

This item is the archived peer-reviewed author-version of:

Student teachers entering an alternative teacher education programme : a study into their motivation, teaching beliefs and self-efficacy

Reference:

Baeten Marlies, Meeus Wil, Hargraeves Stephen.- Student teachers entering an alternative teacher education programme : a study into their motivation, teaching beliefs and self-efficacy

Journal of didactics - ISSN 2067-4627 - 5:1-2(2014), p. 1-17

To cite this reference: <http://hdl.handle.net/10067/1237400151162165141>

Student Teachers Entering an Alternative Teacher Education Program

A Study into Their Motivation, Teaching Beliefs and Self-Efficacy

Marlies Baeten, University of Antwerp, Belgium

marlies.baeten@uantwerpen.be

Wil Meeus, University of Antwerp, Belgium

wil.meeus@uantwerpen.be

Stephen Hargreaves, Artesis Plantijn Hogeschool Antwerpen,

Belgium

stephen.hargreaves@ap.be

Abstract In order to attract career changers into education, teacher education institutes organize alternative teacher education programs (ATEPs). This study investigates several characteristics of a student teachers' cohort (N=88) entering an ATEP in Flanders (Belgium). This ATEP prepares students to become kindergarten or primary school teachers. Several participating student teachers have already obtained a teaching degree for another educational level (N=33). All student teachers completed a questionnaire on their motivation, teaching beliefs and self-efficacy. Results showed that student teachers were motivated by intrinsic career values and social utility values rather than personal utility values. Student teachers with a teaching degree scored higher on intrinsic career values, whereas student teachers without a teaching degree scored higher on the extrinsic motives job security and time for family. Student teachers, especially student teachers with a teaching degree, believe the teacher's job to be highly demanding and requiring a lot of expertise. Moreover, they had developmental rather than transmissive beliefs on education. Student teachers scored equally on efficacy for instructional strategies, student engagement and classroom management. Student teachers with a teaching degree scored higher on classroom management compared to student teachers without a teaching degree. Having a clear view on these entry characteristics helps to adjust the ATEP to the student teachers' profile.

Key words teacher education; student teacher; second-career teacher; motivation; teaching beliefs; self-efficacy

1. Introduction

Several countries suffer from teacher shortages (Tigchelaar et al., 2010). In order to solve teacher shortages, teacher education institutes attract people from outside education, i.e. people leaving their current job to become a teacher. These career changers have been called ‘second-career teachers’. Attracting second-career teachers is considered to be important, not only because of the expected teacher shortages but also because of the variety of competences they bring into education (Melchers et al., 2003). Nevertheless, the phenomenon of career changing is relatively new. Previously, people were likely to stay in the same job throughout their professional life, but recently, changing careers becomes more widespread (Lee, 2011).

To train career changers, alternative teacher education programs (ATEPs) have been developed (Tigchelaar et al., 2010). The USA already has a tradition with these programs for two and a half decades (Tigchelaar et al., 2012). In Europe, however, research and development focusing on these programs is limited (Tigchelaar et al., 2010). In the literature, no clear definition on an ATEP exists (Boone et al., 2011). In general, they target career changers, being older on average than student teachers in traditional teacher education programs (Brouwer, 2007). Different ATEPs exist, e.g. fast-track programs (Garza, 2009), programs placing teachers in classrooms before completing the teacher training, or any programs different from the traditional programs (Humphrey & Wechsler, 2007).

In the present study, we are particularly interested in the characteristics of student teachers starting an ATEP, i.e. their motivation to become a teacher, their teaching beliefs and their self-efficacy. Student teachers’ motivation to become a teacher is one of the main topics of research on second-career teachers. Summarizing the literature, it seems that the reasons why second-career teachers choose to become a teacher are diverse (Laming & Horne, 2013). In general, they show high levels of intrinsic motivation. They are

driven by a desire to pass on expertise, help young people and contribute to society (Berger & D'Ascoli, 2012; Chambers, 2002; Haggard et al., 2006; Lee, 2011; Tigchelaar et al., 2010; Williams & Forgasz, 2009). As such, altruistic reasons become clear (Chambers, 2002; Laming & Horne, 2013; Uusimaki, 2011). Next to altruistic reasons, they see personal benefits (Chambers, 2002; Laming & Horne, 2013). They perceive teaching as more exciting, interactive and creative than their previous career (Haggard et al., 2006). Nevertheless, extrinsic and pragmatic reasons are present too, e.g. burnout or dissatisfaction with the previous career, career advancement, job security, financial rewards, and family-friendly hours (Berger & D'Ascoli, 2012; Chambers, 2002; Laming & Horne, 2013; Richardson & Watt, 2005; Tigchelaar et al., 2010; Williams & Forgasz, 2009). All in all, intrinsic reasons are considered to be more important for second-career teachers than extrinsic reasons (Berger & D'Ascoli, 2012; Williams & Forgasz, 2009).

Concerning teaching beliefs and self-efficacy, less research studies have been conducted. With respect to teaching beliefs, the literature is not univocal. According to Tigchelaar et al. (2008), second-career teachers seem to be more open to innovations because of their non-recent experiences as a student with teacher-centred methods (Tigchelaar et al., 2008). For instance, in Chambers' study (2002), second-career teachers use alternative rather than traditional (i.e. teacher-centred) instructional methods. Other studies found the opposite, namely second-career teachers having traditional teaching beliefs (Uusimaki, 2011) with the teacher being perceived as knowledge transmitter (Tigchelaar et al., 2008, 2012; Uusimaki, 2011). Also Flores et al. (2004) indicated that alternatively certified teachers were more traditional in their teaching than traditionally certified teachers. This may be due to the fact that alternatively certified teachers had fewer pedagogy classes and mentoring opportunities. Consequently, they may be less confident in taking instructional risks. In the study of Maloy et al. (2006), students in a fast-track ATEP found it difficult to implement student-centred teaching methods emphasizing the

learners' responsibility. These students may not have had the time to make a shift in their thinking about teaching. This may require more time than available in fast-track programs.

Also with regard to self-efficacy, research studies show mixed results. When comparing the self-efficacy of student teachers in traditional and alternative teacher education programs, Unruh and Holt (2012) did not find differences, while Flores et al. (2004) found that the participants in the traditional programs scored higher on personal teaching efficacy. Boone et al. (2011) found that participants in an ATEP showed an increased self-efficacy over time.

Since motivation, teaching beliefs and self-efficacy are important factors influencing student teachers' teaching and learning processes, it is important for teacher educators to gain knowledge from these characteristics. Therefore, the present study focuses on these characteristics when students enter an ATEP. Students entering an ATEP are a diverse group and differ considerably in age, educational background, work and life experiences (Bolhuis, 2002; Brouwer, 2007; Humphrey & Wechsler, 2007). In this present study, we investigate whether motivation, teaching beliefs and self-efficacy differ between student teachers with and without an earlier obtained teaching degree for another educational level. The research questions central to the study were:

- What motivates student teachers in an ATEP to become a teacher? Is there a difference in motivation between student teachers with and without another teaching degree?
- What are the teaching beliefs of student teachers in an ATEP? Is there a difference in teaching beliefs between student teachers with and without another teaching degree?
- What is the self-efficacy of student teachers in an ATEP? Is there a difference in self-efficacy between student teachers with and without another teaching degree?

2. Methodology

2.1. Context

In Flanders (Belgium), there are two types of teacher education programs: the integrated teacher education programs and the specific teacher education programs. The integrated programs is a three-year Bachelor programs, consisting of 180 credits, and leads to a teaching degree in kindergarten, primary or lower secondary education. The specific teacher education programs is a one-year programs, consisting of 60 credits, and leads to a full teaching degree in secondary education. With the latter degree, student teachers are allowed to teach subjects associated with their initial Bachelor or Master Degree, or subjects in which they have acquired useful experience throughout their careers.

The present study focuses on an integrated programs leading to a teaching degree in kindergarten or primary education. Traditionally, these programs are three-year programs consisting of 180 credits and are provided in daytime. However, several teacher education institutes also offer an alternative integrated programs leading to the same teaching degree. These alternative programs are regularly fast-track programs or programs provided during the evening or weekend.

2.2. Subjects

In this study, we focus on one teacher education institute in Flanders offering an ATEP, which strongly differs from the traditional teacher education programs. There is more emphasis on field experiences, since half of the credits (90) are assigned to theory and the other half (90) to practice. Regularly, in integrated programs only 45 credits are assigned to practice. One day a week, student teachers go to a placement school in order to gain field experience. The courses are delivered during the evening (one evening a

week) and sometimes on Saturdays (4 Saturdays a year). All courses are in a blended-learning format, consisting of a combination of contact hours and distance learning.

In the academic year 2014-2015, 88 student teachers registered for the programs, which was new in the teacher education institute. Register requirements were (a) to have a Bachelor or Master degree, or (b) to have a secondary education degree and to have reached the age of 25. The length of the programs differed based on students' previously acquired degrees. For students with only a secondary education degree, the length of the programs was the same as in case of the traditional integrated programs (i.e. 180 credits), but for other students, the programs could be shortened based on their earlier acquired degrees.

The majority of the student teachers were women (92%) within the age of 21-30 (59.1%). The mean age was 29.5 but the standard deviation was large (SD=5.87). This could be explained by the fact that some students (8%) were older than 40. 33 student teachers (37.5%) already obtained a teaching degree for another educational level, either a teaching degree achieved through an integrated teacher education program or a teaching degree achieved through a specific teacher education program. The majority of the student teachers obtained a previous degree in study options related to human sciences.

2.3. Instruments

2.3.1. Motivation

Student teachers' motivation to become a teacher was measured by means of the motivation scales from the FIT (Factors Influencing Teaching)-Choice scale (Watt & Richardson, 2007). Motivation was measured by means of 38 statements scored on a 7-point Likert-scale. 12 scales could be distinguished (Table 1). The internal consistency of the latter scale, fall-back

career, was lower than the acceptable value of .60. Consequently, this scale was not included in further analyses.

Table 1: Overview of the motivation scales

| Scale | Items | α | Exemplary item |
|-------------------------------------|-------|----------|--|
| Work with children | 3 | .84 | I want a job that involves working with children. |
| Intrinsic career value | 3 | .60 | I am interested in teaching. |
| Make social contribution | 3 | .80 | Teachers make a worthwhile social contribution. |
| Shape future of children | 3 | .70 | Teaching will allow me to shape child values. |
| Ability | 3 | .77 | I have the qualities of a good teacher. |
| Prior teaching/learning experiences | 3 | .91 | I have had good teachers as role models. |
| Enhance social equity | 3 | .76 | Teaching will allow me to raise the ambitions of under-privileged youth. |
| Job security | 3 | .85 | Teaching will offer a steady career path. |
| Social influences | 3 | .87 | My family thinks I should become a teacher. |
| Time for family | 5 | .85 | School holidays will fit in with family commitments. |
| Job transferability | 3 | .63 | A teaching job will allow me to choose where I wish to live. |
| Fall-back career | 3 | .57 | I was unsure of what career I wanted. |

2.3.2. Teaching beliefs

In order to measure beliefs about the teaching profession, the teaching beliefs scales of the FIT-Choice scale (Watt & Richardson, 2007) were used. Beliefs about the teaching profession were measured by means of 14 questions scored on a 7-point Likert scale. Four scales could be distinguished (Table 2). Beliefs about education were measured by means of a questionnaire of Hermans et al. (2008), which distinguished between transmissive and developmental beliefs on education (Table 2). Transmissive beliefs refer to education serving external goals, orienting on outcome, having a closed curriculum, and transmitting knowledge to students. Developmental beliefs refer to education focusing on broad and individual development, orienting on process, having an open curriculum, and stimulating students in constructing knowledge. The questionnaire contains 18 statements scored on a 5-point Likert-scale.

Table 2: Overview of the teaching beliefs scales

| Scale | Items | α | Exemplary item |
|----------------------------|-------|----------|---|
| <u>Teaching profession</u> | | | |
| High demand | 3 | .70 | Do you think teachers have a heavy workload? |
| Expert career | 3 | .76 | Do you think teaching requires high levels of expert knowledge? |
| Social status | 6 | .78 | Do you believe teaching is a well-respected career? |
| Good salary | 2 | .96 | Do you think teaching is well paid? |
| <u>Education</u> | | | |
| Developmental | 9 | .79 | The learning process always has to start from the learning needs of the pupils. |
| Transmissive | 9 | .79 | The content of a lesson has to be completely in line with the curriculum. |

2.3.3. Self-efficacy

Self-efficacy as a teacher was measured by means of a shortened version of the Teachers' Sense of Efficacy scale (Tschannen-Moran & Woolfolk Hoy, 2001). This questionnaire consists of 12 statements scored on a 7-point Likert-scale. Three scales can be distinguished (Table 3). Further, self-efficacy concerning learning and studying in teacher education was measured by means of the Perceived Competence Scale (2008). This questionnaire consists of four statements scored on a 7-point Likert-scale (Table 3).

Table 3: Overview of the self-efficacy scales

| Scale | Items | α | Exemplary item |
|--------------------------|-------|----------|---|
| Student engagement | 4 | .82 | How much can you do to motivate students who show low interest in schoolwork? |
| Classroom management | 4 | .90 | How much can you do to control disruptive behaviour in the classroom? |
| Instructional strategies | 4 | .84 | To what extent can you craft good questions for your students? |
| Learning and studying | 4 | .89 | I am capable to learn the learning contents in this study program. |

3. Results

3.1. Motivation

Table 4 shows the results concerning motivation. Significant differences between the motivation scales for the total student group were

examined by means of paired samples t-tests. The main motive of student teachers to choose the teacher's job was working with children. Also the intrinsic career value, making a social contribution, shaping the future of children and perceiving themselves as being able to teach encouraged student teachers to become a teacher. Previous teaching and learning experiences, enhancing social equity and job security were scored around the average value of 4 (neither agree nor disagree) on the 7-point Likert-scale and, consequently, were scored rather neutral. Less important motives were social influences, time for family and job transferability. On average, student teachers scored higher on scales focusing on social utility value (i.e. working with children, making social contribution, shaping the future of children and enhancing social equity) than on scales focusing on personal utility value (i.e. job security, time for family and job transferability).

By means of independent t-tests, differences in motivation between student teachers with and without a teaching degree were examined. Student teachers with a teaching degree scored higher on intrinsic career value than student teachers without a teaching degree. The latter group, on the other hand, scored higher on the extrinsic motives job security and time for family. With respect to ability, results showed that student teachers with a teaching degree were more strongly motivated to take an additional teacher education program because they felt able to be a teacher.

Table 4: Mean (M) and standard deviation (SD) of the motivation scales, for the total group of student teachers (T), for student teachers with (W) and without (WO) a teaching degree

| | M _T | SD _T | M _W | SD _W | M _{WO} | SD _{WO} | t | df |
|--------------------------|---------------------|-----------------|----------------|-----------------|-----------------|------------------|----------|-------|
| Work with children | 6.33 ^a | .83 | 6.21 | .91 | 6.41 | .78 | -1.05 | 81 |
| Intrinsic career value | 5.63 ^b | 1.10 | <u>6.06</u> | .94 | <u>5.36</u> | 1.12 | 2.96** | 81 |
| Make soc. contribution | 5.39 ^{b,c} | 1.09 | 5.28 | 1.04 | 5.46 | 1.13 | -.74 | 81 |
| Shape future of children | 5.30 ^c | 1.11 | 5.21 | 1.09 | 5.36 | 1.13 | -.60 | 81 |
| Ability | 5.16 ^c | .90 | <u>5.45</u> | .92 | <u>4.98</u> | .84 | 2.39* | 81 |
| Previous experiences | 4.67 ^d | 1.46 | 4.61 | 1.58 | 4.71 | 1.40 | -.29 | 81 |
| Enhance soc. equity | 4.54 ^d | 1.25 | 4.66 | 1.12 | 4.46 | 1.34 | .68 | 81 |
| Job security | 3.76 ^e | 1.65 | <u>3.32</u> | 1.70 | <u>4.03</u> | 1.58 | -1.92(*) | 81 |
| Social influences | 3.16 ^e | 1.88 | 2.83 | 2.09 | 3.36 | 1.73 | -1.25 | 80 |
| Time for family | 3.03 ^f | 1.45 | <u>2.38</u> | 1.51 | <u>3.43</u> | .26 | -3.42** | 81 |
| Job transferability | 2.34 ^g | 1.19 | 2.35 | 1.40 | 2.33 | 1.06 | .10 | 52.99 |

* p<.05, ** p<.01, (*) p<.06 (borderline significance)

Note: In case the mean scores of the motivation scales for the total student group differed significantly, this was indicated by the superscript. Mean scores with the same superscript did not differ significantly.

3.2. Teaching beliefs

Table 5 shows the results concerning teaching beliefs. Significant differences between the four teaching beliefs scales for the total student group were investigated by means of paired samples t-tests. Student teachers generally believed that the teacher's profession was highly demanding and required a lot of expertise. With respect to social status and good salary, student teachers scored rather neutral with scores for these items lying around the average value of 4 on the 7-point Likert-scale. Regarding beliefs about education, student teachers generally scored higher on developmental than on transmissive beliefs.

Independent t-tests showed that student teachers with a teaching degree believed that the teacher's job was more demanding and expertise requiring than student teachers without a teaching degree. Moreover, the former group held stronger developmental beliefs than student teachers without a teaching degree.

Table 5: Mean (M) and standard deviation (SD) of the teaching beliefs scales, for the total group of student teachers (T), for student teachers with (W) and without (WO) a teaching degree

| | M _T | SD _T | M _W | SD _W | M _{WO} | SD _{WO} | t | df |
|----------------------------|-------------------|-----------------|----------------|-----------------|-----------------|------------------|-------|-------|
| <u>Teaching profession</u> | | | | | | | | |
| High demand | 5.82 ^a | .68 | <u>6.00</u> | .55 | <u>5.71</u> | .74 | 2.08* | 78.57 |
| Expert career | 5.30 ^b | .92 | <u>5.60</u> | .76 | <u>5.10</u> | .96 | 2.50* | 81 |
| Social status | 4.45 ^c | .78 | 4.44 | .84 | 4.45 | .75 | -.05 | 81 |
| Good salary | 4.32 ^c | .95 | 4.53 | .90 | 4.19 | .96 | 1.63 | 81 |
| <u>Education</u> | | | | | | | | |
| Developmental belief | 4.13 ^a | .45 | <u>4.26</u> | .43 | <u>4.05</u> | .46 | 2.09* | 78.57 |
| Transmissive belief | 3.29 ^b | .573 | .34 | .54 | 3.26 | .59 | .59 | 81 |

* p<.05, ** p<.01, (*) p<.06 (borderline significance)

Note: In case the mean scores of the teaching beliefs scales (teaching profession or education) for the total student group differed significantly, this was indicated by the superscript. Mean scores with the same superscript did not differ significantly.

3.3. Self-efficacy

Table 6 shows the results concerning self-efficacy. Student teachers scored equally on efficacy for the three teaching activities, i.e. student engagement, classroom management and instructional strategies. Efficacy for student engagement and efficacy to learn and study in teacher education scored the highest.

Independent t-tests showed a significant difference between student teachers with and without a teaching degree. The former group scored higher on efficacy for classroom management than the latter group.

Table 6: Mean (M) and standard deviation (SD) of the self-efficacy scales, for the total group of student teachers (T), for student teachers with (W) and without (WO) a teaching degree

| | M _T | SD _T | M _W | SD _W | M _{WO} | SD _{WO} | t | df |
|--------------------------|---------------------|-----------------|----------------|-----------------|-----------------|------------------|-------|----|
| Student engagement | 5.47 ^{a,b} | .81 | 5.60 | .80 | 5.39 | .82 | 1.14 | 81 |
| Classroom management | 5.45 ^b | .98 | <u>5.79</u> | .79 | <u>5.25</u> | 1.03 | 2.55* | 81 |
| Instructional strategies | 5.37 ^b | .98 | 5.51 | .91 | 5.29 | 1.02 | .98 | 81 |
| Learning and studying | 5.63 ^a | .92 | 5.83 | .90 | 5.50 | .91 | 1.58 | 81 |

* p<.05, ** p<.01, (*) p<.06 (borderline significance)

Note: In case the mean scores of the self-efficacy scales for the total student group differed significantly, this was indicated by the superscript. Mean scores with the same superscript did not differ significantly.

4. Conclusions and discussion

The aim of the present study was to investigate the entry characteristics of student teachers in an ATEP, namely their motivation, their teaching beliefs and their self-efficacy. The results showed that student teachers in an ATEP were generally motivated by intrinsic career values and social utility values rather than personal utility values. This finding is in line with international research (e.g., Berger & D'Ascoli, 2012; Laming & Horne, 2013; Williams & Forgasz, 2009). However, differences were found between student teachers with and without a teaching degree for another educational level. Student teachers with a teaching degree scored higher on intrinsic career values than student teachers without a teaching degree. The former group was already experienced in teaching, either through field experiences or as a classroom teacher and, apparently, intrinsic elements of the teacher's profession encouraged them to take an additional teacher education programs. Moreover, they were more strongly motivated to take the ATEP because they felt able to be a teacher. Student teachers without a teaching degree, on the other hand, scored higher on the extrinsic motives job security and time for family. They were more strongly motivated to change career because of the attractiveness of having a secure job and time for family when being a teacher.

With respect to teaching beliefs, results showed that student teachers in the ATEP believed the teacher's profession to be highly demanding and requiring a lot of expertise. Student teachers with a teaching degree, who are more familiar with the teacher's profession, scored even higher on these aspects than student teachers without a teaching degree. With respect to social status and good salary, student teachers scored rather neutral. The finding concerning social status confirmed the findings of Richardson and Watt (2005), stating that social status was less important in order to decide to become a teacher.

Regarding developmental and transmissive beliefs on education, student teachers in the ATEP, including many second-career teachers, generally scored the highest on developmental beliefs, which are more innovative than transmissive beliefs. This finding is in line with the studies of Tigchelaar et al. (2008) and Chambers (2002), who found that second-career teachers were more open to educational innovations - because of their non-recent experiences as a student with teacher-centred methods - (Tigchelaar et al., 2008) and used alternative rather than traditional (i.e. teacher-centred) instructional methods (Chambers, 2002). However, due to the short duration of many ATEP's and the small number of field experiences in several ATEPs, many student teachers may not transfer their developmental beliefs to their teaching activities and remain rather traditional in their teaching (Flores et al., 2004). By installing a one-day field experience each week, as is the case in the ATEP in the current study, this problem could be solved. When comparing student teachers with and without a teaching degree, results showed that student teachers with a teaching degree hold stronger developmental beliefs. Throughout their previous teacher education programs and their own teaching experiences, these students might have become familiar with innovative teaching methods emphasizing a developmental view on education.

As far as self-efficacy is concerned, student teachers scored equally on efficacy for student engagement, classroom management and instructional strategies. Their scores on efficacy for learning and studying in teacher education were in line with their scores on efficacy for student engagement. Concerning efficacy for classroom management, student teacher with a teaching degree scored higher than student teachers without a teaching degree. This finding is in line with previous research showing that classroom management is a great challenge for second-career teachers (Casey et al., 2013; Haggard et al., 2006; O'Connor et al., 2011).

In conclusion, the present study reveals interesting insights into the entry characteristics of student teachers in an ATEP. Due to teacher shortages,

attracting people from outside education and training them in an ATEP is important. Having a clear view on the entry characteristics of this student group may help to adjust the ATEP to these student teachers' needs. Especially for student teachers without a teaching degree, attempts could be made to elaborate their teaching beliefs and prepare them for classroom management. Making them familiar with education may help to change their initial motivation towards a stronger intrinsic motivation, which is more beneficial for their learning process. Future research including participants of numerous ATEPs may strengthen our findings. In addition, it would be interesting to follow the student teachers throughout the ATEP in order to examine whether and how their entry characteristics evolve.

References

- Berger, J., and PROGRAM. D'Ascoli. "Becoming a VET Teacher as a Second Career: Investigating the Determinants of Career Choice and their Relation to Perceptions about Prior Occupation." *Asia-Pacific Journal of Teacher Education* 40, no. 3 (2009): 317-341.
- Bolhuis, S. "Alternative Routes to Teaching in Secondary Education in the Netherlands." *European Journal of Teacher Education* 2/3 (2002): 223-238.
- Boone, PROGRAM., S. Abell, M. Volkmann, F. Arbaugh, and J. Lannin. "Evaluating Selected Perceptions of Science and Mathematics Teachers in an Alternative Certification Program." *International Journal of Science and Mathematics Education* 9 (2011): 551-569.
- Brouwer, N. "Alternative Teacher Education in the Netherlands 2000–2005. A Standards-Based Synthesis." *European Journal of Teacher Education* 30, no. 1 (2007): 21-40.
- Casey, P., K. Dunlap, PROGRAM. Brister, M. Davidson, and T. Starrett (2013). "Sink or Swim? Throw us a Life Jacket! Novice Alternatively

Certified Bilingual and Special Education Teachers Deserve Options.”
Education and Urban Society 45, no. 3 (2013): 287-306.

Chambers, D. “The Real World and the Classroom: Second Career Teachers.”
The Clearing House 75, no. 4 (2002): 212–217.

Flores, B., B. Desjean-Perrotta, and L. Steinmetz. “Teacher Efficacy: A
Comparative Study of University Certified and Alternatively Certified
Teachers.” *Action in Teacher Education* 26, no. 2 (2004): 37-46.

Garza, R. “Improving Mentoring for Beginning Alternatively Certified
Teachers: Is Functional Feedback a Viable Means?” *Journal of the National
Association for Alternative Certification* 4, no. 2 (2009): 2-17.

Haggard, C., F. Slostad, and S. Winterton. “Transition to School as
Workplace: Challenges to Second Career Teachers.” *Teaching Education* 17,
no. 4 (2006): 317–327.

Humphrey, D., and M. Wechsler. “Insights into Alternative Certification:
Initial Findings from a National Study.” *Teachers College Record* 109, no. 3
(2007): 483–530.

Hermans, R., J. van Braak, and PROGRAM. Van Keer. “Development of the
Beliefs about Primary Education Scale: Distinguishing a Developmental and
Transmissive dimension.” *Teaching and Teacher Education* 24 (2008): 127-
139.

Laming, M., and M. Horne. “Career Change Teachers: Pragmatic Choice or a
Vocation Postponed?” *Teachers and Teaching: Theory and Practice* 19, no. 3
(2013): 326-343.

Lee, D. “Changing Course: Reflections of Second-Career Teachers.” *Current
Issues in Education* 14, no. 2 (2011): 1-19.

Maloy, R., I. Seidman, G. Pine, and L. Ludlow. “Arriving on the Fast Track:
Perceptions of Teachers from an Alternative Licensing Program about their
First Four Years in the Classroom.” *Teacher Educator* 42, no. 2 (2006): 106–
121.

Melchers, M., K. Bokhorst, J. Geervliet-van der Hart, and A. Smit. "Vraag- en Aanbodgestuurd Opleiden van Zij-instromers. Afstemming op Eerdere Ervaringen van Cursisten in een Duaal Traject [Demand- and Supply-Driven Training of Second-Career Teachers]." *Tijdschrift voor Lerarenopleiders* 24, no. 4 (2003): 24-31.

O'Connor, E., M. Malow, and B. Bisland. "Mentorship and Instruction Received During Training: Views of Alternatively Certified Teachers." *Educational Review* 63, no. 2 (2011): 219-232.

"Perceived competence scales". University of Rochester. Retrieved on January 4, 2008, from http://program.psych.rochester.edu/SDT/measures/PCS_scales.php

Richardson, P., and PROGRAM. Watt. "I've Decided to Become a Teacher': Influences on Career Change." *Teaching and Teacher Education* 21 (2005): 475-489.

Tigchelaar, A., N. Brouwer, and F. Korthagen. "Crossing Horizons: Continuity and Change during Second-Career Teachers' Entry into Teaching." *Teaching and Teacher Education* 24 (2008): 1530-1550.

Tigchelaar, A., N. Brouwer, and J. Vermunt. "Tailor-Made: Towards a Pedagogy for Educating Second-Career Teachers." *Educational Research Review* 5 (2010): 164-183.

Tigchelaar, A., J. Vermunt, and N. Brouwer. "Patterns of Development in Second-Career Teachers' Conceptions of Learning." *Teaching and Teacher Education* 28 (2012): 1163-1174.

Tschannen-Moran, M., and A. Woolfolk Hoy. "Teacher Efficacy: Capturing an Elusive Construct." *Teaching and Teacher Education* 17 (2001): 783-805.

Unruh, L., and J. Holt. "First-Year Teaching Experiences: Are they Different for Traditionally versus Alternatively Certified Teachers?" *Action in teacher education* 32, no. 3 (2012): 3-14.

Uusimaki, L. "In Favour of Mature-Aged Graduates (MAGs) – Tapping the Potential for Real Educational Change." *Asia-Pacific Journal of Teacher Education* 39, no. 4 (2011): 327-338.

Watt, PROGRAM., and P. Richardson. "Motivational Factors Influencing Teaching as a Career Choice:

Development and Validation of the FIT-Choice Scale." *The Journal of Experimental Education* 75, no. 3 (2007): 167-202.

Williams, J., and PROGRAM. Forgasz. "The Motivations of Career Change Students in Teacher Education." *Asia-Pacific Journal of Teacher Education* 37, no. 1 (2009): 95-108.