

## ABSTRACT

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Relationships Among Licensure Test Scores, Perceptions of Preparedness, Retention and  
Teacher Certification Pathways

(Major Professor: Bob N. Cage, Ph.D.)

The purpose of the study was four-fold: 1) to determine whether or not there are significant differences in Louisiana teacher licensure scores on the PRAXIS II Principles of Learning and Teaching (PLT) or on the PRAXIS II content specific tests among teacher certification pathways; 2) to compare new teachers' perception of preparedness to teach and personal teaching views across teacher certification pathways; 3) to ascertain if a significant relationship exists between Louisiana teacher certification pathways and the teacher's intent to remain in the profession; and 4) to compare principals' perceptions of teacher quality among teachers trained in different certification pathways.

Twelve hypotheses were developed. Participants responded to the *Louisiana New Teacher Survey* used for this research. Teacher certification pathways were defined as traditional undergraduate education program (TC), alternate certification (AC) parallel program and alternate certification (AC) "fast track" program. Three hundred teachers currently teaching who were certified in the last three years responded to the survey. Additionally, the principals in the teachers' schools reported on their hiring practices from among teacher certification pathways.

ANOVA and Chi-Square tests were used to analyze data. No significant differences were found on the PRAXIS II PLT test scores across teacher certification pathways. In addition, PRAXIS II content test scores were not analyzed as the number of cases per area was too small.

Traditionally trained teachers were found to be more confident than teachers trained in either AC pathway in the areas of decision-making concerning teaching, facilitation of student learning, and attitudes toward student motivation. Moreover, significant differences were found between TC teachers and parallel AC teachers for the factor of classroom and personal management. No significant differences were found in teachers' intent to remain in the profession across teacher certification pathways.