



Non-traditional Teacher and Candidate Retention: Measures of Educator Preparation, Certification and School Staffing Effectiveness Linked to Student Achievement

Purpose

To examine the following:

- 1) percentage of candidates that become fully certified and are hired into teaching positions beyond the induction period,*
- 2) retention rates of non-traditionally prepared teachers that stay in and complete a preparation program,*
- 3) non-traditional candidate types that typically stay in or leave teaching,*
- 4) reasons non-traditionally prepared teachers leave teaching,*
- 5) one, three and five year retention rates of non-traditional teachers once fully certified and hired into school systems.*

Who we are – NAAC



- The National Association for Alternative Certification (NAAC) is the professional organization that advocates for standards-driven nontraditional educator preparation leading to effective school staffing.

Review of Literature

- Approximately 50% of teachers leave their initial assignment in the first five years of teaching (do not necessarily leave the professions)
- Limited evidence - *younger beginning teachers are more likely to leave than those who were slightly older*
- Moderate evidence - *white teachers have greater rates of attrition than either African American or Hispanic teachers*
- Limited evidence - *minority teachers are more likely than white teachers to remain in schools with higher proportions of minority students*
- Limited evidence - *teachers teaching in a field in which they have subject expertise or certification are less likely to leave than teachers with less appropriate qualifications*

Allen, M.B., (2005). Eight questions on teacher recruitment and retention: What does the research say? Education Commission of the States. Retrieved from <http://files.eric.ed.gov/fulltext/ED489332.pdf>

Literature Review cont.

- Teacher retention factors in various states
 - California - Racial composition and proportion of low-income students predict teacher turnovers
 - California - Salaries and working conditions are strong factors in predicting turnover
 - Chicago – low student test scores correlate with low retention of teachers from year to year
 - North Carolina – teacher perceptions of school leadership are predictive of intention to remain in the school
- High turnover schools serve large populations of low-performing, non-white, and low-income students
- Principals have preferences for schools with higher achieving students and low proportions of poverty just as teachers do

Boyd D., Grossman, P., Ing, M., Lankford, H., Loeb, S. and Wyckoff, J. (2009). The influence of school administrators on teacher retention decisions. Retrieved from

http://www.urban.org/UploadedPDF/1001287_calderworkingpaper25.pdf

Literature Review cont.

- Considerable evidence that teachers stay and are successful with the following supports:
 - *teaching assignments that match the teacher's field of expertise and are not unreasonably demanding;*
 - *collaborative colleagues at all levels of experience;*
 - *assistance from parents and experts and support services in working with students;*
 - *a comprehensive but flexible curriculum that allows for meaningful accountability;*
 - *job-embedded professional development;*
 - *career opportunities for growth and influence beyond their classroom;*
 - *and facilities that are safe and well equipped.*

Sample

- Queried *Center for Career Changers to the Classroom* national database (<http://www.ccteach.org/teaching-certification>)* program directors to see who would be interested in participating in this study.
- 70 programs initially responded
- 55 programs began the survey
- 32 programs completed the survey
- Programs were located 15 different states

*Note: Certification information still needed in the database for the following states: Arizona, Indiana, Minnesota, Mississippi, New Hampshire, New Mexico, New York, Oregon, Vermont. Please contact Sheila@ccteach.org

Sample cont.

- The 15 states represented in this research produce 60% of all non-traditional program completers (17,548 of 29,306)
- It is important to note that based on Title II data (2013 report) five states were responsible for half the program completers in the U.S.
- All but one of those states were represented in our survey
 - California: 1,597 (1 survey respondent)
 - Florida: 1,725 (3 survey respondents)
 - Louisiana: 1,460 (1 survey respondent)
 - New Jersey: 1,940 (0)
 - Texas: 8,072 completers (7 survey respondents)
- Other state representations were as follows:
 - Colorado =1
 - Delaware=2
 - Georgia = 7
 - Illinois =1
 - Indiana =1
 - Kansas =2
 - Kentucky =2
 - Maryland= 1
 - Nebraska =1
 - North Carolina= 1
 - Wisconsin=1

Findings 2010-2011 cohort:

Number of completers

- 2011: 1,329 completers among the 32 programs, averaging just over 41 completers per program.
 - Smallest number of completers in a program was **6**.
 - Largest program had **314** completers.
 - One program reported 0 completers in 2011.
 - Leaving out the outliers of 314 and 0 = **mean of 34 completers**.
 - Variation even when outliers omitted, **standard deviation of 27**.

Findings 2010-11 cohort: Employment while in program

- Over 87% of completers were employed as teachers of record (TOR) while in their program.
- In 19 of the 32 reported programs, **all** completers were employed as TOR while in their programs.
- In 9 others, some of the completers were employed as TOR and some were not.
- Approximately two-thirds of non-traditional programs in this study have a clinical practice experience that includes being teacher of record.

Findings 2010-11 cohort: Initial Employment after completion

- 85% (1125 of 1329) were employed at the end of their program, either by continuing their "program" employment or by becoming employed after completion.
- In 19 of the 32 reported programs **all** completers were employed at the completion of their programs.
- Approximately two-thirds of non-traditional programs in this study can expect to have all their completers employed at the end of their program.

Findings 2010-11 cohort: School Type Placement Year 1

- Of 1125 employed, 1051 were classified in matrix of completer “strength” and school “performance.”
- For reporting programs, fewer weak completers were reported than average and strong.

Initial Employment Placement (2010-2011)	Low Performing Schools	Average Performing Schools	High Performing Schools
Strong Completers	186	224	167
Average Completers	183	171	78
Weak Completers	28	11	3

Findings 2010-11 cohort:

School Type Placement Year 2

- Of the 1125 employees in the first year, 978 were employed in Year 2, an 87% retention rate.
- 945 of the 978 were classified on the matrix.
- Little data on “changed districts” or “did not continue teaching” was reported.

Employment Placement (2010-2011)	Low Performing Schools	Average Performing Schools	High Performing Schools
Strong Completers	160	214	152
Average Completers	165	148	79
Weak Completers	20	5	2

Findings 2010-11 cohort: Retention after three years

- Of the completers in 2010-2011 cohort, 1036 of 1329 completers (78%) were employed three years after completion.
- “Employed as part of the program” – “Employed 3 years later”
1157 – 1036
This represents a net loss of 121 of the 1157, a 10% loss.

Findings 2011-12 cohort: Number of completers

- 2011-2012 completer counts were 1040
- A decrease of 289 teachers from the prior year
- 22% decrease
- Title II number of all completers
 - 2010-11 = 217,492
 - 2011-12 = 204,172
 - 6% decrease
- Title II alternative program completers
 - 2010-11 = 36,283
 - 2011-12 = 29,306
 - 19% decrease

Findings 2011-12 cohort: Employment while in program

- Over 86% of completers were employed as part of their program: (894 of the 1040).
- In 20 of the 32 **all** completers were employed as part of their programs.
- In 9 others, some of the completers were employed and some were not.

Findings 2011-12 cohort: Initial Employment after completion

- Rates even better than 2010-11 cohort
- 91% (943 of 1040) were employed at the end of their program, either by continuing their "program" employment or by becoming employed after completion.
- Individual program rates varied from 63% to 100%
- In 21 of the 32 reported programs **all** completers were employed at the completion of their programs.

Findings 2011-12 cohort: School Type Placement Year 1

- Of 943 employed 775 were classified in matrix of completer “strength” and school “performance”
- Fewer weak completers were reported than average and strong.

Initial Employment Placement (2011-2012)	Low Performing Schools	Average Performing Schools	High Performing Schools
Strong Completers	147	218	112
Average Completers	103	148	18
Weak Completers	20	8	1

Findings 2011-12 cohort: School Type Placement Year 2

- 826 candidates from the 2011-12 cohort were employed in year 2
- Of 826 employed 746 were classified in the matrix of completers “strength” and school “performance”
- The numbers reinforce the findings for the previous cohort.

Employment Placement Second Year (2012-2013)	Low Performing Schools	Average Performing Schools	High Performing Schools
Strong Completers	134	215	113
Average Completers	98	147	20
Weak Completers	13	6	0

Findings 2011-12 cohort: School Type Placement Year 2

- Of the 1040 completion cohort in 2011-12, 813 were still reported as teaching in 2014.
- 78% two –year retention rate is the same as the three-year retention rate for the 2010-11 cohort.



Overall Observations

- Initial Employment Rate after program completion = 87% based on 2369 teacher candidates
- Of teachers who were reported as achieving initial employment, 87% continued employment the second year
 - 978 of 1125 for 2010-11
 - 813 of 943 for 2011-12
- Reasons for not continuing employment in the 2nd year
 - Performance issue
 - Cohort 1 = 4 candidates; Cohort 2 = 8
 - Personal or undisclosed reasons
 - Cohort 1 = 47 candidates; Cohort 2 = 16
 - Reductions in teaching force
 - Cohort 1 = 54 candidates; Cohort 2 = 0
- Completers from 3 years ago teaching in 2014 = 78%

Overall Observations cont.

- Most completers continue in the districts in which they are initially employed
 - 87% for 2010-11
 - 90% for 2011-12
- Some completers moved to another district for the 2nd year
 - 8% for 2010-11
 - 7% for 2011-12
- Over the two reported years, cohort attrition averaged 3%;
- Common belief – non-traditional teachers work in low-performing schools in great numbers; not true in this survey
 - 2010-11 cohort: Year 1 = 397 of 1051 reported teachers or 38% and Year 2 = 345 of 978 or 37%
 - 2011-12 cohort: Year 1 = 270 of 775 reported teachers or 35% and Year 2 = 245 of 746 reported teachers or 33%

Observations and Next Steps

- High retention rates of 78% of non-traditional teachers over two and three years.
- The high rate of 87 and 86% of candidates as teacher of record (TOR) is consistent.
- Valuable to conduct future retention studies to see if the TOR percentages remain consistent.
- The nature of this TOR variable informs program design in a significant way.
 - Flexible program designs may be more necessary in the future if TOR counts continue to decline.
 - Without flexible enrollment policies, some smaller programs may not survive difficult economic times if they depend on TOR hiring alone to provide enrollment in their programs.
 - Long-term non-traditional programs which improve themselves over time and grow more productive, collaborative relationships with the school districts they serve are more valuable to the nation than a sequence of smaller programs that start up here and there as sporadic needs appear and disappear.