

ABSTRACT

An Investigation Of The Impact On Student Achievement Of Specific Demographic Variables Of Third-Grade Teachers In North Louisiana Rural Schools Who Were Certified Through Traditional Or Alternate Parallel Programs (Major Professor: Joyce Choate, Ed.D.)

The purpose of this study was to examine the degree to which demographic variables of elementary teachers who were certified through traditional and parallel alternative certification programs impact student achievement. Demographic variables-- teacher's current age, type of field experience completed, age at first year teaching experience, age at the time of certification, years of certified teaching experience, grade point average, total years of teaching experience, certification status, and certification path-- were included in this study. None of the demographic variables were shown to be predictive of student achievement. In this research study, student achievement was defined as the reading and mathematics class composite scores on the Iowa Test of Basic Skills.

When, student achievement was compared between schools with teachers who were traditionally certified and teachers who were alternatively certified through alternate parallel programs, no significant differences were found. The conclusion was drawn that university sponsored alternative teacher certification programs that parallel traditional teacher certification programs provide alternative certification teacher candidates with similar experiences. However, the conclusion cannot be made that all alternatively certified teacher candidates produce the same results, nor do they have a greater impact on student achievement as compared to teacher candidates who complete a traditional college teacher education training program.