

Routes to Certification & Turnover Intentions

OF EARLY CAREER WISCONSIN AGRICULTURE TEACHERS

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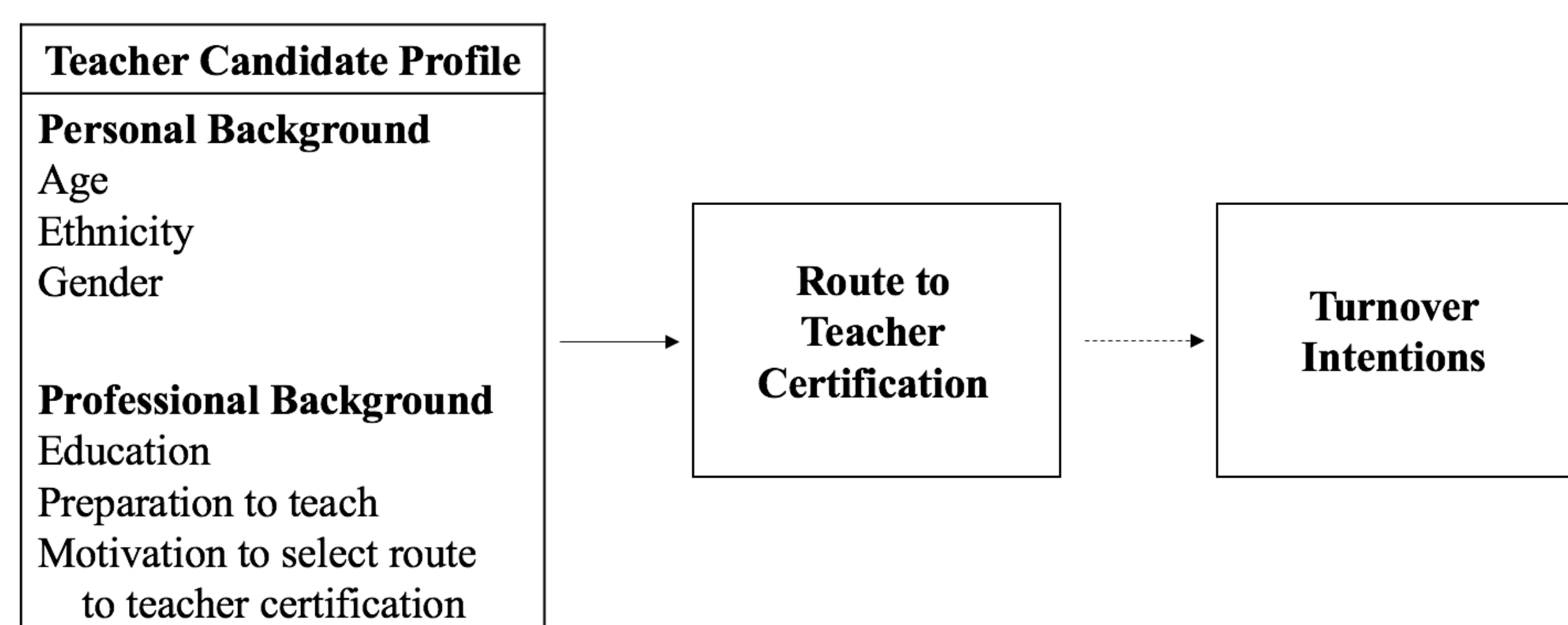
INTRODUCTION

- Teacher education has evolved since the mid-19th century (Cochran-Smith & Zeichner, 2005).
- A key variable in the supply and demand of agriculture teachers is preventing turnover, a major factor in the demand for teachers (Ingersoll, 2001).
- Examining the connection between how teachers are trained and their likelihood to leave the classroom may provide insight into recruitment and retention practices in school based agricultural education.

DEFINITIONS

- **Traditional teacher certification (TC)** has the teacher entering the classroom after completing teacher preparation training through a university teacher preparation program,
- **Alternative routes to certification (AC)** include all the other options (National Research Council, 2010; Walsh & Jacobs, 2007).
- **Turnover intentions:** "The intent of agriculture teachers to exit the teaching profession before retirement" (Sorensen, 2015).

CONCEPTUAL FRAMEWORK



Proposed conceptual framework of the relationship between teacher's personal and professional background, route to teacher certification, and turnover intentions. Adapted from "An Evaluation of Teachers Trained Through Different Routes to Certification: Final Report," by J. Constantine, D. Player, T. Silva, K. Hallgren, M. Grider, J. Deke, and E. Warner, 2009, *National Center for Education Evaluation and Regional Assistance*, p. 3.

METHODOLOGY

- A survey instrument was sent to all Wisconsin agriculture teachers with fewer than three years of teaching ($n = 67$) in March of 2017.
- The response rate was 52% ($n = 35$).

CONCLUSIONS

While it is important to note that these results are not generalizable, this study provided the following findings.

- **Alternatively certified** individuals chose a route that allowed individuals to work full-time, was conveniently located, and had a flexible schedule.
- Teachers that were **traditionally certified** knew that they wanted to teach as an undergraduate.
- **No connection** was discovered between type of certification and turnover intentions.
- Turnover intention scores ranged from 1-5, indicating that **there were respondents who had high turnover intentions**.

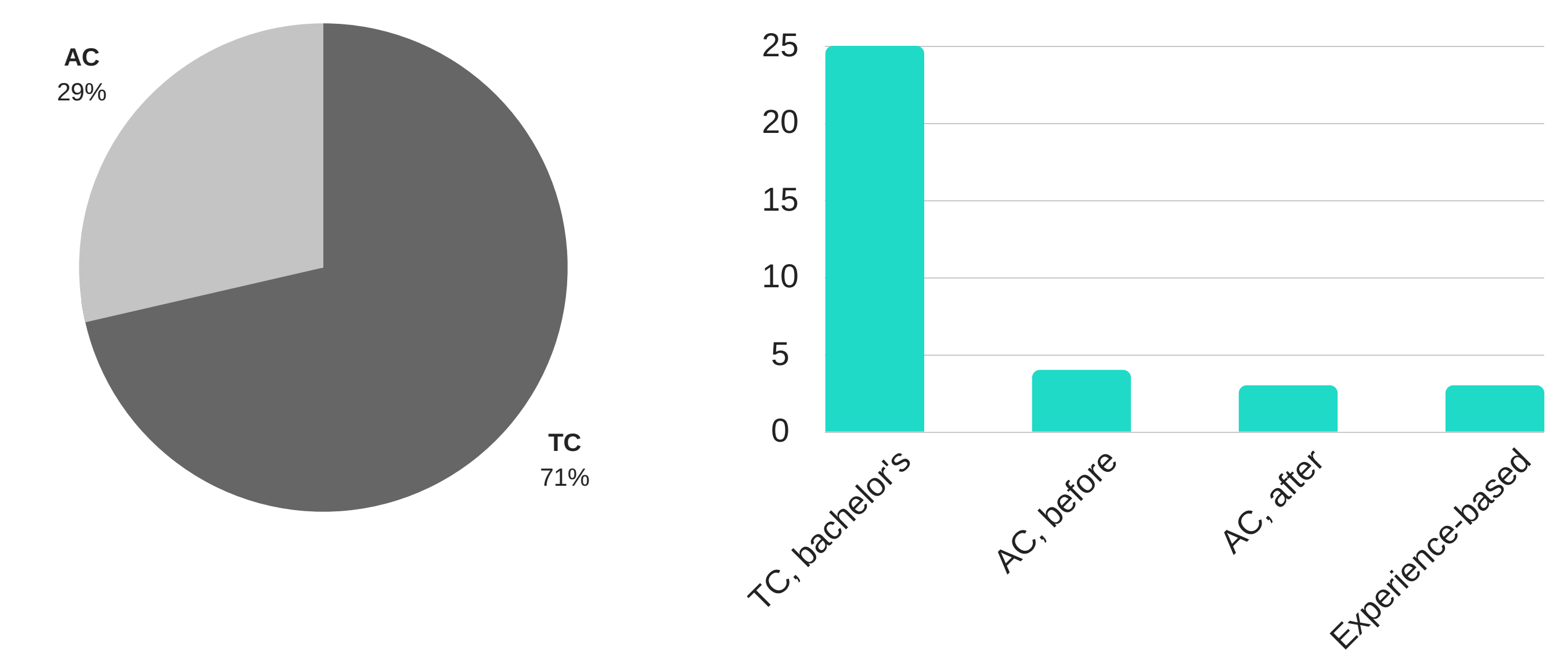
RECOMMENDATIONS FOR RESEARCH

- Does teacher background and preparation make a difference in turnover intention? Repeat this study.
- Why are alternatively certified teachers entering the classroom?
- How are alternatively certified teachers being supported by the profession?
- Are alternatively certified teachers effective in the classroom?

REFERENCES

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ROUTES TO CERTIFICATION



TC, bachelor's = completed traditional certification program as part of bachelor's degree.
AC, before = completed alternative certification program prior to entering the classroom.
AC, after = completed alternative certification program after entering the classroom.
Experienced-based = new license in Wisconsin that allows districts and the Department of Public Instruction to certify individuals with occupational and education experience.

REASON FOR THE ROUTE TO CERTIFICATION

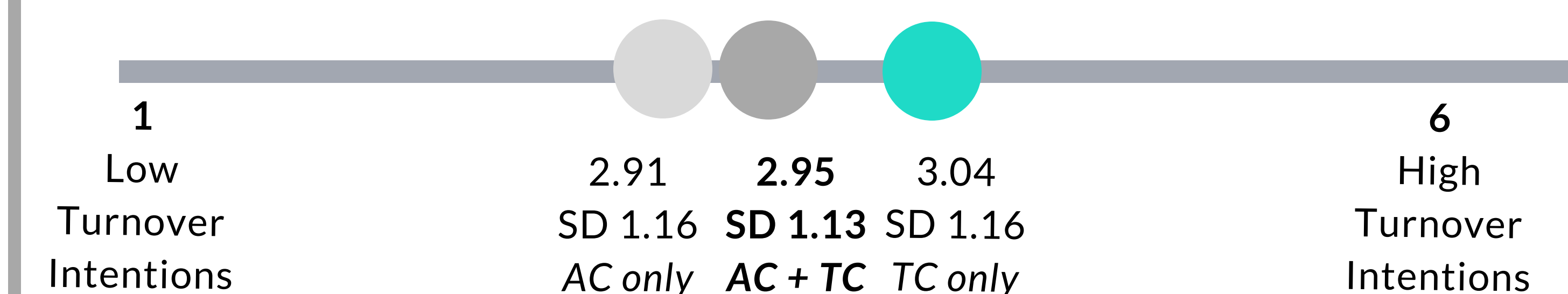
TRADITIONALLY CERTIFIED

- 96% - planned to be a teacher as an undergraduate

ALTERNATIVELY CERTIFIED

- 50% - chose route that allowed them to work full-time
- 40% - chose program that was conveniently located
- 40% - chose program that fit their schedule

TURNOVER INTENTIONS



- Mann-Whitney U test show no statistically significant difference between routes to certification and turnover intentions ($U = 130.50, p = .843$).