

South Carolina's Program of Alternative Certification for Educators (PACE): Pedagogical Content Knowledge and Post-Employment Performance

Christopher Burkett

Assistant Professor of Education
Columbia College,
Columbia, South Carolina 29204
chrisburkett@columbiasc.edu

Belinda G. Gimbert

Assistant Professor, School of Educational Policy and Leadership
The Ohio State University
Columbus, Ohio, USA 43210-1177
gimbert.1@osu.edu

This research evaluated South Carolina's Program of Alternative Certification for Educators (PACE). Specifically, the study analyzed this nontraditional teacher preparation pathway's outcomes: to recruit, train, and retain effective beginning teachers who fill the growing teacher vacancies in rural South Carolina. From an in-depth review of the literature that has addressed alternative certification pathways since mid-1980, criteria were developed to identify effective characteristics of successful programs. Survey instruments were researched and applied to assess the pedagogical content knowledge by participants and K-12 administrators. Post-employment performance-based evaluation scores of PACE participants were compared to the survey results. Five recommendations were proposed to assist the PACE program to prepare effective teachers for the classroom. One major recommendation included the need to add more depth and frequency to targeted areas of the PACE curriculum such as classroom management, long-range planning, and development of assessments.

Key Words: *alternative certification, teacher recruitment, non traditional teacher preparation, assessment, teacher quality*

Although still arguable, there does appear to be a shortage of K-12 teachers across the United States in specific content areas and geographical locations. In 2004, the U. S. House of Representatives' Education and Workforce Committee reported that "67 percent of public middle and high schools had vacancies in special education, while 70 percent had vacancies in mathematics" (U.S. House of Representatives, Education and Workforce Committee, 2004, ¶ 5). In California, one-third of the teacher work force, about 100,000 teachers, will retire over the next decade and need to be replaced. Recently, the National Council of Teachers of Mathematics projected a shortfall of 280,000 qualified math and science teachers by 2015 (Peterson & Nadler, 2008). Despite federal grant funding for efforts to alleviate teacher shortages and redistribute 'highly qualified' teachers (U.S. Department of Education, Office of Postsecondary Education, Legislative and Policy Background section, ¶ 2, 1999), states have been left largely to address the unresolved issues associated with unfilled teacher positions. Mayers (2004) stated, "[at a time when] the need for quality teachers has never been more vital, the chances of obtaining it have never been more remote" (p. 1). The U.S. Department of Education, Office of Innovation and Improvement (2004) revealed that rural school districts in particular faced serious issues related to the recruitment and retention of new and experienced teachers.

In response, almost every U.S. state department of education has implemented certification methods that deviate from the traditional pathways of teacher preparation (4-year teaching degree from an undergraduate institution). Currently, 48 U.S. states and the District of Columbia have legislated nontraditional teacher preparation programs (Feistritzer & Chester, 2006). School districts, educational service agencies, universities, four-year colleges, two-year community colleges, for profit and non-profit organizations, or partnerships of these entities deliver these programs. Also included are national programs like Troops to Teachers, which focuses on military personnel moving into teaching positions, and Teach for America (TFA), which focuses on new college graduates who did not major in education (Raymond & Fletcher, 2002; Tavers, & Moeenziai, 2004). As is the case with most educational concepts that become popular over a rather short period of time, programs of alternate pathways to teacher licensure appear to be as different as they are similar.

In South Carolina, legislators have adopted policies that have spawned strategies to relieve teacher shortages, specifically targeting rural high need and hard-to-staff school districts (Collins, 1999). Over the past five years, chronic staffing issues have prevailed. Despite school districts' collective efforts to employ 4,828 teachers in the school year 2003-2004, 383 teacher positions remained unfilled (Center for Education, Retention, and Advancement [CERRA], 2004). At the onset of the school year 2005-2006, there were 344 teacher vacancies, with more than 60% of the openings in rural districts (CERRA, 2005). To combat the teacher shortage, numerous initiatives have been implemented to recruit teachers to this particular southeastern state, including the Teacher Cadet High School program, a Teacher Job Bank, and an Alternative Certification Program (CERRA, 2005). The latter program was designed to allow career-changing adults to become certified teachers without attending a traditional undergraduate or graduate teacher preparation program.

The purpose of this study was to evaluate the effectiveness of the Program of

Alternative Certification for Educators (PACE). Specifically, the study analyzed this nontraditional teacher preparation pathway's outcomes: to recruit, train, and retain effective beginning teachers who fill the growing teacher vacancies in rural South Carolina. This state defined an effective teacher as one who successfully completes at least 9 of the 10 performance dimensions of the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) evaluation model (South Carolina Department of Education, 2005a).

Theoretical Framework

Three conceptual areas of research frame this quantitative study: components of effective teacher training programs, teacher evaluation, and the degree of teacher preparedness in relation to low-performing students.

Components of Effective Teacher Training Programs

Nationally, Kent (2005) has estimated that 2.2 million teachers would be required by 2010 to fill the vacancies created by retirement and those exiting from the field of public education. This staggering number reflects the need for variety and flexibility in teacher-training programs across the country. What are the characteristics of successful programs and how can replication occur?

Teacher preparation scholarship has described one measure of the effectiveness of a teacher-training program in terms of the depth and breadth of a pre-service teacher's knowledge and skills about assessment (Dwyer, 1994; Cleveland, 2003; Zeichner & Conklin, 2005). Tepper (2004) has advocated that a process of authentic assessment enables a teacher to discover, through means other than the traditional paper-and-pencil approach, what students know and have learned. Through this holistic approach, assessment is focused on the individual needs of the child, and highlights a child's skills for speaking, listening, reading, and writing (Hill & Ruptic, 1994). Informal assessment data usually are obtained through observations (Johnson, Rice, Edgington, & Williams, 2005; Uhlenbeck, Verloop & Beijaard, 2002). Tepper advocated that pre-service teachers should practice assessment techniques before solely teaching in a classroom. Without adequate assessment knowledge, the teacher cannot effectively reach his or her students (Tepper, 2004).

Inman and Marlow (2004) have suggested that an important outcome for a teacher graduate of any teacher preparation program is professionalism. For teachers to stay current with new teaching trends and methodology, it is essential that professional development opportunities are afforded all teachers. A commitment to life-long learning should be inspired by teacher-training programs that encourage beginning teachers to learn about teaching, about how to teach, and about how to be a teacher (Costa & Kallick, 2000; Feiman-Nemser, 2001; Gimbirt, 2001). Another aspect of professionalism is support for new teachers. Murphy (1993) advocated that support is one of the most important components that teachers need and desire once they enter the classroom. Teacher-training programs must equip students with the knowledge of where to find this support if the administration fails to provide what is needed (Weasmer & Woods, 2003; Zepeda, 2003). Approximately two thirds of teachers cite lack of support as a reason for

leaving the profession (Spears, Gould, & Lee, 2000).

Classroom management stands as one of the most important concepts that teacher-training programs teach (Justice, Greiner, & Anderson, 2003). Without the skills to maintain order in the classroom, very little else can be achieved. Preservice teachers must be taught various ways of organizing a classroom. Effective behavior management must also be stressed within any teacher-training program (Charles, 2001). This should be a proactive approach that relies on positive interaction between teacher and student. Burden (2003) stated that being proactive from the start is much easier than reacting to the misbehavior once it has begun. Using proximity and body language to convey messages to students about behavior is an excellent strategy to be proactive (Cangelosi, 2004). It is imperative that all new teachers have a system of classroom management in place before students enter the classroom on the first day (Johnson et al., 2005). Without this preparedness, beginning teachers are doomed to numerous discipline issues.

Learning how to implement innovative instructional strategies is another important component of teacher training. Teachers in today's classrooms must be ready to meet the diverse learning styles and cultural nuances that appear with each student. Teachers must develop original, theory-based instructional materials that are appropriate for the grade level (Randi, 2004). This must be completed through purposeful scaffolding, along with collaboration with fellow teachers (Randi, 2004). Downey (2000) advocates the use of advance organizers and subject matter strategies with pre-service teachers. These techniques can be universal and assist new teachers in linking their curriculum to the students. Adding in relevance helps the students to grasp the entire concept completely (Downey). Exemplary teacher-training programs stress and mandate that pre-service teachers use innovative instructional strategies in their classrooms.

An effective teacher preparation program supports the development and refinement of pre-service teachers' knowledge about classroom curriculum, as well as the necessary skills to plan, enact, and revise lessons. Morris, Bell, and Boston (2002) describe quality teaching as an act that is coordinated and efficiently executed, and suggest teachers plan collaboratively with veteran colleagues during the first year of teaching (Morris et al.). A teacher-training program should enable pre-service teachers to understand the relationship between content standards and pedagogical content knowledge. Underlying this premise is a belief that a sophisticated understanding of content knowledge allows teachers to make ideas accessible to others (Shulman, 1987).

Last, effective teacher-training programs produce teachers who have high expectations for learners. Bishop (1989) researches the disparity between what students are capable of and what they are expected to perform, and finds that teacher expectations are very low. Raffini (1993) finds that student performance rises and falls to the level of the expectation of the teacher. Brophy (1986) believes that teachers must project attitudes and beliefs that all students can learn and succeed. This, combined with accommodating the differences of all students, would assist all students in reaching their potential and becoming successful in the classroom (Omatoni & Omatoni, 1996). Tauber (1998) suggests using positive feedback, establishing a positive climate, and allowing students input in learning as ways to increase learner expectations. Further, Tauber highlights that teacher-training programs begin the process of making high expectations a way of life for

new teachers. This must be ingrained in every aspect of their teaching.

Teacher Evaluation

Teacher evaluation began in the United States as a mechanism for teacher supervisors to find fault with their employees. Sullivan and Glanz (2000) state, “Nineteenth century supervisors, for the most part, saw teachers as inept” (p. 3). For many of these supervisors, the only way to improve teachers and instruction was to find fault in their teaching (Reitzug, 1997). According to Ellett and Teddlie (2003),

Evaluation] is as old as the education system in the USA and it has been through many trends and cycles as roles of teachers have changed, as values and beliefs about effective teaching and teacher responsibilities have changed, as perceptions of how students best learn have changed, and as societal demographics and teaching contexts have changed. (p. 103)

As teacher evaluation evolved from finding fault in teachers to promoting professional growth for teachers (Sullivan & Glanz, 2000), democratic supervision emerged as a collaborative and more collegial process among teachers, curriculum specialists, supervisors, and administrators. Ebmeir and Nicklaus (1999) advocate that such a process permitted “teachers to take active roles in determining the focus of their own growth and shifted the function of supervision from inspection to a vehicle for active experimentation and individual development” (p. 124). This movement in teacher evaluation created different goals in evaluation, from punitive to constructive development.

Generally, the most common process applied to evaluate a teacher’s performance is summative, which requires an observation with a checklist and, then, a conference to discuss results (Isaacs, 2003; Ovando, 2001). In a formative evaluation, an observation is planned where more anecdotal information is provided by the observer. Bradshaw (1996) identifies that states and school districts primarily use formative evaluations for those new in the teaching profession, whereas summative evaluations are used with experienced teachers who usually have tenure.

In South Carolina, a summative evaluation system known as ADEPT provides a valid statewide process for evaluating teachers. Anderson (2003) states,

In 1997, the South Carolina General Assembly passed legislation directing the State Department of Education to adopt a set of state standards for teaching effectiveness that would serve as a foundation for assisting, developing, and evaluating all pre-service as well as in-service teachers. (p. 1)

This evaluation system is used for teacher candidates during their pre-service programs as well as their first year of teaching. Anderson (2003) says,

The program provides a clear and explicit definition of good teaching, contains clear expectations for teacher knowledge and performance, provides a common language for teachers and administrators to talk about good teaching, provides a common framework for consensus and collaboration, includes multiple observers/evaluators, and focuses on continued growth and development of teachers. (p. 3)

Specifically, ADEPT is designed to

1. Establish state standards (performance dimensions) that redefine and upgrade the expectations for what all South Carolina teachers should know and be able to do as competent and effective professionals.

2. Provide teacher education programs with a framework for collaborating with school districts to design and implement innovative models for assisting and evaluating student teachers.

3. Provide school districts with a framework for developing induction programs to assist novice teachers during their first (induction contract) year of teaching (South Carolina Department of Education, 2005a).

Final ADEPT scores for teachers are determined as *met ADEPT standards* or *not met ADEPT standards*. ADEPT score results are reported to the state department of education at the end of every school year. The state is responsible for monitoring these results. For the 2002-2003 school year, out of 2,651 induction teachers, 81% met ADEPT standards, 5% did not meet standards, and 14% were either incomplete or not reported (South Carolina Department of Education, 2005a).

Teachers who meet the ADEPT standards move on to an annual contract with a formal ADEPT evaluation occurring during their second year of teaching. Those not meeting the ADEPT standards receive diagnostic assistance and repeat the ADEPT evaluations (South Carolina Department of Education, 2005a). According to Anderson (2003),

The ADEPT program has resulted in better prepared novice teachers who are better able to make the transition to classroom teaching, demonstrate teacher professionalism, share responsibility (teachers and administrators) for effective teaching, and nurture more positive administrator-teacher relationships. (p. 3)

The ADEPT evaluation system used by South Carolina has been researched by Anderson (2003) and proven to be effective in assisting teachers in the classroom. Anderson states,

The effectiveness of the ADEPT program depends on the purpose it is intended to serve. If the purpose is to remove truly ineffective teachers from the teaching profession, it is not very effective. If, on the other hand, the purpose is to assist teachers to become better teachers, there is a great deal of evidence that the ADEPT program is effective. (p. 4)

Teacher Preparedness in Relation to Low-Performing Students

Ineffective and unprepared teachers result in low-performing students (Bottoms, 2002; Cleveland, 2003; Dwyer, 1994; Darling-Hammond, 1998; Davis, Ellett & Annunziata, 2002; Hawk & Schmidt, 1989). For example, in schools where the majority of teachers did not hold full state teaching credentials, Wise (2005) describes that a high probability of students failed the state exit exam. The report revealed that if 21% of a school's teachers lacked a full credential, then at least 75% of the sophomores failed the math portion of the exit test (Wise).

Effective teacher training includes coursework that emphasizes lesson planning,

assessment, and classroom management (Berry, 2000; Kagan, 1992). A lack of preparedness of beginning teachers may result from preparation programs that do not include knowledge and skills about how to differentiate instruction for individual students. In addition, Athanases and Achinstein (2003) advocate a prospective teacher's experience of a reflective stance is an essential component of an effective preparation program. These researchers described a beginning teacher's "inward focus with adaptation and reconstruction of the self-image" as a crucially important aspect of preparation without which "the novice teacher cannot progress to a focus on students" (p. 1487). Likewise, King (1991) and Tucker & Stronge (2005) discovered that a disparity in relationship between teachers and students may disrupt a classroom climate that otherwise is conducive to accelerating student learning. According to the U.S. Department of Education (2005),

Studies in both Tennessee and Texas found that students who had effective teachers greatly outperformed those who had ineffective teachers. . . . In the Tennessee study, students with highly effective teachers for three years in a row scored 50 percentage points higher on a test of math skills than those whose teachers were ineffective. (The Need to Improve Teacher Quality section, ¶ 1)

Context of the PACE Program

In an attempt to entice a potential career-changer to be trained as a teacher via a nontraditional teacher preparation pathway, PACE was created by the South Carolina Department of Education (2003). Specific criteria were established for an applicant to be admitted to this program, and benchmarks were set to measure and monitor adequate progress throughout the program. Prospective candidates were required to hold at least a 4-year undergraduate degree and have demonstrated 2 years professional work experience (Harvey, 2005). Post-acceptance, participants attended an intensive 2-week seminar on teaching. As a teacher of record, participants were also permitted to attend four all-day seminars throughout the school year. At the completion of the first year of teaching [during the second summer of the program], PACE teachers participated in a second 2-week seminar. In addition, the program's participants were expected to complete two all-day seminars by midpoint of the second year of teaching. A period of intense professional support for each teacher of record followed the program's completion. Harvey stated, "Over a three-year-period [after PACE], participants complete a series of institutes, seminars, and graduate programs across the state" (p. 4). The emphasis on professional teaching development was essential because the majority of PACE participants were hired in rural, isolated K-12 school districts.

Methodology

This study combined inductive and summative evaluation approaches to apply a quantitative methodology "for determining the merits of a fully operational program" (Gall, Gall, & Borg, 2003, p. 549). The following research questions guided this study:

1. How should the PACE program and program participants be evaluated and what instruments should be implemented for this evaluation process?
2. How do PACE participants rate the effectiveness of the PACE program in training them to be successful teachers?

3. How do PACE participants' evaluators (principals) rate the effectiveness of PACE teachers?

4. How do the formal evaluation scores of PACE participants compare with the findings of PACE participants and their evaluators?

Quantitative research methods were used to evaluate the PACE program. The research questions were addressed by performing a review of literature, defining criteria, developing evaluation instruments, and collating and analyzing data. Multiple procedures were applied to address the research questions (Creswell, 2003; Trochim, 2004). The first procedure consisted of a comprehensive review of pertinent literature. Internet and library resources were used to determine the rationale for alternative teacher certification programs, success rates, and program effectiveness. The literature provided information about model teacher-training programs that served as the basis for the development of criteria for this study.

Criteria emerged from the existing literature and were appropriated as standards for the evaluation of the PACE program (see Appendix A). The literature suggested that effective teacher education programs concentrated on 10 basic themes: long-range planning, short-range planning, assessments, expectations for learners, instructional strategies, learner content, learning monitoring, learning environments, classroom management, and professional responsibilities (Inman & Marlow, 2004; Johnson et al., 2005; Justice et al., 2003; Morris et al., 2002; Omationi & Omationi, 1996; Randi, 2004; Shulman, 1987; Tepper, 2004). The criteria found closely followed the performance dimensions of the state ADEPT evaluation system (South Carolina Department of Education, 2005a). Next, an instrument to review the PACE curriculum was developed to determine if the curriculum met the criteria. A checklist was developed through a review of the scholarship and affirmed by an analysis (see Appendix B).

In the second procedure, the literature was reviewed again to identify any suitable surveys for the purpose of gathering data about the PACE participants' and principals' experiences and insights. The literature review identified a survey that had been previously pilot tested, found to be valid, and correlated with South Carolina's beginning teacher summative evaluation instrument, ADEPT (Burnham, Butler, Love, Sharrock, and Smith, 2005). Survey 1 was designed to garner feedback about current PACE participants' perceptions of the teacher training experiences (see Appendix C). Survey 2 was designed to glean feedback from PACE participants' principals as to their evaluation of the effectiveness and success of PACE preparation (see Appendix D).

The PACE curriculum was reviewed using the developed check list. The PACE curriculum was analyzed to determine where and when the 10 criteria were addressed, as well as the performance dimensions of the ADEPT evaluation instrument. Next, the surveys were administered. The state department of education provided the researcher with the names and addresses of each group (participants and their principals) from Cohort 2. Cohort 2 was purposefully selected as the sample group because each cohort member had finished the PACE program as well as one year of teaching. Survey 1 was administered to the 317 PACE participants from Cohort 2. Last, Survey 2 was mailed to PACE participant's principals (120 principals were surveyed).

The formal evaluation scores of teachers who were in the second PACE cohort were researched. This was accomplished by reviewing the scores of the ADEPT evaluations performed on every teacher in the state. To attain an appropriate number of scores ($n > 30$), ADEPT scores from Cohort 1 were used. These participants experienced the same curriculum as each teacher candidate of Cohort 2. The researchers determined that their ADEPT results were a valid comparison. (Note: Cohort 2 scores were not available during the time of the data analysis).

In summary, data were collected through the two surveys (participants and principals), the checklist of the PACE curriculum, and the post-employment ADEPT evaluation. First, the checklist was analyzed to determine if the criteria were taught in the PACE curriculum. Next, the survey data from the participants and principals were compared. This was conducted using a *t* test for differences between means (Gall et al., 2003). Each survey question for participants and principals was compared. This test established if there was a significant difference between the participants' surveys and the participants' evaluators' surveys. The *t* test results were then compared to the formal teacher evaluation results (ADEPT) for participants.

Results

The PACE curriculum, the survey results, and the ADEPT scores were analyzed in that order.

PACE curriculum

The data collected from the validated checklist were applied to analyze the PACE curriculum to determine whether the validated criteria were found. In addition to the number of times that the criteria were taught, the particular time in the curriculum the criteria were taught (Summer I, Saturday Seminars, or Summer II) was also noted. Each performance dimension from the criteria was found to be taught in the PACE curriculum. Specifically, the criteria were addressed in each of the three PACE teaching sessions (Summer I, Saturday Seminars, and Summer II). The variance in the PACE curriculum appeared in the frequency that the performance dimensions were covered. Performance Dimension 5, instructional strategies, was covered the most frequently in the curriculum, occurring 43 times during the three PACE sessions. Performance Dimension 1, long-range planning, and Performance Dimension 9, managing the classroom, were covered the least, each occurring only 14 times during the three PACE sessions. The remaining frequencies of the performance dimensions occurred between 20 to 40 times in the curriculum (see Table 1).

PACE participants' survey. From the results, Performance Dimension 1, long-range planning, had the lowest response, ranking 2.89. Performance Dimension 2, short-range planning, ranked 3.33. Performance Dimension 3, development and use of assessments, ranked 3.03. Performance Dimension 4, high expectations for learners, ranked 3.22. From the survey, Performance Dimension 5, instructional strategies, had the highest response, ranking 3.46. Performance Dimension 6, providing content for learners ranked 3.20. Performance Dimension 7, monitoring and enhancing learning, ranked 3.25. From the surveys, Performance Dimension 8, maintaining an environment that promotes learning,

ranked 3.43. Performance Dimension 9, managing the classroom, ranked 3.17. Last, Performance Dimension 10, professional responsibilities, ranked 3.31 (see Table 2).

Table 1

PACE Curriculum Results

Criteria found in the PACE curriculum

Performance Deminsion	Found in Curriculum:		Specific Lessons in:			Frequency:
	Yes	No	Summer 1	Saturday Seminars	Summer 2	
PD 1 Long Range Planning	X		10	1	3	14
PD 2 Short-Range Planning	X		19	3	14	36
PD 3 Development and Use of Assessments	X		21	3	7	31
PD 4 High Expectations for Learners	X		12	2	7	21
PD 5 Instructional Strategies	X		20	4	19	43
PD 6 Providing Content for Learners	X		16	1	10	27
PD 7 Monitoring and Enhancing Learning	X		11	3	8	22
PD 8 Maintaing an Environment that Promotes Learning	X		16	8	16	40
PD 9 Managing the Classroom	X		9	4	1	14
PD 10 Professional Responsibilites	X		9	7	4	20
Comments:						

The results of the participants' surveys showed that the PACE participants believed that all the criteria were covered during their PACE training and that they felt prepared for the classroom. It did, however, highlight that the participants believed that not all of the criteria were covered the same and that some improvements could be made (e.g., long-range planning rated the lowest, indicating the need for more instruction in that area).

PACE principals' survey. From the results, Performance Dimension 1, long-range planning, ranked 3.24. Performance Dimension 2, short-range planning, ranked 3.20. Performance Dimension 3, development and use of assessments, had the lowest response, ranking 3.16. Performance Dimension 4, high expectations for learners ranked 3.21. From the survey, Performance Dimension 5, instructional strategies, ranked 3.22. Performance Dimension 6, providing content for learners, ranked 3.24. Performance

Dimension 7, monitoring and enhancing learning, ranked 3.17. From the surveys, Performance Dimension 8, maintaining an environment that promotes learning, ranked 3.31. Performance Dimension 9, managing the classroom, ranked 3.16. Lastly, Performance Dimension 10, professional responsibilities, had the highest response, ranking 3.64.

Table 2

PACE Survey Results

Group	Participants	Principals	Diff
PD1	2.886597938	3.229437229	-0.34284
PD2	3.329896907	3.196969697	0.132927
PD3	3.037800687	3.152654867	-0.11485
PD4	3.225515464	3.203883495	0.021632
PD5	3.457831325	3.213978495	0.243853
PD6	3.195726916	3.23012939	-0.0344
PD7	3.259114583	3.166107383	0.093007
PD8	3.428822496	3.30237581	0.126447
PD9	3.181443299	3.155672823	0.02577
PD10	3.317869416	3.354978355	-0.03711

The results of the PACE principals’ surveys showed that the principals believed that their PACE teachers were prepared for the classroom. It did, however, highlight that the principals believed that some improvements in PACE teacher preparation could be made (e.g., development and use of assessments rated the lowest, indicating the need for more instruction in that area).

T test results

A *t* test was conducted to ascertain any difference between means of survey question tallies for participants and principals (Gall et al., 2003). This test established whether there was a significant difference between the participants’ survey responses and the participants’ evaluators’ survey responses about whether PACE prepared its teachers for the classroom. No significant difference was found between the two survey results (0.85, $p > 0.05$). This showed that there was no significant difference between PACE participants and their principals’ views of their preparation and the effectiveness of the PACE program.

ADEPT scores. To determine if PACE teachers’ formal teaching evaluations matched the perceptions of the participants in the PACE program, the ADEPT scores (formal evaluation scores) were averaged and compared to the participants’ survey results. To begin this process, the formal ADEPT scores were analyzed. ADEPT scores are recorded by a pass or fail method. A zero indicated that a PACE participant did not pass that performance dimension of ADEPT. A 1 indicated that the PACE participant did pass that performance dimension of ADEPT. An overall zero or 1 indicated the same: fail or pass

the entire evaluation. Of the 254 Pace participants from Cohort 1 who were evaluated in 2005 with ADEPT, 245 earned a 1 (passed) for Performance Dimension 1, long-range planning. There were 243 participants who passed Performance Dimension 2, short-range planning. In Performance Dimension 3, development and use of assessments, 245 PACE participants passed. There were 238 participants who passed Performance Dimension 4, high expectations for learners. In Performance Dimension 5, instructional strategies, 238 participants passed. Performance Dimension 6, providing content for learners, had 245 participants who passed, whereas Performance Dimension 7, monitoring and enhancing learning, had 242 who passed. In Performance Dimension 8, maintaining an environment that promotes learning, 245 participants passed. There were 236 participants who passed Performance Dimension 9, managing the classroom. Lastly, 231 passed Performance Dimension 10, professional responsibilities, which had the lowest pass rate of all the 10 performance dimensions. Of the 254 PACE participants who were evaluated, 231 passed the ADEPT evaluation. This indicated that 91% of PACE participants were rated as competent in the classroom, thus affirming that the PACE curriculum prepared them for their jobs.

Next, the ADEPT scores for Cohort 1 were compared with the survey data of the PACE Cohort 2 participants. The correlation coefficient for the ADEPT scores and the participants' survey results was -0.227. Therefore, there was not a significant correlation between the ADEPT scores and the PACE participants' survey results. This indicated that although both PACE participants' ADEPT evaluation scores were high and their survey results of the PACE program were high, no direct comparison could be concluded (see Table 3).

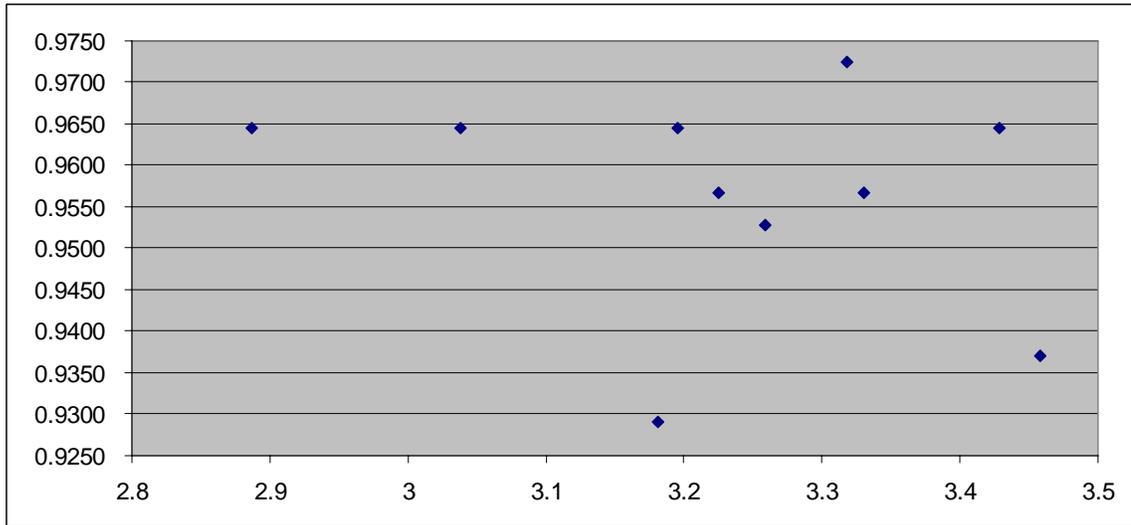
Table 3

PACE ADEPT Results

<i>Group</i>	<i>Participants</i>	<i>ADEPT</i>
PD1	2.886597938	0.9646
PD2	3.329896907	0.9567
PD3	3.037800687	0.9646
PD4	3.225515464	0.9567
PD5	3.457831325	0.9370
PD6	3.195726916	0.9646
PD7	3.259114583	0.9528
PD8	3.428822496	0.9646
PD9	3.181443299	0.9291
PD10	3.317869416	0.9724

Figure 1

Correlation Coefficient Scatterplot



From the analysis of the PACE curriculum, the two surveys, the ADEPT scores, and the relationships between the surveys and the ADEPT scores, results were synthesized and tentative recommendations offered. The results of the curriculum analysis confirmed that all of the criteria were contained in the PACE curriculum; however, certain criteria were afforded more instruction. Long-range planning and classroom management were explored less than all other criteria in the PACE curriculum. The survey results from the PACE participants established that the participants believed they did receive a quality training experience from the PACE program. It did show, nevertheless, that there were areas for improvement and more instruction, including long-range planning, classroom management, and using assessments. The principals' surveys of the PACE program indicated that they were satisfied with the preparation the PACE program gave to teachers in the program. The principals' results also indicated areas of improvement and more instruction for the program, including assessment, classroom management, and short-range planning. A comparison of the participants' and principals' survey results showed that both groups believed the preparation by the PACE program was satisfactory. The ADEPT evaluation scores from PACE Cohort 1 participants specified that the majority of participants (231 out of 254) were rated as effective teachers. Although the PACE teachers were deemed effective in their classrooms by their evaluators, there was not a direct comparison found between the ADEPT results and the PACE participants' survey results. Overall, the PACE program was found to be a quality program. The tentative recommendations centered around fortifying the PACE curriculum to ensure that all areas were covered more equally, and adding more instruction on certain topics such as classroom management, assessment, and planning was deemed necessary.

Discussion

The literature showed that the components of effective teacher education programs centered on certain fundamental principles: field experience, assessment,

professionalism, classroom management, instructional strategies, planning, content knowledge, and high expectations (Inman & Marlow, 2004; Johnson et al., 2005; Justice et al., 2003; Morris et al., 2002; Omatoni & Omatoni, 1996; Randi, 2004; Shulman, 1987; Tepper, 2004). These were the criteria established to examine the PACE program. The criteria represented the 10 basic themes that should be used as qualities to determine successful and effective programs of teacher education.

PACE curriculum

The PACE curriculum was shown to be strong in instructional strategies (having a frequency of 43) and short-range planning (having a frequency of 36). The literature consistently mentioned the need for innovative instructional strategies in the classroom (Randi, 2004). Subject matter strategies are necessary to prepare new teachers for the classroom (Downey, 2000). Quality teachers also must have the ability to plan and implement those plans (Morris et al., 2002). Planning is the cornerstone of a well-run, effective classroom (Morris et al.). Based on the curriculum analysis, the PACE program offers its participants a great deal of instruction in instructional strategies as well as short-range planning.

The use of the checklist also illustrated certain areas where the criteria were not taught as often. From the checklist, the PACE curriculum demonstrated two areas that had very low frequencies. Long-range planning had a frequency of 14 as did classroom management. Morris et al. (2002) concluded that short-range planning is necessary, but the ability to plan long-range is essential. It is this ability to plan over long spans of time that allows a teacher to teach all necessary standards and curriculum. Most experts agree that classroom management is one of the most important components of a teacher's preparation (Justice et al., 2003). Without appropriate and in-depth classroom management preparation, teachers may find it hard to foster proper relationships with both parents and students (Justice et al.). Based on frequency, the PACE curriculum needs more emphasis in the areas of long-range planning and classroom management.

Surveys of participants and principal

The PACE participants favorably reviewed their PACE experience. From a summary of the survey results, PACE participants either agreed or strongly agreed that their PACE training was effective (overall survey average 3.23 out of 4.00). PACE participants ranked instructional strategies and creating and maintaining a positive learning environment as two of the most well-taught areas of the PACE program. Previously, Tauber (1998) stressed that maintaining a positive learning environment is critical to student success in the classroom. Exemplary teaching involves the use of many different instructional strategies that have been developed from numerous theories and are age appropriate for students (Randi, 2004). From the participants' viewpoint, the PACE curriculum's major strengths in preparation were the areas of instructional strategies and creating positive learning environments.

From the survey results, participants showed that they believed the PACE program emphasized some areas above others for preparation. The areas of classroom management, assessment, and long-range planning were cited by participants as areas

that the program needed to enhance instruction in order to provide participants with more information and skills to use in their classrooms. Participants rated classroom management as the next least effective with a score of 3.81 out of 4.00. The literature stressed that effective teacher education programs must instruct their students on classroom management and planning (both short- and long-range), as well as the process for developing assessments. It is widely validated through research that quality teachers are well-planned and organized (Morris et al., 2002). A well-prepared teacher will be able to assess his or her students both formally and informally to determine if the students have mastered the material (Tepper, 2004). It has also been proven that classroom management is the key to a well-run classroom and that the management plan must be implemented on the first day (Johnson et al., 2005). Revealed through the participants' surveys, the PACE program has areas where the effectiveness of the program could be improved.

The principals of PACE participants were also surveyed to determine their views on how well the PACE program prepared their PACE teachers. Principals of PACE participants either agreed or strongly agreed that the PACE program was effective for their teachers. The PACE principals' survey ranked professional responsibilities and maintaining a positive learning environment as the most well-taught of the PACE program. The literature indicated that teaching students the value of professional responsibilities such as professional development is an integral part of any teacher education program (Inman & Marlow, 2004). Research has also proven that the expectations of the teacher have a fundamental impact on student performance in a class (Raffini, 1993). Based on the survey results from the principals of PACE participants, the PACE program has its major strengths in the areas of professional responsibilities and the learning environment.

The survey results from PACE principals also noted areas that the PACE program could improve for its participants. The principals ranked development of assessments and classroom management as the most ineffective in preparing PACE teachers for the classroom. It should be noted that the areas for improvement were the same as indicated by the PACE participants themselves. This revealed that both PACE participants and their principals all see areas of needed improvement for the program as classroom management and development of assessments. Improvement in these areas could assist teachers in becoming even more effective in the classroom.

ADEPT scores

These summative evaluation data (Isaacs, 2003) support the results of the survey of PACE participants as well as their principals in ranking the PACE program's effectiveness as strong.

Conclusions

Although considered an initial step that empirically investigated the effectiveness of South Carolina's state-wide alternative certification program, methodological limitations were disclosed. First, the results of this survey may not be applicable to other states because the data were exclusive to South Carolina. Other states with alternative certification programs may mandate different standards as well as use different

evaluation instruments to assess classroom teachers' effectiveness. Second, the results of the surveys were limited to the number returned to the researcher for the study. Third, the data collected from the surveys was from the PACE Cohort 2 only. The data from the ADEPT evaluations were from PACE Cohort 1 due to the lack of formal evaluation scores from PACE Cohort 2 participants. Last, alternatively certified education participants from other states were not considered for this research study.

From this study's findings, five recommendations have been made for actions that may enhance the PACE program's efforts to effectively prepare teachers for this southeastern state. First, the PACE curriculum should include a targeted focus that develops a prospective teacher's skills and knowledge for long-range planning, development of assessments, and classroom management. A study of the PACE curriculum revealed that there were considerably fewer lessons on long-range planning and classroom management when compared to the rest of the curriculum. Furthermore, principals also ranked two of these areas (assessments and classroom management) as being less effective than the rest.

Second, the PACE curriculum needs to adjust the intensity and occurrence of the topics in the curriculum (e.g., do not have them all in Summer I while a few lessons on that topic are taught rarely in other parts of the curriculum). Some portions of the PACE curriculum seem to be saturated with certain curricular topics, such as classroom management. Many lessons on classroom management occur in the Summer I curriculum but rarely occur at any other training session in the program. Consistency among topics in the curriculum may ensure that all areas are covered evenly and with the depth needed to prepare PACE teachers for all areas of the classroom.

Third, although the PACE program requires participants to complete three graduate courses, it is recommended that the PACE program mandate that these three courses be in the areas of classroom management, assessments, and planning. This may assist PACE participants in gaining knowledge in an area in which they have reported to be less skilled. At the same time, this allows a program participant the freedom to determine aspects of these topics that warrant further in-depth exploration (e.g., a course in classroom management could be in procedures, discipline, etc.). In summary, PACE participants may be assured of exposure to knowledge and skills in the three areas that were identified as areas of least preparation.

Fourth, because individual school districts consistently provide mandatory professional development opportunities for teachers, these districts should be asked to focus on the areas of planning, assessment, and classroom management. Because most PACE teachers work in certain districts, these districts could offer substantive staff development for their PACE teachers to assist them with areas in which they believe they need improvement.

Last, the PACE program should infuse strategies into its curriculum that enable candidates to understand how to accelerate low-performing students' learning in both rural and urban contexts. Research showed that teachers, new and veteran, often experience specific teaching challenges in rural settings (Collins, 1999; Johnson, Birkeland, Kardos, Kaufman, Liu, & Peske, 2001). Due to the likelihood that PACE

teachers will fill teaching vacancies in South Carolina's numerous rural areas, the PACE program can and must enhance its effectiveness. Specifically, strategies should be included that enable PACE teachers to enter the classroom with a cadre of well-developed skills for supporting low-performing student populations in geographically isolated K-12 districts.

References

- Anderson, L. (2003). *An external review of South Carolina's assisting, developing, and evaluating professional teaching program*. Retrieved April 9, 2006, from <http://www.scteachers.org/adept/external.cfm>
- Athanases, S., & Achinstein, B. (2003). Focusing new teachers on individual and low-performing students: The centrality of formative assessment in the mentor's repertoire of practice. *Teachers College Record*, 105, 1486-1520.
- Berry, B. (2000). Quality alternatives in teacher preparation: Dodging the "silver bullet" and doing what's right for students. *The State Education Standard*, 1(1), 21-25.
- Bishop, J. (1989, November). Motivating students to study-expectations, rewards, achievements. *NASSP Bulletin*, 73(520), 27-38.
- Bottoms, G. (2002). *Raising the achievement of low-performing students: What high schools can do*. Retrieved November 10, 2005, from <http://www.ed.gov/offices/OVAE/HS/bottoms.doc>
- Brophy, J. (1986). *On motivating students*. East Lansing, MI: Institute for Research on Teaching. (ERIC Document Reproduction Service No: ED276724). Retrieved April 3, 2006, from the ERIC database.
- Burden, P. (2003). *Classroom management: Creating a successful learning community* (2nd ed.). New York: John Wiley & Sons.
- Burnham, W., Butler, L., Love, S., Sharrock, B., & Smith, B. (2005). *Survey of participants in the program of alternate certification for educators*. Columbia: University of South Carolina, College of Education.
- Cangelosi, J. (2004). *Classroom management strategies: Gaining and maintaining students' cooperation* (5th ed.). Hoboken, NJ: John Wiley & Sons.
- Center for Educator Recruitment, Retention, and Advancement. (2004). *Annual report: 2003-2004*. Rock Hill, SC: Author..
- Center for Educator Recruitment, Retention, and Advancement. (2005). *State job vacancies*. Retrieved August 18, 2005, from <http://www.cerra.org>
- Charles, C. (2001). *Essential elements of effective discipline*. Boston: Allyn & Bacon.
- Cleveland, D. (2003). *A semester in the life of alternatively certified teachers: Implications for alternative routes to teaching*. Retrieved August 18, 2005, from <http://www.infotrac.galegroup.com>
- Collins, T. (1999). Attracting and retaining teachers in rural areas. *ERIC Digest*. Retrieved August 18, 2005, from <http://www.ericdigests.org>
- Costa, A., & Kallick, B. (2000). Getting into the habit of reflection. *Educational Leadership*, 57(7), 60-62.
- Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed method approaches* (2nd ed). London: Sage.
- Darling-Hammond, L. (1998). Unequal opportunity: Race and education. *Brookings Review*, 16(1), 28-32.

- Davis, D., Ellett, D., & Annunziata, J. (2002). Teacher evaluation, leadership, and learning organizations. *Journal of Personnel Evaluation in Education, 16*, 287-301.
- Downey, C. (2000). Top ten instructional strategies for achievement. *Leadership*. Retrieved December 11, 2005, from http://www.findarticles.com/p/articles/mi_m0HUL/is_2_30/ai_67046811
- Dwyer, C. (1994). Criteria for performance-based teacher assessment: Validity, standards, and issues. *Journal of Personnel Evaluation, 8*, 135-150.
- Ebmeir, H., & Nicklaus, J. (1999). The impact of peer and principal collaborative supervision on teachers' trust, commitment, desire for collaboration, and efficacy. *Journal of Curriculum and Supervision, 14*, 351-378.
- Ellett, C., & Teddlie, C. (2003, March). Teacher evaluation, teacher effectiveness, and school effectiveness: Perspectives from the USA. *Journal of Personnel Evaluation in Education, 17*, 101-128.
- Feinman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record, 103*, 1013-1055.
- Feistritzer, E., & Chester, D. (2006). *Alternative certification: A state by state analysis 2000*. Washington, DC: Center for Education Information.
- Gall, M., Gall, J., & Borg, W. (2003). *Educational research: An introduction* (7th ed). Boston: Allyn & Bacon.
- Gimbert, B. G. (2001). Interns' lived experience of mentor teacher supervision in a PDS context. *Teacher Education and Practice, 14*(2), 55 – 81.
- Haberman, M. (1991, November 6). Catching up with reform in teacher education. *Education Week, 11*, 29-36.
- Harvey, F. (2005). *Want to become a teacher? South Carolina workforce trends*. Columbia, SC: Labor Market Information Department.
- Hawk, P., & Schmidt, M. (1989). Teacher preparation: A comparison of traditional and alternative programs. *Journal of Teacher Education, 40*(5), 53-58.
- Inman, D., & Marlow, L. (2004). Teacher retention: Why do beginning teachers remain in the profession? *Education, 124*, 605-614.
- Isaacs, J. (2003). *A study of teacher evaluation methods found in select Virginia secondary public schools using the 4X4 model of block scheduling*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg.
- Johnson, S., Birkeland, S., Kardos, S., Kaufman, D., Liu, E., & Peske, H. (2001). *Retaining the next generation of teachers: The importance of school-based support*. Retrieved April 4, 2006, from <http://www.edletter.org/past/issues/2001-ja/support.shtml>
- Johnson, D., Rice, M., Edgington, W., & Williams, P. (2005). For the uninitiated: How to succeed in classroom management. *Kappa Delta Pi Record*. Retrieved December 11, 2005, from http://www.findarticles.com/p/articles/mi_qa4009/is_200510/ai_n15642428
- Justice, M., Greiner, C., & Anderson, S. (2003). Determining the influences of traditional Texas teachers vs. teachers in the emergency teaching certification program. *Education, 124*, 376-389.
- Kagan, D. (1992). Professional growth among preservice and beginning teachers. *Review of Educational Research, 62*, 129-169.

- Kent, A. (2005). Acknowledging the need facing teacher preparation programs: Responding to make a difference. *Education*, 125, 343-348.
- King, J. (1991). Dysconscious racism: Ideology, identify, and the miseducation of teachers. *Journal of Negro Education*, 60, 133-146.
- Mayers, A. (2004). *Where are all the teachers?* Retrieved April 5, 2006, from <http://www.student.city.ac.uk/~ew557>
- Morris, E., Bell, D., & Boston, K. (2002). *Planning guidance for primary teachers*. London: Department of Education and Skills. Retrieved December 11, 2005, from <http://www.remodelling.org/downloads/7.pdf>
- Murphy, J. (1993). What's in? What's out? American education in the nineties. *Phi Delta Kappan*, 74, 641-646.
- Newberry College. (2005). *Course catalog*. Newberry, SC: Author.
- Omotani, B., & Omotani, L. (1996). Expect the best: How your teachers can help all children learn. *The Executive Educator*, 18(8), 27, 31.
- Ovando, M. (2001). Teachers' perceptions of a learner-centered teacher evaluation system. *Journal of Personnel Evaluation in Education*, 15, 213-231.
- Peterson, P.E. and Nadler, D. (2008). What happens when states have a genuine alternative certification route? *Education Next*. Retrieved November 25, from <http://www.educationnext.org>
- Raffini, J. (1993). *Winners without losers: Structures and strategies for increasing student motivation to learn*. Needham Heights, MA: Allyn & Bacon.
- Randi, J. (2004). Teachers as self-regulated learners. *Teachers College Record*, 406, 1825-1853.
- Raymond, M., & Fletcher, S. (2002). *Teach for America*. Retrieved April 6, 2005, from <http://www.educationnext.org/20021/62.html>
- Reitzug, U. (1997). Images of principal instructional leadership: From supervision to collaborative inquiry. *Journal of Curriculum and Supervision*, 12, 324-343.
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 1-22.
- Spears, M, Gould, K., & Lee, B. (2000). *Who would be a teacher? A review of factors teacher retention unit*. Retrieved December 11, 2005, from <http://www.cps-humanresources.org>
- South Carolina Department of Education. (2005a). *ADEPT*. Retrieved October 25, 2005, from <http://www.sctechners.org/adept/AdeptFAQ.cfm>
- Sullivan, S, & Glanz, J. (2000). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin Press.
- Tauber, R. (1998). Good or bad, what teachers expect from students they generally get! *Eric Digest*. Retrieved December 11, 2005, from http://www.ed.gov/databases/ERIC_Digests/ed426985
- Tavers, S., & Moeenziai, L. (2004). *Teach for America: Do some good grad*. Retrieved on April 6, 2006, from http://www.dailynews.com/print_article.php?story_id=6388
- Tepper, N. (2004). Supportive practices in teacher education: Finding out what preservice teachers know about teaching, learning, and community through purposeful and creative assessment. *Education*, 125, 236-242.
- Trochim, W. (2004). *The research methods knowledge base*. Retrieved April 9, 2006, from <http://trochim.human.cornell.edu/kb/index.htm>
- Tucker, P., & Stronge, J. (2005). *Linking teacher evaluation and student learning*.

- Retrieved April 9, 2006, from <http://www.ascd.org/portal/site/ascd>
- Uhlenbeck, A., Verloop, N., & Beijaard, D. (2002). Requirements for an assessment procedure for beginning teachers: Implications from recent theories on teaching and assessment. *Teachers College Record*, 104, 242-272.
- U.S. Department of Education. (2005). *A quality teacher in every classroom*. Retrieved April 4, 2006, from <http://www.whitehouse.gov/infocus/education/teachers/index.html>
- U.S. Department of Education, Office of Innovation and Improvement. (2004). *Alternative routes to teacher certification*. Retrieved August 18, 2005, from <http://www.ed.gov>
- U.S. Department of Education, Office of Postsecondary Education. (1999). *Title II HEA teacher quality programs*. Retrieved August 18, 2005, from <http://www.ed.gov>
- U.S. House of Representatives, Education and Workforce Committee. (2004). *Gregg-Boehner plan would address teacher shortage in struggling schools*. Retrieved August 18, 2005 from <http://republicans.edlabor.house.gov/archive/issues/108th/education/highereducation/teachers093004.htm>
- Weasmer, J., & Woods, A. (2003). Mentoring: Professional development through reflection. *The Teacher Educator*, 39(1), 64-77.
- Wise, A. (2005). *Testing does not equal teaching: One test does not make a highly qualified teacher*. Retrieved November 9, 2005, from http://www.naesp.org/client_files/NCATE_News.pdf
- Zeichner, K., & Conklin, H. (2005). Teacher education programs. In M. Cochran-Smith & K. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 645-735). Mahwah, NJ: Lawrence Erlbaum Associates.
- Zepeda, S. (2003). *The principal as instructional leader*. Larchmonte, NY: Eye on Education.

Appendix A Criteria for the Study

The following were the criteria used to determine the success of the PACE participants in the classroom. The criteria were developed based on the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) used to evaluate all first-year classroom teachers.

Dimension 1- The teacher can develop and maintain long-range plans for the school year.

Dimension 2- The teacher can develop and maintain short-range plans for the school year that correlate to the long-range plan.

Dimension 3- The teacher can plan, develop, and use assessments during instructional units.

Dimension 4- The teacher establishes and maintains high expectations for all learners.

Dimension 5- The teacher develops instructional strategies that facilitate learning in the classroom.

Dimension 6- The teacher delivers appropriate and accurate content to all learners.

Dimension 7- The teacher can monitor, adjust, and enhance learning when needed in the classroom.

Dimension 8- The teacher can create and maintain an environment that promotes learning.

Dimension 9- The teacher can manage the classroom.

Dimension 10- The teacher fulfills professional responsibilities beyond those of the classroom.

(South Carolina Department of Education, "ADEPT," 2005)

Appendix B Criteria Checklist

Criteria found in the Pace Curriculum

Performance Dimension	Found in Curriculum		Specific Lessons in:			Frequency:
	Yes	No	Summer 1	Saturdays	Summer 2	
PD 1 Long Range Planning						
PD 2 Short Range Planning						
PD 3 Devp and use of Assessments						
PD 4 High Expectations for Learners						
PD 5 Instructional Strategies						
PD 6 Providing Content for Learners						
PD 7 Monitoring and Enhancing Learning						
PD 8 Maintaining ad Environment that Promotes Learning						
PD 9 Managing the Classroom						
PD 10 Professional Responsibilities						
Comments:						

Appendix C PACE Participants' Survey

PACE Survey ID #

Survey of Participants in the PACE (PACE)

1) Certificate content area in which you are certified (check the one that applies):

- | | | |
|------------------------------------------------|------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Art | <input type="checkbox"/> Health | <input type="checkbox"/> Science |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Industrial Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Business education | <input type="checkbox"/> Latin | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Library science | <input type="checkbox"/> Theatre/Speech/Drama |
| <input type="checkbox"/> Emotionally disabled | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Other: |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Music | <input type="checkbox"/> Please List: _____ |
| <input type="checkbox"/> French | <input type="checkbox"/> Physical Education | |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Physics | |

2) Region in which you attended PACE training:

PACE Region: (Check the one that applies)

- Region 1
- Region 2
- Region 3
- Region 4
- Region 5

Section 1: Assessment of PACE Training Program

The questions in this section are designed to assess the PACE training program provided by the South Carolina State Department of Education (SDE). As you answer the following questions, please respond in regard to knowledge gained through the PACE preservice, in-service, and seminars provided by the SDE.

Please circle the number corresponding to the response that best indicates your agreement with how prepared you are regarding **LONG-RANGE PLANNING**.

- 3) Developing and maintaining appropriate Long-Range Plans for the school year.

PACE offered me the opportunity to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) determine the ability and developmental levels, background, needs and interest of students	1	2	3	4
B) develop an appropriate timeline for completing instructional units	1	2	3	4
C) formulate or identify appropriate long-range learning and developmental goals for students	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared you are regarding **SHORT-RANGE PLANNING FOR INSTRUCTION**.

- 4) An instructional unit is defined as a set of integrated lessons designed to accomplish specific learning and developmental objectives related to a curricular theme, area of knowledge, or skill.

PACE offered me the opportunity to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) plan unit objectives that are appropriate for the ability and developmental levels of students.	1	2	3	4
B) plan instructional strategies which are matched to the learning styles of students.	1	2	3	4
C) plan instructional strategies which accommodate for difference in rates of learning and development.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared you are regarding SHORT-RANGE PLANNING, DEVELOPMENT, AND USE OF ASSESSMENTS.

- 5) Assessments are considered any tools, activities, assignments, or procedures used to evaluate students' progress toward and achievement of the learning and developmental objectives of an instructional unit.

PACE offered me the opportunity to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) analyze assessment results to make judgments about students' progress and achievement.	1	2	3	4
B) analyze assessment results to evaluate the extent to which instruction met all students' needs.	1	2	3	4
C) maintain accurate records of student progress and achievement.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared you are regarding ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS.

- 6) Key elements of establishing and maintaining high expectations for learners *typically* include the teacher's ability and disposition to establish learning and developmental objectives.

PACE offered me the opportunity to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) reflect appropriate curriculum standards instruction.	1	2	3	4
B) establish expectations that appropriately challenge students' ability levels.	1	2	3	4
C) clearly communicate instruction to the students in terms of relevance and importance.	1	2	3	4
D) clearly link instruction to students' previous and future learning.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared you are regarding USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING.

- 7) Establishing and maintaining high expectations for learners include the teacher’s ability and disposition to effectively use various instructional strategies to facilitate learning.

PACE offered me the opportunity to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) use a variety of appropriate instructional strategies effectively in the classroom.	1	2	3	4
B) provide students with opportunities for initial learning, application, practice, and review.	1	2	3	4
C) accommodate differences in students’ ability/developmental levels, rates of learning, and styles of learning.	1	2	3	4
D) actively engage students in instruction and learning.	1	2	3	4
E) promote both independent and collaborative learning.	1	2	3	4
F) promote positive and productive interactions between the teacher and the students.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared you are regarding PROVIDING CONTENT FOR LEARNERS.

- 8) The teacher’s ability and disposition to effectively provide relevant content for learners is a component of the program.

PACE offered me the opportunity to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) align instruction with appropriate curriculum standards.	1	2	3	4
B) provide content that is appropriate for the learning and/or developmental objectives.	1	2	3	4
C) deliver content that is current and accurate.	1	2	3	4
D) provide content that includes all important concepts and/or skills.	1	2	3	4
E) derive content from a variety of appropriate sources.	1	2	3	4

F) provide content that stimulates critical thinking in students.	1	2	3	4
G) deliver content at an appropriate pace.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared you are regarding MONITORING AND ENHANCING LEARNING.

- 9) Key elements of monitoring and enhancing learning *typically* include the teacher’s abilities and disposition to use appropriate informal assessment strategies (e.g., observing, questioning, listening, reviewing student work)
- In an effective manner.
 - On a continuous basis.
 - To tap various levels of thinking and performance.
 - With all students.

PACE offered me the opportunity to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) use appropriate formal assessment strategies (e.g., quizzes, homework, individual/group presentations, tests),	1	2	3	4
B) provide appropriate and prompt oral and written instructional feedback to students.	1	2	3	4
C) promote students’ ability and willingness to monitor and evaluate their own progress.	1	2	3	4
D) adjust instruction to review, re-teach, or extend key concepts, as appropriate.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared you are regarding MAINTAINING AND ENVIRONMENT THAT PROMOTES LEARNING.

- 10) PACE offered me the opportunity to ...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) create a safe, stimulating, and inviting learning environment.	1	2	3	4
B) demonstrate confidence and enthusiasm.	1	2	3	4
C) maintain positive, respectful, and appropriate interactions with the students.	1	2	3	4

D) encourage students' active engagement in learning.	1	2	3	4
E) promote positive, learning-focused interactions, collaboration, and teamwork among the students.	1	2	3	4
F) provide appropriate extrinsic and intrinsic incentives for learning and rewards for progress and success.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared you are regarding MANAGING THE CLASSROOM.

11) PACE offered me the opportunity to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) establish efficient routines for completing essential, non-instructional tasks.	1	2	3	4
B) effectively manage instructional time, materials, resources, technologies, and transitions.	1	2	3	4
C) establish, communicate, and enforce rules and procedures that maximize the occurrence of appropriate student behaviors.	1	2	3	4
D) effectively manage any inappropriate student behaviors.	1	2	3	4
E) promote students' ability and willingness to assume responsibility for their own behaviors.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared you are regarding FULFILLING PROFESSIONAL RESPONSIBILITIES BEYOND THE CLASSROOM.

12) PACE offered me the opportunity to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) establish, maintain and be a contributing partner in collaborative professional relationships.	1	2	3	4
B) meet all professional expectations in an ethical and responsible manner.	1	2	3	4
C) engage in continuous professional growth and development.	1	2	3	4

Appendix D PACE Principals' Survey

PACE Survey ID # _____

Survey of Principals for the PACE (PACE)

13) Certificate content area in which your PACE participants are certified (check all that apply):

- | | | |
|------------------------------------------------|------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Art | <input type="checkbox"/> Health | <input type="checkbox"/> Science |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Industrial Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Business education | <input type="checkbox"/> Latin | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Library science | <input type="checkbox"/> Theatre/Speech/Drama |
| <input type="checkbox"/> Emotionally disabled | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Other: |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Music | <input type="checkbox"/> Please List: _____ |
| <input type="checkbox"/> French | <input type="checkbox"/> Physical Education | |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Physics | |

Section 1: Assessment of PACE Training Program

The questions in this section are designed to assess the PACE training program provided by the South Carolina State Department of Education (SDE). As you answer the following questions, please respond in regard to knowledge gained by your teacher/teachers through the PACE preservice, in-service, and seminars provided by the SDE.

Please circle the number corresponding to the response that best indicates your agreement with how prepared your PACE teachers are regarding LONG-RANGE PLANNING.

14) Developing and maintaining appropriate Long-Range Plans for the school year.

PACE prepared my teachers to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) determine the ability and developmental levels, background, needs and interest of students	1	2	3	4
B) develop an appropriate timeline for completing instructional units	1	2	3	4
C) formulate or identify appropriate long-range learning and developmental goals for students	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared your PACE teachers are regarding SHORT-RANGE PLANNING FOR INSTRUCTION.

- 15) An instructional unit is defined as a set of integrated lessons designed to accomplish specific learning and developmental objectives related to a curricular theme, area of knowledge, or skill.

PACE prepared my teachers to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) plan unit objectives that are appropriate for the ability and developmental levels of students.	1	2	3	4
B) plan instructional strategies which are matched to the learning styles of students.	1	2	3	4
C) plan instructional strategies which accommodate for difference in rates of learning and development.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared your PACE teachers are regarding SHORT-RANGE PLANNING, DEVELOPMENT, AND USE OF ASSESSMENTS.

- 16) Assessments are considered any tools, activities, assignments, or procedures used to evaluate students' progress toward and achievement of the learning and developmental objectives of an instructional unit.

PACE prepared my teachers to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) analyze assessment results to make judgments about students' progress and achievement.	1	2	3	4
B) analyze assessment results to evaluate the extent to which instruction met all students' needs.	1	2	3	4
C) maintain accurate records of student progress and achievement.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared your PACE teachers are regarding ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS.

- 17) Key elements of establishing and maintaining high expectations for learners *typically* include the teacher's ability and disposition to establish learning and developmental objectives.

PACE prepared my teachers to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) reflect appropriate curriculum standards instruction.	1	2	3	4
B) establish expectations that appropriately challenge students' ability levels.	1	2	3	4
C) clearly communicate instruction to the students in terms of relevance and importance.	1	2	3	4
D) clearly link instruction to students' previous and future learning.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared your PACE teachers are regarding USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING.

- 18) Establishing and maintaining high expectations for learners include the teacher's ability and disposition to effectively use various instructional strategies to facilitate learning.

PACE prepared my teachers to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) use a variety of appropriate instructional strategies effectively in the classroom.	1	2	3	4
B) provide students with opportunities for initial learning, application, practice, and review.	1	2	3	4
C) accommodate differences in students' ability/developmental levels, rates of learning, and styles of learning.	1	2	3	4
D) actively engage students in instruction and learning.	1	2	3	4
E) promote both independent and collaborative learning.	1	2	3	4
F) promote positive and productive interactions between the teacher and the students.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared your PACE teachers are regarding PROVIDING CONTENT FOR LEARNERS.

19) The teacher’s ability and disposition to effectively provide relevant content for learners is a component of the program.

PACE prepared my teachers to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) align instruction with appropriate curriculum standards.	1	2	3	4
B) provide content that is appropriate for the learning and/or developmental objectives.	1	2	3	4
C) deliver content that is current and accurate.	1	2	3	4
D) provide content that includes all important concepts and/or skills.	1	2	3	4
E) derive content from a variety of appropriate sources.	1	2	3	4
F) provide content that stimulates critical thinking in students.	1	2	3	4
G) deliver content at an appropriate pace.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared your PACE teachers are regarding MONITORING AND ENHANCING LEARNING.

20) Key elements of monitoring and enhancing learning *typically* include the teacher’s abilities and disposition to use appropriate informal assessment strategies (e.g., observing, questioning, listening, reviewing student work)

- In an effective manner.
- On a continuous basis.
- To tap various levels of thinking and performance.
- With all students.

PACE prepared my teachers to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) use appropriate formal assessment strategies (e.g., quizzes, homework, individual/group presentations, tests),	1	2	3	4
B) provide appropriate and prompt oral and written instructional feedback to students.	1	2	3	4

C) promote students' ability and willingness to monitor and evaluate their own progress.	1	2	3	4
D) adjust instruction to review, re-teach, or extend key concepts, as appropriate.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared your PACE teachers are regarding MAINTAINING AND ENVIRONMENT THAT PROMOTES LEARNING.

21) Pace prepared my teachers to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) create a safe, stimulating, and inviting learning environment.	1	2	3	4
B) demonstrate confidence and enthusiasm.	1	2	3	4
C) maintain positive, respectful, and appropriate interactions with the students.	1	2	3	4
D) encourage students' active engagement in learning.	1	2	3	4
E) promote positive, learning-focused interactions, collaboration, and teamwork among the students.	1	2	3	4
F) provide appropriate extrinsic and intrinsic incentives for learning and rewards for progress and success.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared your PACE teachers are regarding MANAGING THE CLASSROOM.

22) PACE prepared my teachers to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) establish efficient routines for completing essential, non-instructional tasks.	1	2	3	4
B) effectively manage instructional time, materials, resources, technologies, and transitions.	1	2	3	4

C) establish, communicate, and enforce rules and procedures that maximize the occurrence of appropriate student behaviors.	1	2	3	4
D) effectively manage any inappropriate student behaviors.	1	2	3	4
E) promote students' ability and willingness to assume responsibility for their own behaviors.	1	2	3	4

Please circle the number corresponding to the response that best indicates your agreement with how prepared your PACE teachers are regarding FULFILLING PROFESSIONAL RESPONSIBILITIES BEYOND THE CLASSROOM.

23) PACE prepared my teachers to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A) establish, maintain and be a contributing partner in collaborative professional relationships.	1	2	3	4
B) meet all professional expectations in an ethical and responsible manner.	1	2	3	4
C) engage in continuous professional growth and development.	1	2	3	4

What one recommendation do you have to improve the PACE and better prepare your teachers for the classroom?
