institutions which provide teacher education must pass both process and performance reviews and the MTAI, which is used to measure the teaching skills of beginning teachers and assess the skills attained by teachers seeking standard certification, provides significant input to the performance review and a significant role in accreditation process for these institutions. The MTAI was designed by the state's Commission on Teacher and Administrators Education, Certification, and Development whose primary consideration was identifying what professional knowledge is

essential for beginning teachers, and what teaching skills and abilities are most effective (Amos and Others, 1986). As in Arizona's TePPR, the Mississippi MTAI consists of sixteen competency areas to be measured (see Appendix B).

In 1989, Drummond & Others used the Florida Performance Measurement System (FPMS) as one of several data gathering instruments to evaluate the performance of beginning teachers, and compare their strengths and weaknesses as perceived by the principals and the beginning teachers themselves. The FPMS required a trained observer to look for indicators of effective teaching in the four domains of Management or Conduct, Organization and Development, Subject Presentation, and Communication. The instrument included 24 effective and 22 ineffective indicators in the four domains (See Appendix C).

Drummond (1990) investigated how principles rated the competence of beginning teachers from the University of North Florida. In his study, school principles utilized the Beginning Teacher Survey to identify weaknesses in the academic preparation of beginning teachers and to provide suggestions for program improvement. The survey instrument in this case consists of a list of 27 generic competencies identified via a statewide survey of administrators and expert teachers as needed by beginning teachers (See Appendix D).

In Virginia, the Beginning Teacher Assistance Program (BTAP) was instituted in 1985 as a part of the state's criteria for initial certification of all first time teachers. The BTAP was intended to: a) provide assurance that all teachers who receive regular five year renewable certificates possess certain specified competencies, and (b) assist beginning teachers in the development of these competencies. Established under the aegis of the Virginia State Education Department where teacher competence is defined in terms of professional knowledge about teaching and learning, research based knowledge is the main focus of BTAP. The process of specifying which knowledge beginning teachers might reasonably be held accountable for began with a search for items of knowledge that were determined to be associated with effective teaching and learning. From this, 70 categories of behaviors, shown to be correlated to student learning were identified and grouped into 14 clusters. The 14 clusters are called competencies and the 70 behaviors are called indicators (McNergney, Medley & Caldwell, 1988) (see Appendix E).

Streifer & Iwanicki, (1985) conducted a two phase study in order to validate through professional consensus the content of competencies used in training and certifying prospective public school teachers in Connecticut. Phase one employed a two round modified Delphi approach with a

panel of outstanding Connecticut educators to determine which competencies were considered important measures of teaching effectiveness. In the second phase, a stratified proportional random sample of 2,743 Connecticut teachers and administrators was used in a state-wide study to determine whether they perceived the competencies identified by the Delphi panel as important measures of teacher effectiveness. From the 1,733 usable surveys returned, 85 generic teaching competencies were identified which teachers and administrators agreed were important, were not grade level specific, and were not subject matter specific. Of these 75% of the teachers and administrators agreed that behaviors described by 37 competencies were directly observable by an evaluator (see Appendix F). Factor analysis was used to support the construct validity of the competencies and to assure that there was a link between the literature on teacher effectiveness and the Connecticut teaching competence.

Summary

The midlife transition is defined as a passage from one state or place to another, a process of a turning point from one subject to another. A midlife career changer is defined as basically a person between the ages of 35 and 60 who embarks on a new career because the old one is finished or

who changes from a successful career track of about ten years duration and moves into another occupation which is quite different from the first. The two important dimensions of midlife transition appear to be the sense of control in choosing alternatives as perceived by the individual, and the capacity to grow, learn, and develop in knowledge and skills which provide opportunity for the individual.

Studies of midlife career change and career transitions reveal that differences in career transition by sex are relatively small compared to differences in age. Factors which motivate midlife career changes to teaching can be both internal, such as self improvement, and external such as retirement from the military. Other motives for choosing teaching as a second career have also been found to be rooted in a world view made up of values and attitudes which are shaped by the home and school experiences of early years. To help career changers make the transition, alternative certification is seen as the most viable method of attracting academically able individuals, from what are considered non-traditional sources, into the teaching profession.

In order to ensure the quality of teachers produced by alternative certification programs, the Association of Teacher Educators promulgated guidelines and standards for

such programs. Though entrance requirements and program content vary from state to state and school to school, the performance of teachers trained via these programs has been consistently equal to, or better than, that of beginning teachers who were trained via traditional undergraduate programs (Barnes et al. 1989; Hassard, 1989; Littleton et al. 1989). Employers of alternatively trained teachers also expressed positive attitudes about such programs and the teachers they produced.

As early as 1958, military retirees have been identified as a potential source of mathematics and science teachers. Studies on military retirees conducted by individuals and organizations between 1958 and 1987 confirm not only an active and wide interest in teaching as a second career by military retirees, but also an equal interest on the part of vocational school officials and junior college administrators to hire these individuals as faculty members. In cases where military retirees have in fact begun second careers as teachers at these institutions, their performance was rated as average to above average, and did not differ significantly from first-career teachers. Additionally, they are favorably accepted by their students and experienced very little difficulty in making the transition from military life to academic life at these types of institutions. Interest in public school teaching (K-12) has

also been expressed by military retirees and the administrators of such systems. Negative comments expressed by some administrators have centered on the adaptability of military retirees to this type of classroom environment.

Alternative certification programs especially designed to target the military retiree also consider the potential inability of this group to adopt the culture of the school. These programs incorporate strategies to help the retiree overcome or compensate for this type of problem. In rural schools, the performance of retired military second-career beginning teachers was found not to be significantly different from traditionally prepared teachers on the National Teachers Examination, and their classroom performance was at or above standard across nearly all areas of measurement (Hawk & Schmidt, 1989).

Measuring the differences between beginning teachers and competent teachers can be accomplished across several areas of preactive, interactive, and proactive tasks. Instruments used in South Carolina, Georgia, Arizona, Tennessee, Mississippi, Florida, Virginia and Connecticut to assess beginning teacher performance provide a somewhat comprehensive look into this topic, and significant input for an appropriate instrument to use in this study.

CHAPTER III

METHODOLOGY

INTRODUCTION

This chapter describes the research methodology, defining the research design, the study population, the research instruments, the procedures for data collection, and the data analysis. This study examines how well military retirees who begin teaching as a second career perform. Specifically, this study seeks to determine their level of performance as beginning teachers (compared to first-career beginning teachers who received their training via traditional undergraduate programs), the level of employer satisfaction, and to identify any special problems encountered by this unique group of individuals who have begun second careers as school teachers.

RESEARCH DESIGN

This evaluation study employs a non-experimental ex post facto design and survey to determine the relative performance of military retirees who began teaching as a second career when compared to first-career beginning teachers who received their training via traditional undergraduate programs. The non-experimental design was chosen because the subjects occur naturally as all retired

military personnel who have received their teacher training through alternative certification and began teaching as a second career.

STUDY POPULATION

The population of this study consist of all military retirees who received their teacher training through the Military Career Transition Program (MCTP) between 1989 and 1991 at Old Dominion University and are now employed as beginning teachers (either full-time or substitute) in schools located in the Hampton Roads area of Virginia. To further define the population group of this study, these are military retirees whose average age is 47 years and who retired after 20-30 years active duty service in the Army, Navy, Air Force or Coast Guard. The rank at the time of their retirement ranged from senior enlisted to senior officers. All members of the population group held at least a bachelor's degree, and some possessed post graduate degrees, at the time of their retirements. Indications from MCTP officials are that there are between 30 and 45 of their graduates currently living and working in this geographical area. To collect the desired data and information on this group, the employers, or specifically the supervising officials, at the schools where retired military, second career teachers are employed were surveyed.

RESEARCH INSTRUMENTS

The instrument used to collect data for this study was a two part survey questionnaire (see Appendix G). The first part of this questionnaire consisted of 27 general and adaptability competencies taken from "The Beginning Teacher Survey," which is used in Florida and validated through two studies by Drummond (1989, 1990), and the "Connecticut Teaching Competencies" which was validated through professional consensus in a two phase study conducted by Streifer & Iwanicki in 1985. For each of these 27 competency areas supervisors were asked to rate the performance of military retirees and other beginning teachers by assigning a number zero through nine from a corresponding scale of adequacy phrases. These phrases were selected from a list developed by Matthews, Wright, & Yudowitch (1975), which also gives corresponding mean values and standard deviations. The adequacy phrases used in this part of the survey questionnaire were selected based on their listed mean values, which were approximately one standard deviation apart, and their converse wording.

The second part of the survey questionnaire, which seeks to ascertain the level of employer satisfaction with the retired military beginning teacher, asks supervisors to assign a number, one through five, from a corresponding scale of "satisfaction" phrases. These phrases were

selected from a list, developed by the U.S. Army Test and Evaluation Command (1973), which also give corresponding mean values and standard deviations. The "satisfaction" phrases used in this part of the survey questionnaire were selected based on their listed mean values, which were approximately one standard deviation apart, and their converse wording. Written responses were then solicited regarding any specific problems encountered by second-career beginning teachers who are military retirees.

Although it was not the intent of this study to collect data on experienced teachers, some school administrators after receiving the survey questionnaire, advised that their retired military teachers were not beginners. In these cases, they were requested to indicate the number of years of teaching, change the "Other Beginning Teachers" (O.B.T.) column on their survey questionnaires to "Other Experienced Teachers" (O.E.T.), and rate their military retirees against first-career teachers of comparable experience.

RESEARCH PROCEDURES

In order to obtain data from the employer/supervisors of retired military beginning teachers it first became necessary to determine which school systems had hired these military retirees, and in what schools they worked.

Initial telephone surveys of school systems personnel

offices revealed approximately 45 military retirees working in the schools of Norfolk, Virginia Beach, Chesapeake, Hampton, and Newport News. One such teacher was also located in the Norfolk Catholic school system. Of these teaching military retirees, eleven schools of employment were provided by the MCTP survey questionnaire, and the remainder were identified by telephone contact with individual retirees. School system superintendents were then contacted by letter and permission was requested to conduct the survey within their school systems see (Appendix H). Once permission was received, the principals or supervisors were contacted by telephone to set up appointments to deliver the survey forms.

The supervisor survey was personally delivered to each school principal or supervisor. To ensure anonymity and privacy, supervisors were not asked to name specific employees and the only requirement was that they knew in their own minds whom they were rating on the survey questionnaire. To further ensure privacy, the survey questionnaires did not even include the name of the supervisor, their particular school or even the name of the city. Supervisors were given a week to complete the surveys, and the forms were then personally collected from each school.

DATA ANALYSIS PROCEDURES

Data received via the principal/supervisor survey instrument was analyzed by finding the numerical mean of each rated area for the retired military second-career beginning teacher and comparing them to the mean rating for other beginning teachers, using the t-test to determine significant differences. Responses to the question on the survey regarding overall satisfaction of supervisors with retired military personnel were analyzed by determining the mean value of scores and relating it to one of the ordinal categories. Responses to the problem area questions were categorized by answer and tabulated arithmetically.

SUMMARY

This chapter discusses the methodology used in conducting this study. The research design is presented, and the population of the study is identified. A complete description of the survey questionnaire used as the research instruments is provided. The procedures which were used to locate the schools and supervisors of retired military personnel and then administer the survey instrument are outlined, and the methods used to analyze the data obtained are presented.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study is threefold: first, to determine the level of performance of second-career beginning teachers, who are military retirees, relative to other first-career beginning teachers; second, to determine the level of satisfaction of employers of these second career beginning teachers; and third, to identify any special problems encountered by this group during their beginning years as school teachers in urban and suburban schools.

Demographics

Data for this survey was collected from the supervisors (employers) of 95% of the retired military personnel who are second-career beginning teachers in elementary, junior high/middle and high schools in Norfolk, Virginia Beach, Chesapeake and Hampton, Virginia. The response rate for the survey instrument was 35/35 or 100 percent with one supervisor opting to provide only narrative comments regarding the two military retirees employed at his school. Table 1 presents the specifics of city and school type from which the survey data was collected.

Table 1

Responses by City and School Type

City	Elementary	Middle/Jr.High	High
Norfolk	1	3	1
Virginia Beach	6	5	5
Chesapeake	0	5	0
Hampton	0	0	9

Survey Responses

Of the 33 surveys which contained ratings of comparison, the responses for each of the 24 teaching competencies and three adaptability issues varied from "extremely adequate" to "very inadequate" and included several competency areas in which the supervisors did not have sufficient information to provide a response. Table 2 presents the frequency and type of responses received on the survey instrument. The first line entry beside each survey item represents the frequency of responses for other beginning teachers (O.B.T.) and the second line represents the response frequencies for military retirees (M.R.).

Table 2

Survey Response Frequencies

Survey Item	Responses									
	EA	VA	RA	SA	BL	SI	RI	VI	EI	CR
1. Knowledge of subject matter.	5 9	17 16	8 6	2 0	0 0	0 1	1 0	0 1	0 0	0 0
2. Applies knowledge of physical, social and academic development patterns.	3 3	5 8	17 12	2 3	2 0	2 5	0 1	1 0	0 0	1 1
3. Applies knowledge of individual differences to meet the instructional needs of all students in the classroom.	1 3	7 8	20 11	2 4	0 2	2 3	1 1	0 1	0 0	0 0
4. Enhances students' feelings of dignity and and self-worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	1 5	8 11	21 12	2 0	0 4	1 0	0 0	0 0	0 0	0 1
5. Arranges and manages the physical environment to facilitate instruction and ensure student safety.	2 2	9 13	13 11	5 3	4 3	0 1	0 0	0 0	0 0	0 0
6. Recognizes overt signs of severe emotional distress in students.	0 2	5 4	18 17	4 3	5 4	0 0	0 1	0 0	0 1	1 1
7. Demonstrates awareness of appropriate intervention and referral procedures for students who appear to suffer emotional distress.	0 0	3 4	18 17	4 3	2 2	2 1	0 0	1 2	0 0	3 4

(table continues)

Survey Item	Responses									
	EA	VA	RA	SA	BL	SI	RI	VI	EI	CR
8. Recognizes signs of alcohol and drug abuse in students.	0 2	4 4	9 9	10 9	3 3	1 0	0 0	0 0	0 0	6 6
9. Demonstrates awareness of appropriate intervention and referral procedures for students suspected of alcohol or drug abuse.	1 2	1 3	13 11	9 8	1 2	2 0	0 0	1 2	0 0	5 5
10. Formulates a standard for student behavior in the classroom.	2 5	4 7	18 16	7 1	1 2	1 0	0 1	0 1	0 0	0 0
11. Deals with misconduct, interruptions, intrusions and digressions in ways that promote instructional momentum.	1 4	1 9	15 9	11 4	4 5	1 0	0 1	0 1	0 0	0 0
12. Identifies long-term goals for a given subject area.	1 4	4 12	19 10	6 6	2 0	1 1	0 0	0 0	0 0	0 0
13. Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs.	1 3	5 8	18 14	7 4	2 1	0 2	0 0	0 0	0 0	0 1
14. Uses class time efficiently.	1 3	4 11	23 15	3 2	2 1	0 1	0 0	0 0	0 0	0 0
15. Communicates effectively using verbal and nonverbal skills.	1 2	12 18	17 10	1 2	1 0	0 1	1 0	0 0	0 0	0 0

(table continues)

Survey Item	Responses									
	EA	VA	RA	SA	BL	SI	RI	VI	EI	CR
16. Creates and maintains academic focus by using verbal, non-verbal and/or visual motivational devices.	1	5	23	1	3	0	0	0	0	0
	4	10	11	3	3	2	0	0	0	0
17. Stimulates and directs student thinking.	1	5	23	1	3	0	0	0	0	0
	2	9	11	7	4	0	0	0	0	0
18. Checks student comprehension through appropriate questioning techniques.	1	2	18	9	1	2	0	0	0	0
	2	9	11	7	1	1	2	0	0	0
19. Provides appropriate practice to promote learning and retention.	1	3	24	3	1	1	0	0	0	0
	2	10	13	4	2	2	0	0	0	0
20. Relates to students' verbal communications in ways that encourage participation and maintains academic focus.	1	2	19	8	2	1	0	0	0	0
	2	10	8	7	4	1	0	1	0	0
21. Uses feedback procedures that give information to students about the appropriateness of their responses.	1	2	19	8	2	1	0	0	0	0
	3	6	11	8	3	1	0	1	0	0
22. Constructs or assembles class-room tests and tasks to measure students progress.	1	3	22	5	2	0	0	0	0	0
	3	6	17	2	4	0	0	0	0	1
23. Establishes a testing environment in which students can validly perform.	2	6	22	2	0	1	0	0	0	0
	1	13	13	3	2	0	0	0	0	1
24. Utilizes an effective system for maintaining records of student and class progress.	2	6	22	2	0	1	0	0	0	0
	5	15	11	2	0	0	0	0	0	0

(table continues)

Survey Item	Responses									
	EA	VA	RA	SA	BL	SI	RI	VI	EI	CR
Adaptability										
25. Overall teaching performance.	1	6	24	1	1	0	0	0	0	0
	4	13	10	4	1	1	0	0	0	0
26. Interaction with other teachers, staff, and administration.	0	15	16	1	1	0	0	0	0	0
	10	11	11	1	0	0	0	0	0	0
27. Adjustment to school environment.	2	10	17	3	1	0	0	0	0	0
	11	4	14	3	1	0	0	0	0	0

Note. EA = Extremely adequate
VA = Very adequate
RA = Reasonably adequate
SA = Somewhat adequate
BL = Borderline

SI = Somewhat inadequate
RI = Reasonably inadequate
VI = Very inadequate
EI = Extremely inadequate
CR = Cannot respond

The first entry beside each survey item represents the response frequencies for other beginning teachers (O.B.T.) and the second line entries represent the response frequencies for military retirees (M.R.)

While the responses covered the entire range of possible choices, "reasonably adequate" was the most frequently used term to describe the performance of both military retirees and other beginning teachers. This descriptor was chosen for 46% of the responses. The phrase "very adequate" was chosen for 23% of the responses, and "somewhat adequate" was the third most frequently chosen phrase being selected for 12% of the responses. The least used response on this survey instrument was "extremely inadequate" which was chosen in only one instance to describe the performance of a military retiree.

The distribution of responses for other beginning teachers was greater on 30% of the survey items. For military retirees, the distribution was greater on 52% of the survey items. On the remaining 18% of the survey items the distribution was equal, though not necessarily identical, for both military retirees and other beginning teachers.

Analysis of Survey Responses

In order to identify differences between military retirees and other beginning teachers, mean rating values were computed for each group for each survey item using the assigned numerical values for each rating from the survey form. These mean rating values were then statistically

compared, using the t-test for independent groups, to determine significant differences. The results of this analysis are presented in Table 3.

The mean of ratings given to other beginning teachers was significantly different than the mean of ratings given to military retirees on three of the survey items. These differences between the two groups, as determined by t-values greater than 2.00, were found in two of the competency areas and one of the adaptability areas.

To determine and identify differences between military retirees and other beginning teachers within each school type, (high, middle/jr. high, elementary) mean rating values for each group were again compared for each survey item. The t-test for independent groups was again used to determine significant differences. The results of this analysis are presented in Table 4.

Of the 71 comparisons reflected in Table 4, the mean rating of military retirees was higher than that of other beginning teachers on 68% of survey items. The mean rating of other beginning teachers was higher than that of military retirees on 25% of the comparisons, and the mean rating was the same for both groups on the remaining 7% of the comparisons. By school type, mean ratings for military retirees was higher than that of other beginning teachers in 48% of high school comparisons, 44% of the middle school

Table 3

Response Means and t Values for Other Beginning Teachers
and Military Retirees

Survey item	O.B.T. mean	M.R. mean	t value
1. Knowledge of subject matter.	7.67	7.79	0.40
2. Knowledge of physical, social and academic patterns.	6.61	6.55	0.13
3. Knowledge of individual differences.	6.91	6.61	0.83
4. Enhances students' feelings.	7.15	7.33	0.71
5. Manages the physical environment.	7.00	7.15	0.54
6. Recognizes signs of severe emotional distress.	6.51	6.21	0.65
7. Awareness of appropriate intervention for severe emotional distress.	5.88	5.55	0.54
8. Recognizes signs of alcohol and drug abuse in students.	5.27	5.52	0.36
9. Awareness of appropriate intervention for alcohol or drug abuse.	5.36	5.46	0.14
10. Formulates standard for student behavior.	6.87	7.09	0.66
11. Deals with misconduct; promotes instructional momentum.	6.21	6.82	1.57
12. Identifies long-term goals.	6.79	7.33	2.14*
13. Selects/develops & sequences learning activities.	6.88	6.79	0.26
14. Uses class time efficiently.	6.97	7.30	1.48
15. Communicates effectively.	7.21	7.52	1.20
16. Maintains focus by using motivational devices.	7.00	7.09	0.33

(table continues)

Survey item	O.B.T. mean	M.R. mean	t value
17. Stimulates & directs student thinking.	6.76	6.94	0.67
18. Checks student comprehension.	6.61	6.79	0.59
19. Provides appropriate practice.	6.91	7.00	0.35
20. Encourages students participation & maintains academic focus.	6.71	6.77	0.20
21. Uses feedback procedures.	6.67	6.70	0.10
22. Constructs tests & tasks to measure students progress.	6.88	6.85	0.10
23. Establishes testing environment for valid performance.	7.06	7.03	0.10
24. Utilizes effective records system.	7.15	7.70	2.64*
Adaptability			
25. Overall teaching performance.	7.15	7.36	0.92
26. Interaction with other teachers, staff, and administration.	7.36	7.91	2.79*
27. Adjustment to school environment.	7.27	7.64	1.48

Note. O.B.T. = Other Beginning Teachers; M.R. = Military Retirees

The t value at .05 level of significance with 62 df = 2.00

n = 33 for each group

* $p > .05$.

Table 4

Response Means and t Values for Beginning Teachers by School Type

Survey Item	High School			Middle School ^a			Elementary School		
	O.B.T. mean	M.R. mean	t value	O.B.T. mean	M.R. mean	t value	O.B.T. mean	M.R. mean	t value
1. Knowledge of subject matter.	7.85	8.08	0.98	7.69	7.39	0.54	7.29	8.00	0.78
2. Knowledge of physical, social and academic patterns.	7.00	6.54	0.81	6.77	6.77	0.00	5.57	5.43	0.08
3. Knowledge of individual differences.	7.00	6.31	1.47	6.85	6.85	0.00	6.86	6.71	0.13
4. Enhances students' feelings.	7.31	6.85	1.27	7.08	6.92	0.24	7.00	7.86	1.11
5. Manages the physical environment.	7.00	7.15	0.35	7.15	7.31	0.33	7.00	6.86	0.19
6. Recognizes signs of severe emotional distress.	7.00	6.23	1.87	6.46	6.31	0.19	5.71	6.00	0.19
7. Awareness of appropriate intervention for severe emotional distress.	6.54	6.15	0.59	5.31	5.08	0.21	5.71	5.86	0.09
8. Recognizes signs of alcohol & drug abuse.	6.39	6.23	0.33	5.31	6.15	0.79	2.57	3.00	0.22
9. Awareness of appropriate intervention for alcohol/drug abuse.	6.15	5.77	0.60	5.31	6.85	1.63	4.00	4.00	0.00

(table continues)

Survey Item	High School			Middle School ^a			Elementary School		
	O.B.T. mean	M.R. mean	t value	O.B.T. mean	M.R. mean	t value	O.B.T. mean	M.R. mean	t value
10. Formulates a standard for student behavior.	6.62	7.15	1.88	7.23	7.15	0.13	6.71	6.86	0.15
11. Deals with misconduct; promotes instructional momentum.	6.23	6.92	2.08*	6.46	6.69	0.37	6.71	6.86	0.15
12. Identifies long-term goals.	6.77	7.46	2.07*	6.62	6.85	0.54	7.14	7.71	0.82
13. Selects/develops & sequences learning activities.	6.69	6.31	0.81	6.92	6.77	0.24	7.14	7.71	0.82
14. Uses class time efficiently.	7.23	7.39	0.53	6.76	7.23	1.27	6.86	7.29	0.65
15. Communicates effectively.	7.23	7.69	1.15	7.31	7.15	0.43	7.00	7.86	1.44
16. Maintains focus by using motivational devices.	6.85	6.77	0.18	7.23	7.23	0.00	6.86	7.43	0.67
17. Stimulates & directs student thinking.	6.46	6.31	0.41	6.92	7.15	0.61	7.00	7.71	1.00
18. Checks student comprehension.	6.31	6.39	0.15	6.69	7.15	1.34	7.00	7.57	0.66
19. Provides appropriate practice.	6.85	6.92	0.22	6.92	6.85	0.21	7.00	7.43	0.51
20. Encourages students' participation & maintains academic focus.	6.69	6.31	0.99	6.92	6.17	0.32	6.79	7.50	0.92

(table continues)

Survey Item	High School			Middle School ^a			Elementary School		
	O.B.T. mean	M.R. mean	t value	O.B.T. mean	M.R. mean	t value	O.B.T. mean	M.R. mean	t value
21. Uses feedback procedures.	6.54	6.08	1.43	6.85	6.85	0.00	6.57	7.57	1.16
22. Constructs test/tasks to measure students progress.	6.85	6.85	0.00	6.77	6.46	0.49	7.14	7.75	0.61
23. Establishes testing environment for valid performance.	7.23	7.46	2.29*	6.85	6.31	0.85	7.14	7.57	0.64
24. Utilizes effective records system.	7.46	7.77	1.29	7.08	7.46	1.51	7.00	8.00	1.38
25. Overall teaching performance.	7.08	7.23	0.63	7.23	7.39	0.38	7.14	7.57	0.59
26. Interaction with other teachers, staff, & administration.	7.23	7.62	1.57	7.54	8.00	1.72	7.29	8.29	1.58
27. Adjustment to school environment.	7.00	6.77	0.35	7.77	7.85	0.24	6.86	7.86	1.33

Note. O.B.T. = Other Beginning Teachers; M.R. = Military Retirees

The t value at .05 level of significance with 24 df = 2.06 for High and Middle school teachers

The t value at .05 level of significance with 12 df = 2.18 for Elementary school teachers

^a Middle schools also include Jr. High schools

n = 13 for each group of High and Jr.High school teachers

n = 9 for each group of Elementary school teachers

* p. > .05.

comparisons, and 85% of the elementary school comparisons. From these percentages, there were seven survey items (11,12,14,18,24,25,26) where the mean rating for military retirees was higher than that for other beginning teachers in all three school types. While the percentage of other beginning teachers with higher mean ratings was greater in the high and middle schools, there were only two survey items (2 & 3) where other beginning teachers were rated higher in all three school types. Significant differences between the two groups was found in three areas and only in the high schools.

Data Regarding Employer Satisfaction

To determine the level of employer satisfaction, supervisors were asked to choose one of the five ratings which best conveyed how satisfied they were with the overall performance of the military retirees who worked for them. The frequency of these responses when multiplied by the scale values for the level of satisfaction (as taken from the survey form) was used to compute an overall mean level of satisfaction. Table 5 presents the scale values, frequency of responses, and mean level of satisfaction with beginning teacher military retirees.

Table 5

Response Frequencies and Scale Values For Levels of Satisfaction.

Levels of satisfaction	Scale values	x	Number of responses	=	Total Value
Extremely satisfied	5		12		60
Very satisfied	4		10		40.5
Satisfied	3		8		24
Somewhat dissatisfied	2		3		6
Very dissatisfied	1		<u>0</u>		<u>0</u>
Total			33		130.5

Note. The mean value for level of satisfaction = 3.95

Special Problems

Of the 35 survey questionnaires received from supervisors of retired military beginning teachers, only 15 contained responses which addressed one or more of the four special problem areas solicited in the survey. Only one comment was received in the area of "professional knowledge," two comments in the area of "adaptability to school environment," and eight comments each in the areas of "teacher training/education" and "relationships with peers."

The eight teacher training/education comments reflect a common theme of the military retiree's difficulty with school aged students. The "relationship with peers" comments reflect a common theme of the military retiree's difficulty or inability to relinquish certain military learned traits which are less than desirable among public school teachers or administrators. The specific comments received are listed in Appendix I.

Retired Military Experienced Teachers

While the focus of this research was on military retirees who were beginning teachers, the enthusiasm generated by this study resulted in the inclusion by some school administrators of military retirees who were not beginning teachers with two years or less classroom experience. Nine survey forms were returned on military retirees whose years of teaching experience ranged from three to 13 with a mean of nine years teaching experience. While the number of these individuals is relatively small it represents 82% of the retired military experienced teachers currently employed in public schools in the Hampton Roads area of Virginia. Although outside the scope of this study, this data provides additional information on military retirees and a base for future study. The demographics of these individuals are presented in Table 6.

Table 6

Retired Military Experienced Teachers

Years of teaching experience	Type of school currently teaching in
3	High
5	High
8	High
8	High
9	Elementary
10	Middle
12	High
13	Middle
13	High

To rate the performance of these experienced teachers, supervisors were asked to use the same survey form which was used for beginning teachers and instructed to rate the experienced military retiree against first career teachers of comparable experience. In these cases, the O.B.T. column on the survey form was changed to "other experienced teachers" (O.E.T.). The response means and t values for these groups are presented in Table 7.

Table 7

Response Means and t Values for Experienced Teachers

Survey item	O.E.T. mean	M.R. mean	t value
1. Knowledge of subject matter.	7.00	7.89	2.53*
2. Knowledge of physical, social and academic patterns.	6.78	7.11	0.80
3. Knowledge of individual differences.	6.89	6.56	0.65
4. Enhances students' feelings.	6.22	6.11	0.15
5. Manages the physical environment.	6.67	7.22	1.53
6. Recognizes signs of severe emotional distress.	7.00	6.78	0.61
7. Awareness of appropriate intervention for severe emotional distress.	6.33	5.89	1.14
8. Recognizes signs of alcohol and drug abuse in students.	5.89	6.22	0.30
9. Awareness of appropriate intervention for alcohol or drug abuse.	5.89	5.67	0.20
10. Formulates standard for student behavior.	6.78	7.33	1.52
11. Deals with misconduct; promotes instructional momentum.	6.44	6.44	0.00
12. Identifies long-term goals.	6.67	7.44	2.65*
13. Selects/develops & sequences learning activities.	7.22	7.33	0.50
14. Uses class time efficiently.	7.00	7.22	1.00
15. Communicates effectively.	7.44	7.33	0.33
16. Maintains focus by using motivational devices.	7.56	7.11	1.67

(table continues)

Survey item	O.E.T. mean	M.R. mean	t value
17. Stimulates & directs student thinking.	6.89	7.44	1.56
18. Checks student comprehension.	7.44	7.33	0.38
19. Provides appropriate practice.	6.56	6.89	0.78
20. Encourages students participation & maintains academic focus.	6.78	7.11	0.88
21. Uses feedback procedures.	7.00	7.00	0.00
22. Constructs tests & tasks to measure students progress.	7.00	7.22	0.69
23. Establishes testing environment for valid performance.	7.11	7.11	0.00
24. Utilizes effective records system.	7.00	7.78	3.50*
Adaptability			
25. Overall teaching performance.	7.11	7.28	0.56
26. Interaction with other teachers, staff, and administration.	7.44	7.33	0.25
27. Adjustment to school environment.	7.00	6.89	0.32

Note. The t value at 0.5 level of significance with 16 df = 2.12

n = 9 for each group

* $p > .05$.

Of the 24 competency areas and three adaptability areas surveyed, the mean rating received by other (first-career) experienced teachers (O.E.T.) was lower than that of experienced military retirees in 12 of the competency areas and one of the adaptability areas. Significant differences between means of the two groups, as determined by t values greater than 2.12, were found to exist in three of the surveyed areas (1,12,24). No difference was found to exist between the two groups in three of the surveyed areas (items 11,21,23).

To determine the level of satisfaction of employers, these supervisors were also asked to choose one of five ratings which best conveyed how satisfied they were with the overall performance of the retired military experienced teachers who worked for them. The frequency of these responses, multiplied by the scale values (taken from the survey form) for the level of satisfaction, was used to compute an overall mean level of satisfaction. Table 8 presents the scale values, frequency of responses and the mean level of satisfaction.

Table 8

Level of Employer Satisfaction with Retired Military
Experienced Teachers

Levels of satisfaction	Scale value	Number of x responses	Total = value
Extremely satisfied	5	0	0
Very satisfied	4	5	20
Satisfied	3	4	12
Somewhat dissatisfied	2	0	0
Very dissatisfied	1	<u>0</u>	<u>0</u>
Total		9	32

Note. The mean value for level of satisfaction = 3.55.

Comments regarding the four areas of special problems were also provided on some of the survey forms. By problem area, these comments were:

Professional Knowledge

"Knowledge present but some problems encountered in conveying appropriately to students."

Teacher Training/Education

"Retired military personnel sometimes find it difficult understanding the nature of kids i.e. their

mental, social, physical and emotional characteristics."

Relationships With Peers

"Often condescending to younger female colleagues."
They sometimes display "the inability to take directions from younger or less experienced" teachers.

Adaptability to School Environment

"Slowly adapts."

"M.R.s strive to impose sometimes unrealistic behavioral patterns on students."

"Some find it difficult to adjust to the civilian school environment."

Although relatively few in number, these comments reflect the same themes regarding experienced military retirees as those of a few beginning military retirees. Some have difficulty relating to younger students and still retain personal traits and behaviors learned or reinforced in the military which may be considered less desirable in today's public school setting.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter presents a discussion of the findings in relation to the research questions, conclusions, and recommendations for future research. The purpose of this study is threefold: first, to determine the level of employer satisfaction with the performance of retired military second-career beginning teachers; second, to identify any special or group wide problems of retired military second-career beginning teachers; and third, to determine how well retired military second-career beginning teachers perform on essential teaching behaviors compared to first-career beginning teachers who are not military retirees.

Discussion of Findings Related to

Research Questions

Research question 1 asks: To what degree are the employers of retired military second-career beginning teachers satisfied with their performance?

The findings of the survey show a mean level of employer satisfaction of 3.96. When rounded off to the nearest whole number, this value translates to "very

satisfied". This finding supports that of Barnes et al. (1989) who found that, based on the performance of alternatively certified interns, negative feelings often initially expressed by principals and supervising teachers were often reversed before the end of the school year.

Similar findings were also reported by Littleton et al. (1987) who studied the Tarleton Model for Accelerated Teacher Education (TMATE) at Tarleton State University in Texas. They reported that when the performance of the alternative certification program interns was evaluated in relation to the criteria of the Texas Teacher Appraisal System (TTAS), the TMATE interns were rated "better than most other beginning teachers" in 41.7 percent of the evaluations submitted by school principals. In the following school year when the interns were actually evaluated using the TTAS, 69 percent received overall summary performance ratings in the "exceeds expectations" category.

Related findings were reported by Wale & Irons (1990) who surveyed both the participants of the Texas Alternative Certification Program and the principals of schools in which they taught as beginners. From this group, almost 95% of the respondent participants reported a perception that their principals had a positive attitude about alternative certification programs and the teachers they produced. More

than 85% of the respondent administrators themselves indicated a positive attitude about the program.

Research question 2 asks: What, if any are the special or group wide problems of retired military second-career beginning teachers as identified by their employers?

While the findings of the study revealed no group wide problems of retired military second-career beginning teachers, some special problems were reported in the survey. With the survey item "teacher training/education" receiving the most (nine) special problem comments, they support the comments of Patton (1985) who reported that alternative certification programs must be designed in relation to, and consistent with clear purposes, goals, and objectives of education. Additionally, these programs should be rigorous, designed with the utmost integrity, provide for a strong theoretical base and stringent pedagogical training, and produce teachers who should be able to meet the same essential and basic standards as those who enter the profession via traditional routes. Madfes (1989) also recognized the special needs of alternatively certified teachers in this area. After a two year study, she found that in order to better prepare the career transition individual, many areas of teaching need to be addressed during the preservice preparation.

The special problem area of "relationships with peers"

received the second highest number (six) of comments. While these comments were all negative they reflect virtually the same comments received by the National Executive Service Corps (1987) during their survey of 166 district school superintendents to determine their needs and receptivity to hiring military retirees as teachers. Negative comments by these respondents, cited traits attributed to a military career, regimentation or inflexibility, as a source of some reservation.

Special problems in the area of "adaptability to school environment" were reported by only three of the respondent supervisors. Because this study dealt solely with military retirees in their second careers, two of these comments specifically address issues which are perceived to be the result of a first career in the military. The third comment, which is more general in nature, could apply to any second career beginning teacher. All these comments however, do support the findings of Securro et al. (1989) who conducted a study of West Virginia's Field-Based Training Program (FBTP).

In studying the second year of FBTP, the researchers found that some interns experienced difficulty in adjusting to the school environment due to differences in the interns' expectations and the present day reality of students' attitudes, motivation, and discipline.

One comment was received in the problem area of "professional knowledge." This comment was very specific, about one specific teacher, and could in no way be taken as a reflection of any other retired military beginning teacher.

Research question 3 asks: How well do retired military second-career beginning teachers perform on essential teaching behaviors, compared to first-career beginning teachers who are not military retirees?

Results of this study show no significant difference between retired military second-career beginning teachers and other first-career beginning teachers in 17 of 24 teaching competency areas, or in any of the three adaptability areas. Of the 27 total survey items, the mean ratings received by military retirees was determined to be significantly higher in three specific areas. Military retirees were found to perform significantly better in:

- A. Identifying long term goals for a given subject,
- B. Utilizing an effective system for maintaining records of student and class progress,
- C. Interacting with other teachers, staff, and administration.

When comparing the military retiree with other first-career beginning teachers within school levels (elementary, middle/jr. high, and high schools) the results of this study

show no significant differences on any of the 27 survey items between the two groups in either the elementary or middle/jr.high schools surveyed.

In the high schools, respondents indicated that the performance of military retirees was not significantly different than that of other beginning teachers in 24 of the 27 surveyed areas with the difference being significant in three areas. Military retirees did perform significantly better than other beginning teachers in:

1. Dealing with misconduct, interruptions, intrusions and digressions in ways that promote instructional momentum;
2. Identifying long term goals for a given subject area;
3. Establishing testing environments in which students can validly perform.

While these findings contradict those of some previous studies, they also serve to support others. Roueche & Hurlburt (1968) reported on a Florida survey which investigated the professional effectiveness of retired military personnel who taught in public junior colleges. This survey found that while military retirees function in an "average to above average" fashion in the performance of their duties, their performance did not differ significantly from that of career teachers in the estimation of college

administrators. Hassard (1989) who studied the Georgia State University Alternative Certification Program also reports no differences found with regard to personal teaching efficacy and teaching efficiency between teachers who were certified through regular undergraduate programs and these certified through alternative certification programs.

The findings of this study support those of Littleton et al. (1989) whose study of the TMATE found that when comparing interns of that alternative certification program to other beginning teachers, the performance of TMATE interns was consistently equal to or better than most other beginning teachers. When comparing alternatively certified teachers (called lateral entry participants) with traditionally prepared teachers in rural North Carolina, Hawk & Schmidt (1989) found differences between the groups in classroom performance when teacher competence was measured using the state's Teacher Performance Appraisal Instrument. The findings of this study also support the differences between expert and beginning teachers in the area of handling discipline problems in the classroom as reported by Brophy (1989) and teacher planning as reported by Borko & Livingstone (1989).

Conclusions

While the results of this study are contrary to some earlier studies of military retirees, the differences found here are relatively easy to explain. In the military where success is usually measured by a commands' ability to effectively perform its stated mission and consistently achieve concrete goals and objectives, the ability to identify realistic long and short term goals is a necessary pre-requisite, and meticulous record keeping is paramount. Because military personnel change duty stations every two to four years, the ability to enter new work environments and quickly establish relationships becomes almost second nature. Military retirees are better able to handle discipline problems in high schools where students are generally in their mid to late teens, and the small age difference between the students and the first-career, relatively inexperienced beginning teacher can be as little as four years. The military retiree, on the other hand, is usually 20-30 years older than these students with an equal number of years experience supervising and handling disciplinary problems of young service members.

Military retirees, consistently lagged behind other teachers, both beginners and experienced in three of the surveyed competency areas, though not significantly. They were not able to apply knowledge of individual differences

to meet the instructional needs of all students in the classroom, recognize overt signs of emotional distress in students, and demonstrate awareness of appropriate intervention and referral procedures for this type of problem, as well as other teachers.

Data received in this study regarding retired military experienced teachers clearly shows that military retirees retain their performance advantage in identifying long term goals for a given subject area and utilization of an effective system for maintaining records of student and class progress. Their level of professional knowledge which is significantly higher than other experienced teachers also becomes evident with increased time in the classroom.

Alternative certification programs, despite criticism have been found to produce teachers whose level of professional knowledge and competence is equal to or better than that of teachers who receive their training through traditional undergraduate programs. Military retirees who participate in these types of teacher education/certification programs not only perform well in the classroom, but their performance provides a high degree of employer satisfaction, and relatively few if any encounter special problems in their transition to the classroom. The numerous unsolicited positive comments received on the survey questionnaires provide additional support for this conclusion.

As the United States Armed Forces begin their first major downsizing since the end of the Vietnam conflict, and the need for quality teachers becomes more acute, recruiting those qualified early retirees appears to be a natural solution to these two major problems currently facing this country.

Recommendations

The first recommendation for further research would be to do a casual-comparative study to determine gender differences, and relationships between any of the weaker areas of competency of military retirees as identified by a survey similar to the one used in this study and the program content and curriculum of Old Dominion University's Military Career Transition Program. The lack of printed information on this alternative certification program prevented such comparisons from being made as a result of this study. It is further recommended that information on the Military Career Transition Program be included in the university catalog and printed in brochures for distribution to local military bases to aid in recruiting qualified individuals into this program.

The second recommendation would be for a comparison study of military retirees and other teachers by subject area in which they teach. During the spring semester of

1991, when Old Dominion University posted student teacher assignments for undergraduates and military career transition students, only 54 of 297 undergraduates (18 per cent) were student teaching in mathematics or science. Of the 25 military transition students who were assigned student teaching positions, 12 (48 per cent) were student teaching in mathematics or science. Such a study would prove most valuable in determining what, if any, are the differences between these two groups in their knowledge of the various aspects within a specific subject area.

The final recommendation would be to replicate this study in three years to determine if existing trends appear to remain constant. It would be interesting to determine if current beginning teachers will perform as well after three years experience as current experienced teachers.

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APPENDIX A**Arizona Teacher and Pupil Performance Rating Scale**

The sixteen scales of performance as described by Nelson & Ray (1983) are:

- A. Physical Organization of Classroom
- B. Clarity of Assignments/Transitions
- C. Presentation of Subject Matter
- D. Effectiveness of Questions
- E. Sensitivity of Pupil Comprehension
- F. Adaptation of Individual Differences
- G. Quality of Feedback
- H. Demonstration of Personal Regard
- I. Pupil Engagement in Tasks
- J. Pupil Self Control
- K. Range of Teacher Interaction
- L. Classroom Management
- M. Classroom Control
- N. Quality of Planning
- O. Knowledge of Subject Matter
- P. Overall Judgement (p.13)

APPENDIX B**Mississippi Teacher Assessment Instrument****Competency Areas**

1. Plans instruction to achieve selected objectives.
2. Organizes instruction to take into account individual differences among learners.
3. Obtains and uses information about the needs and progress of individual learners.
4. Obtains and uses information about the effectiveness of instruction to revise it when necessary.
5. Uses instructional techniques, methods, and media related to the objective.
6. Communicates with learners.
7. Demonstrates a repertoire of teaching methods.
8. Reinforces and encourages learner involvement in instruction.
9. Demonstrates an understanding of the school subject being taught and demonstrates its relevance.
10. Organizes time, space, materials, and equipment of instruction.
11. Demonstrates enthusiasm for teaching and learning and the subject being taught.
12. Help learners develop positive self-concepts.
13. Manages classroom interactions.

14. Meets professional responsibilities.
 15. Engages in professional self-development
 16. Communicates high experience for learners
- (Amos et al., 1988, Appendix A)

APPENDIX C

Florida Performance Measurement System Indicators

<u>Effective Indicators</u>	<u>Ineffective Indicators</u>
Domain 1 Management of Conduct	
Stops misconduct	Delays desist/Does'nt stop
Maintains instructional momentum	misconduct/desists punitively
	Loses momentum-fragments non-academic directions, overdwells
Domain 2 Organization	
Begins instruction promptly	Delays
Handles material in an orderly manner	Does not organize or handle material systematically
Orients students to class-work/Maintains acadmic focus	Allows talk/Activity unrelated to subject
Conducts beginning/Ending review	Extends discourse, changes topic with no practice
Provides for practice	Gives inadequate directions on homework/No feedback
Gives directions/Assigns/Checks comprehension of homework, seatwork assignments/Gives feedback	Remains at desk/Circulates inadequately

Circulates and assists
students

Domain 2 Development

Questions:Single factual	Allows unison response
Questions:Requires analysis/ reasons	Poses multiple questions asked as one
Recognizes response/	Poses nonacademic questions/
Amplifies/Gives corrective feedback	Nonacademic procedural questions
Gives specific academic praise	Ignores student or response/ Expresses sarcasm, disgust, harshness Uses general, nonspecific praise

Domain 3 Subject Presentation

Treats concepts-definition/ Attributes/Examples/Non- examples	Gives definitions or examples Discusses either cause or effect only/Uses no linking words
Applies law or principles	Does not state or does not apply academic rule
States and applies academic rule	States value judgement with no criteria or evidence
Develops criteria and evidence for value judgement	

Domain 4 Communication

Emphasizes important points	Uses vague/Scramble discourse
Expresses enthusiasm	Uses loud-grating, high
verbally challenges	pitched monotone, inaudible
Uses body behavior that shows	talk
interest-Smiles, gestures	Frowns, deadpan or lethargic

(Drummond & Others, 1989)

APPENDIX D**Florida Beginning Teacher Survey Competencies**

1. Applies knowledge of physical social and academic development patterns and of individual differences to meet the instructional needs of all students in the classroom and to advise students of these needs.
2. Enhances students' feelings of dignity and self-worth of other people including those from other ethnic, cultural, linguistic, and economic groups.
3. Arranges and manages the physical environment to facilitate instruction and ensure student safety.
4. Recognizes overt signs of severe emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures.
5. Recognizes signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures.
6. Recognizes the overt physical and behavioral indicators of child abuse and neglect, knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made.
7. Formulate a standard for student behavior in the classroom.
8. Deals with misconduct, interruptions intrusions, and digressions in ways that promote instructional momentum.

9. Determines the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observations and student records.
10. Identifies long-range goals for a given subject area.
11. Constructs and sequences related short-range objectives for a given subject area.
12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs.
13. Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs.
14. Uses class time efficiently.
15. Communicates effectively using verbal and nonverbal skills.
16. Creates and maintains academic focus by using verbal, non-verbal and/or visual motivational devices.
17. Presents forms of knowledge such as concepts, laws and law-like principles.
18. Presents directions appropriate for carrying out an instructional.
19. Stimulates and directs student thinking, and checks student comprehension through appropriate questioning techniques.
20. Provides appropriate practice to promote learning and retention.

21. Relates to students' verbal communications in ways that encourage participation and maintains academic focus.
22. Uses feedback procedures that give information to students about the appropriateness of their responses.
23. Conducts review of subject matter.
24. Constructs or assembles classroom tests and tasks to measure student achievement or objectives.
25. Establishes a testing environment in which students can validly demonstrate their knowledge and/or skills and receive adequate information about the quality of their test performance.
26. Utilizes an effective system for maintaining records of student and class progress.
27. Uses computers in education (Drummond, 1990).

APPENDIX E**Virginia Beginning Teacher Assessment Program****Competency Areas**

Commonwealth of Virginia Department of Education (1986)
gives the following 14 competencies which make up the
assessment component of BTAP:

1. Academic Learning Time
2. Student Accountability
3. Clarity of Lesson Structure
4. Individual Differences
5. Evaluation
6. Consistent Rules
7. Affective Climate
8. Learner Self-Concept
9. Meaningful Learning
10. Planning
11. Questioning Skill
12. Reinforcement
13. Close Supervision
14. Awareness

APPENDIX F**Connecticut Teaching Competencies**

1. Demonstrates knowledge of the subject to be taught
 - 1.1 Knows and understands the major principles and concepts of the material to be taught
 - 1.2 Understands the purpose and value of the material to be taught
 - 1.3 Is able to formulate meaningful questions about the subject matter
2. Plans instruction to achieve selected objectives
 - 2.1 Identifies and sequences goals of instruction
 - 2.2 Identifies and sequences objectives for instruction
 - 2.3 Identifies teaching procedures and sequences learning activities
3. Effectively implements instructional plans and uses appropriate instructional techniques.
 - 3.1 Presents material at a level appropriate to the needs, interests, ability, and background of students
 - 3.2 Conducts learning activities in a logical sequence which is flexible and developmentally appropriate
 - 3.3 Provides illustrations, examples, and applications of the material
 - 3.4 Uses a variety of instructional materials and media

- 3.5 Uses a variety of instructional methods and incorporates advancing technology
- 3.6 Uses a balance of individual, small group, and large group instructional arrangements
- 3.7 Provides instructional activities that foster student involvement
- 3.8 Matches teaching styles and methods with the learning situation and the learning styles of students
- 4. Effectively communicates with students
 - 4.1 Provides directions and explanations in a clear, coherent, and logical manner
 - 4.2 Uses acceptable written and oral expressions with students
 - 4.3 Provides for two-way communication with students throughout lessons
 - 4.4 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication
 - 4.5 Communicates personal enthusiasm and self confidence
 - 4.6 Outlines expectations for students in a clear manner
 - 4.7 Communicates with students both individually and collectively about their needs and progress
- 5. Helps students develop positive self-concepts

- 5.1 Demonstrates sensitivity to and respect for the needs and feelings of all students
- 5.2 Demonstrates patience, empathy and enthusiasm
- 6. Facilitates the independence of the student as learner
 - 6.1 Poses probing questions that stimulate students to recall, analyze, synthesize, and evaluate
 - 6.2 Presents opportunities that foster thinking skills and problem-solving skills
- 7. Effectively organizes time, space, materials, and equipment for instruction
 - 7.1 Establishes and maintains classroom routines and procedures
 - 7.2 Uses instructional time effectively, paces instructional activities appropriately, and maximizes students' time on task
 - 7.3 Provides a learning environment that is attractive and orderly
- 8. Effectively assesses student needs and progress
 - 8.1 Develops and maintains systems for keeping group and individual records
- 9. Effectively meets the needs of exceptional students
 - 9.1 Provides appropriate instruction to students with special needs
- 10. Establishes a positive learning environment
 - 10.1 Establishes and maintains appropriate behavior standards for students in the learning environment

- 10.2 Handles discipline fairly and consistently
- 11. Meets professional responsibilities
 - 11.1 Demonstrates responsibility for self-growth, professional improvement, and ongoing self-evaluation
 - 11.2 Works cooperatively with colleagues and administrators
 - 11.3 Follows the policies, procedures, and curricula of the school district (Steifer & Iwanicki, 1985).

APPENDIX G

Survey Questionnaire

Dear Respondent,

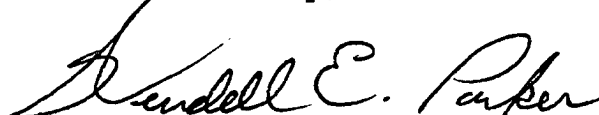
As I'm sure you are aware, recent shortages in qualified teachers have prompted the establishment of alternative certification programs to attract qualified personnel from other professions into the field of teaching. In the Hampton Roads area, military retirees are viewed as a large viable source of potential teachers, and the Military Career Transition Program at Old Dominion University was developed to train those individuals and get them into the classroom. Since 1989, when the first participants of this program entered area school systems, no data has been collected regarding their performance, or your level of satisfaction with these retired military second career beginning teachers.

The enclosed questionnaire was designed with generic competencies to determine the level of performance of those retirees working for you (either full time or as substitutes), relative to all other beginning teachers whom you know or have known, who received their training via traditional four year undergraduate programs. Questions regarding your level of satisfaction and special problems are also included.

To ensure the anonymity of individuals you are rating, names of the subjects of this survey are not provided or desired. It is only necessary that you, as the respondent know in your own mind whom you are rating. Please use one form for each individual. If you are rating more than one individual, ratings you give to all other beginning teachers (O.B.T.) should be the same on all forms. As a supervisor in one of the 34 schools in Norfolk, Virginia Beach, Chesapeake, and Hampton, which have been identified as employers of military retirees, your input will be combined with that of the other schools to provide the first employers' perspective of these second career beginning teachers.

If you have any questions you may contact me at home (804) 456-5185 or at my office (804) 888-3605. Your participation is greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Wendell E. Parker". The signature is written in dark ink and is positioned above the printed name and title.

Wendell E. Parker
Lieutenant Commander
U.S. Navy.

RETIRED MILITARY/BEGINNING TEACHER SURVEY

The purpose of this survey is to determine differences in the levels of performance between retired military second career beginning teachers, and all other (first career) beginning teachers.

As a supervisor of a retired military career beginning teacher, please use a number from the following scale to rate both the performance of these individuals, and all other first career beginning teachers you have ever supervised, on each of the following competency areas.

- | | |
|-------------------------|---------------------------|
| 9 - Extremely adequate | 4 - Somewhat inadequate |
| 8 - Very adequate | 3 - Reasonably inadequate |
| 7 - Reasonably adequate | 2 - Very inadequate |
| 6 - Somewhat adequate | 1 - Extremely inadequate |
| 5 - Borderline | 0 - Cannot respond |

M.R. - Military retirees

O.B.T. - Other beginning teachers

Date of interview

Your position
Dept. Head;
Principal etc.

Teaching competencies	O.B.T.	M.R.
1. Knowledge of subject matter.	_____	_____
2. Applies knowledge of physical social and academic development patterns.	_____	_____
3. Applies knowledge of individual differences to meet the instructional needs of all students in the class room.	_____	_____
4. Enhances students' feelings of dignity and self-worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	_____	_____
5. Arranges and manages the physical environment to facilitate instruction and ensure student safety.	_____	_____
6. Recognizes overt signs of severe emotional distress in students.	_____	_____

- | | |
|-------------------------|---------------------------|
| 9 - Extremely adequate | 4 - Somewhat inadequate |
| 8 - Very adequate | 3 - Reasonable inadequate |
| 7 - Reasonably adequate | 2 - Very inadequate |
| 6 - Somewhat adequate | 1 - Extremely inadequate |
| 5 - Borderline | 0 - Cannot respond |

	O.B.T.	M.R.
7. Demonstrates awareness of appropriate intervention and referral procedures for students who appear to suffer severe emotional distress.	_____	_____
8. Recognizes signs of alcohol and drug abuse in students.	_____	_____
9. Demonstrates awareness of appropriate intervention and referral procedures for students suspected of alcohol or drug abuse.	_____	_____
10. Formulates a standard for student behavior in the classroom.	_____	_____
11. Deals with misconduct, interruptions, intrusions and digressions in ways that promote instructional momentum.	_____	_____
12. Identifies long-term goals for a given subject area.	_____	_____
13. Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs.	_____	_____
14. Uses class time efficiently.	_____	_____
15. Communicates effectively using verbal and nonverbal skills.	_____	_____
16. Creates and maintains academic focus by using verbal, non-verbal and/or visual motivational devices.	_____	_____
17. Stimulates and directs student thinking.	_____	_____
18. Checks student comprehension through appropriate questioning techniques.	_____	_____
19. Provides appropriate practice to promote learning and retention.	_____	_____
20. Relates to students' verbal communications in ways that encourages participation and maintains academic focus.	_____	_____

9 - Extremely adequate
8 - Very adequate
7 - Reasonably adequate
6 - Somewhat adequate
5 - Borderline

4 - Somewhat inadequate
3 - Reasonable inadequate
2 - Very inadequate
1 - Extremely inadequate
0 - Cannot respond

21. Uses feedback procedures that give information to students about the appropriateness of their responses. O.B.T. M.R.

22. Constructs or assembles class-room tests and tasks to measure students progress. _____

23. Establishes a testing environment in which students can validly perform. _____

24. Utilizes an effective system for maintaining records of student and class progress. _____

Adaptability

25. Overall teaching performance. _____

26. Interaction with other teachers staff, and administration. _____

27. Adjustment to school environment. _____

Using the following scale, please indicate to what degree you as an employer are satisfied with the performance of retired military beginning teachers who work for you. _____

5 - Extremely satisfied
4 - Very satisfied
3 - Satisfied

2 - Somewhat dissatisfied
1 - Very dissatisfied

Are you aware of any special problems encountered by second career beginning teachers who are retired military personnel in any of the following areas, if so, please explain.

Professional knowledge _____

Teacher training/education _____

Relationships with peers_____

Adaptability to school environment_____

APPENDIX H

Letter to Superintendents

273 Overholt Drive
Virginia Beach VA
23462-3548

February 17 1992

Dr. Raymond Washington
Hampton Public Schools
1819 Nickerson Blvd
Hampton, VA 23663

Dear Dr. Washington

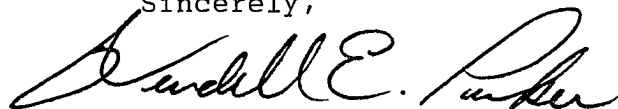
I am a Navy officer and Ph.D. candidate in Urban Services at Old Dominion University. Currently I am doing research for my dissertation which involves a study of military retirees who enter the teaching profession as a second career. I am specifically interested in how the retirees perform as beginning teachers relative to the performance of first career or recent college graduate beginning teachers.

I am writing to request your permission to contact the immediate supervisors of those military retirees recently hired by your school system for the purpose of conducting informal interviews to collect data for my study. During these interviews, which should take about 20-30 minutes each, I will ask supervisors to compare (better, worse, same as) second career beginning teachers to first career beginning teachers on several areas of teacher competence. No information from teacher's formal evaluations is desired. The names of supervisors or employees will be used only to facilitate the identification of data sources, and anonymity of all participants will be assured.

The results of this study will be published in my dissertation and made available to the Director of the "Military Career Transition Program" at Old Dominion University for the purposes of program improvement if warranted. These results will also be made available to your administration.

Your cooperation and any assistance your personnel office can provide in locating the aforementioned teachers and supervisors would go far towards expending this research, and would be greatly appreciated.

Sincerely,

A handwritten signature in dark ink, appearing to read "Wendell E. Parker". The signature is fluid and cursive, with the first name "Wendell" and last name "Parker" being clearly legible.

Wendell E. Parker

APPENDIX I

Comments Regarding Special Problems Encountered by Retired Military Beginning Teachers.

Professional knowledge

1. "The teacher was unprepared to teach in chosen field; given provisional contract and two years to complete the requirements."

Teacher Training/Education

1. "The teacher was unprepared to meet the needs of the junior high school age students."
2. "Teacher training/education needs to be as demanding as the regular program plus instruction and experiences to adequately make the transition to the real world of public education."
3. "Working with younger less-motivated individuals sometimes creates a problem for the M.R. teacher. More training in this area may be needed."
4. "Relating to today's students in ways to create means of progress is very different than the military type of expectations. This is the area of concern."
5. "More emphasis (needed) on varied teaching strategies dealing with the added problems (changes) situations in schools (with) at-risk/special education students."
6. "Classroom management techniques."
7. "Difficulties in planning and classroom management."

8. "Demonstrated inability to adapt teaching style to meet the needs of the non-traditional student (teacher training insufficient)."

Relationships With Peers

1. "Somewhat hard feelings by peers who had to work overtime giving him instructions on how to teach his subject area."
2. "Requires emphasis on military to education shift."
3. "Occasionally holds own ideas too tightly - leading to difficulty using other points of view."
4. "Usually OK - I have seen examples of where it was hard for the military retiree to forget the rank system."
5. Military retirees need to "be careful not to be too rigid and inflexible; avoid getting self in an excessively competitive situation with other staff members. The emphasis should be on working along with, and supporting each other."
6. "Primarily positive but some traditional teachers state that second career folks may not be as dedicated to the profession as those who made education their first career. This is a perception problem that is overcome once teachers work together."
7. "Often times, the retired military person has a great deal of difficulty in dealing with many students who exhibit negative behavior in the classroom."

8. "Some difficulty adjusting to having to do it all by oneself in the classroom - it is a big job & energy drain."

Adaptability to School Environment

1. "Difficulty in applying knowledge in a real public school setting."

2. Military retiree has problem "dealing with reality of the less structured school environment as compared to the military/ and building overcrowding".

AUTOBIOGRAPHICAL STATEMENT

Wendell Edgar Parker was born in Washington D.C. on August 31, 1948. Mr. Parker received a Bachelor of Science in Industrial Technology (Electronics) from North Carolina A. & T. State University, Greensboro, North Carolina, in 1971, and a Master of Education in Human Services Management from Boston University, Boston, Massachusetts, in 1984.

A retired career Navy officer and combat veteran of Vietnam, Mr. Parker holds the rank of Lieutenant Commander in the United States Navy. He is a designated Surface Warfare Officer, Education and Training Management Specialist, and Security Specialist. Since receiving his commission in 1971 Lcdr Parker has served aboard numerous ships of both the Atlantic and Pacific Fleets including USS O'Brien (DD-725), USS Hollister (DD-788), USS Forrest Sherman (DD-931), USS Escape (ARS-6), USS Ainsworth (FF-1090), USS Seattle (AOE-3), and USS Puget Sound (AD-38). His shore duty has included a three year tour as the Force Operations, Training, and Security Officer on the staff of the Commander, Naval Surface Group Mediterranean/Commander Task Force 63 in Naples, Italy. During his last tour of duty Lcdr Parker served as a Deputy Commander and Member of

the Board of Directors of the Naval Surface Warfare Center, and Officer in Charge of the Naval Mine Warfare Engineering Activity, Yorktown, Virginia. He retired from active service on July 1, 1992.

Lcdr Parker's awards include the Navy Commendation Medal, Navy Achievement Medal, Combat Action Ribbon, Meritorious Unit Commendation (with bronze star), Navy Expeditionary Medal, National Defense Medal (with two bronze stars), Vietnam Service Medal (with bronze star), Sea Service Ribbon (with four bronze stars), Overseas Service Ribbon, Vietnam Campaign Medal, Pistol Sharpshooters Ribbon.

Lcdr Parker's publications include:

Naval Mine Warfare Engineering Activity, (1992). Ship Riders' Guide. Yorktown, VA: Author.