



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) reasons non-traditionally prepared teachers leave teaching,*
- 4) 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.

- Federal Rules for Teacher Preparation – new Title II proposed initiative
 - report the placement and retention rates of every new teacher over four years after program completion
- 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. Also queried NAAC members.

2013-14 survey	2014-15 survey
70 programs initially responded 55 programs began the survey 32 programs completed the survey Programs were located 15 different states	94 programs initially responded 25 programs completed the survey Programs were located in 15 different states

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

Sample cont.

- **2013-14:** 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. (New Jersey not represented)

2013-14 survey	2014-15 survey
<p>State Representations</p> <p>*California = 1 Kentucky = 2 Colorado = 1 *Louisiana = 1 Delaware = 2 Maryland = 1 *Florida = 3 Nebraska = 1 Georgia = 7 North Carolina = 1 Illinois = 1 *Texas = 7 Indiana = 1 Wisconsin = 1 Kansas = 2</p>	<p>State Representations</p> <p>Arizona = 1 Kentucky = 1 *California = 1 *Louisiana = 1 Colorado = 2 Maryland = 3 Connecticut = 1 Nebraska = 1 Delaware = 1 Pennsylvania = 1 *Florida = 2 *Texas = 2 Georgia = 5 West Virginia = 1 Illinois = 1</p>
<p>2013-14 survey response only</p>	<p>2014-15 response only</p>

Findings 2010-2011 cohort: Number of completers

2013-14 Survey	2014-15 survey
<ul style="list-style-type: none">• 1,329 completers among the 32 programs, averaging just over 41 completers per program.<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 634 completers among the 25 programs, averaging 28 completers per program. Smallest number of completers in a program was 1.<ul style="list-style-type: none">• Largest program had 100 completers.• Two programs reported 0 completers in 2011.• Variability: standard deviation of 27.

Findings :

Employment while in program

2013-14 Survey

- 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.

2014-15 survey

- Over 74% of completers were employed as teachers of record (TOR) while in their program.
- In 13 of the 25 reported programs, **all** completers were employed as TOR while in their programs
- In 10 others, some of the completers were employed as TOR and some were not. *[Two programs reported 0 completers for 2010-2011.]*
- Over 56% of non-traditional programs in this study have a clinical practice experience that includes being TOR

Findings:

Initial Employment after completion

2013-14 Survey

- 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.
- Non-traditional programs in this study can expect to have approximately two-thirds of their completers employed at the end of their program

2014-15 survey

- 79% (504 of 634) were employed the next year after their program completion, either by continuing their "program" employment or by becoming employed after completion.
- In 9 of the 23 programs reported with completers, **all** completers were employed at the completion of their programs.
- Non-traditional programs in this study can expect to have approximately three-fourths of their completers employed at the end of their program

Initial Employment Rates of Completers

- Most of the reporting programs (23/25) had full-time employment as teacher of record as a routine part of the program. This feature of non-traditional preparation programs leads naturally to high rates of employment the year after completion.

Completer Year	Completers	Employed the Next Year after Completion	Employment Rate	2013-14 Survey
2010 – 2011	634	504	79%	1125 of 1329 85%
2011 – 2012	567	496	87%*	943 of 1040 91%
2012 – 2013	779	585	75%	

* One program's data was removed from this 2011-2012 computation due to an error in the next year's employment data entry.

Employment and Retention

2013-14 Survey

- **Employment Rate:** Of the completers in 2010-2011 cohort, 1036 of 1329 (78%) were employed three years after completion.
- **3-Year Retention Rate:** 188 teachers were reported as having jobs as part of their program in 2010-2011 but do not have jobs in 2014 (loss of 14% of the original 1329 program completers).

2014-15 survey

- **Employment Rate:** Of the completers in 2010-2011 cohort, 466 of 634 (74%) were employed three years after completion.
- **3-Year Retention Rate:** Of the completers in the 2010-11 cohort, 504 found employment in 2011-2012. The 466 employed three years after completion represents a retention rate of $466/504$ or 92%.

2014 Survey - Findings 2010-11 cohort: School Type Placement

- 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	17%	26%	16%
Average Completers	17%	16%	7%
Weak Completers	3%	1%	2%

2015 Survey - Findings 2010-11 cohort: School Type Placement Year 1

Initial Employment Placement (2010-2011)	Low Performing Schools	Average Performing Schools	High Performing Schools
Strong Completers	18%	30%	22%
Average Completers	6%	14%	6%
Weak Completers	2%	2%	0%

2014 Survey - Findings 2011-12 cohort: School Type Placement Year 1

Initial Employment Placement (2011-12)	Low Performing Schools	Average Performing Schools	High Performing Schools
Strong Completers	19%	28%	14%
Average Completers	13%	19%	2%
Weak Completers	3%	1%	.1%

2015 Survey: Aggregate

75% of teachers who were prepared in non-traditional programs were hired in average and high performing schools, according to the professional judgment of the respondents to this survey.

2% of completers were both considered weak were hired in low performing schools.

Completers in 2010 – 2011, 2011 – 2012, 2012 – 2013	Low Performing Schools	Average Performing Schools	High Performing Schools
Strong Completers	15.0%	25.4%	25.0%
Average Completers	7.5%	18.1%	5.5%
Weak Completers	1.9%	1.3%	0.3%

Reasons for not continuing employment in the 2nd year

20113-14

Performance issue

Cohort 1 = 4;

Cohort 2 = 8

Personal or undisclosed reasons

Cohort 1 = 47;

Cohort 2 = 16

Reductions in teaching force

Cohort 1 = 54;

Cohort 2 = 0

2014-15

Performance issue

Cohort 1 = 3;

Cohort 2 = 5;

Cohort 3 = 2

Personal or undisclosed reasons

Cohort 1 = 24;

Cohort 2 = 22;

Cohort 3 = 20

Reductions in teaching force

Cohort 1 = 9;

Cohort 2 = 4;

Cohort 3 = 0

Overall Observations

- Clinical practice is a major component of non-traditional preparation, as evidenced by the large percentage of programs in which candidates serve as Teacher of Record.
- The first year placement rate is high for candidates of non-traditional preparation programs (highest=91%; lowest=75%).
- The three-year retention rate for completers of non-traditional programs is good (2013=78% and 2014=74%). If we compute the rate as the percentage of those initially employed who are still teaching three years later, the retention rate is excellent (2014=92%).

Overall Observations

- Completers of Non-Traditional programs teach in a wide range of school quality levels. Approximately 36% in the first survey and 25% in the second survey taught in low-performing schools.
- Common belief – non-traditional teachers work in low-performing schools in great numbers; not true in this survey
 - Among completers of Non-Traditional programs who do teach in low-performing schools, a much higher proportion are “strong” candidates rather than “weak” candidates.
 - For low-performing schools, this survey showed approximately seven strong Non-Traditional completers for each weak completer.
 - The 2013-14 varied between an eight strong to one weak ratio and a ten strong to one weak ratio in low-performing schools after three years.

Next Steps

- Difficulty of data collection
- Use district rating in first year for type of completer (strong, average, weak)
- Title II initiative – how to help with data collection