

Challenging the Narrative on Teacher Preparation: One Step at a Time

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Context

Debates over teacher preparation are not new, and in fact, trace back over 100 years.

However, scrutiny in the past decade has been described as **“unprecedented”**, as reaching **“crisis proportions”** and as **“highly publicized, politicized, and contentious”**.

Pressure is **likely to increase** as the link between teaching quality and student achievement is strengthened.

Teacher Preparation in the News

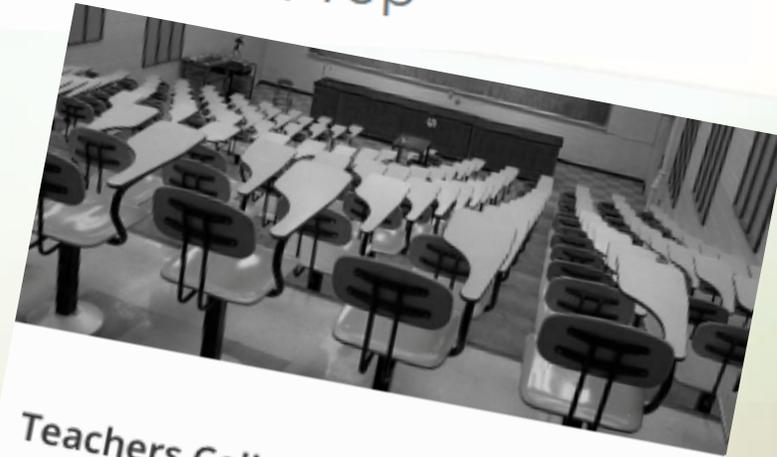


Educator Training

Only 16 Teacher Prep Programs Ranked as 'Top Tier' in New Report

CAEP
Raising the Bar

Gates Foundation Puts New Focus on Transforming Teacher Prep



Teachers Colleges: The Weakest Link

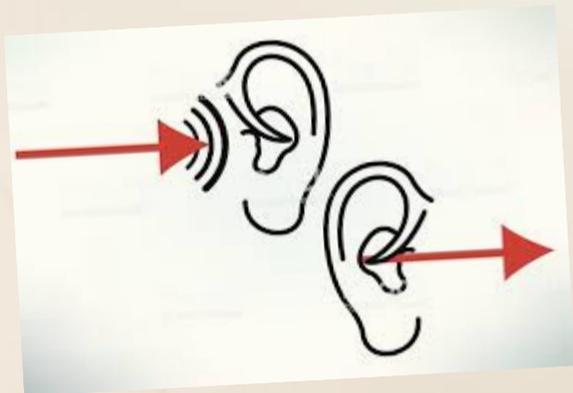
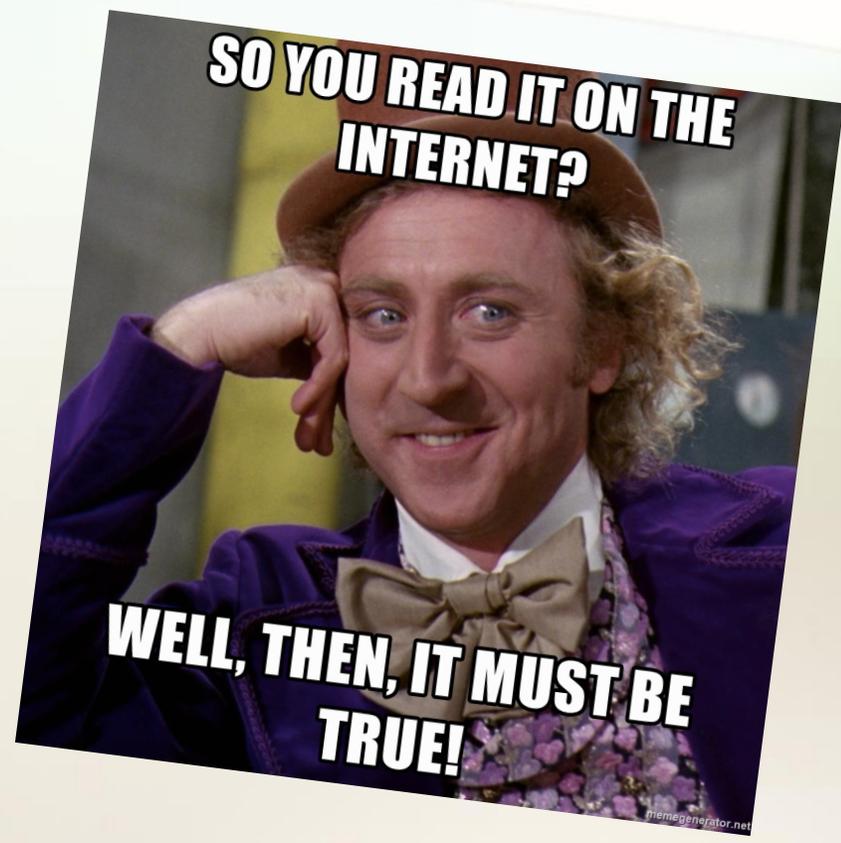
Cross-posted at Education Week. Our schools of education are the weakest link in our public education system, and, of all the system's parts, they may be the hardest to change with the tools available to policy makers. Perhaps that's why we don't really even try. It is...



U.S. Department of Education

Education Department Releases Final Teacher Preparation Regulations

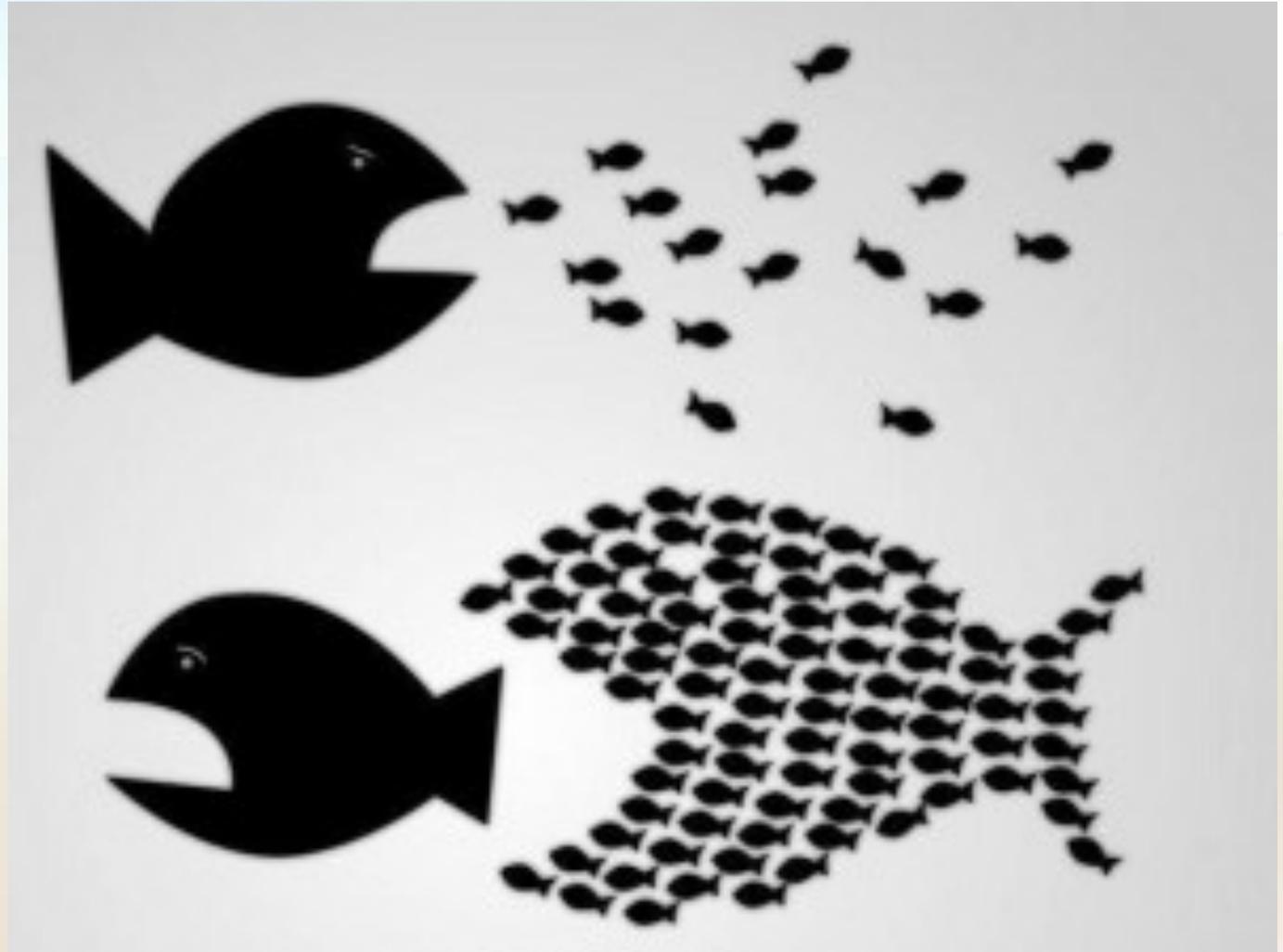
How Do YOU React?



Our Premise for Our Profession



The
Dominant
Narrative



Goals for this Session

Examine
prevalent
narratives.

Identify flaws.

What does
OUR data
show?

Empower YOU
to help change
the narrative!

Teacher Retention as an Example

A Few Notes Before We Begin

Not saying teacher retention isn't a problem

Not saying colleges of education play no role in retention

Not criticizing previous methods; see new possibilities with data access

See complexity that gets lost in the narrative

What do you know about teacher retention?

Two options:

1) Go to **swiftpolling.com** & enter **V3451**

OR

2) Text your vote to: **(614) 768-6166**

What does the dominant narrative say about how many leave?

What percentage of new teachers leave the profession within their first five years?

- **A. Nearly 50%**
- B. Nearly 40%
- C. Nearly 30%
- D. Nearly 20%
- E. Less than 20%

Ingersoll's Estimate (2003)

- Most cited retention statistic (including NEA)
- Survey data
- Wasn't possible to track a cohort of new teachers over time to see how long they stayed in the profession
- Based on a "crude approximation"
- Excluded teachers who left the profession and then returned within the first 5 years

Ingersoll was not alone

“Nearly 20% leave within the first year and 42% within the first five years” (Voke, 2002).

“Many reports over the past decade have highlighted the fact that 50% of new teachers leave by their fifth year” (Latham, Mertens, & Hamann, 2015)

“Many reports indicate that 25-50% of beginning teachers resign during their first three years of teaching” (Inman & Marlow, 2004).

“It is well established that 25-40% of all newly-recruited teachers resign or burn out in their first three to five years of teaching” (Ewing & Manuel, 2005).

How many REALLY leave?

What percentage of new teachers leave the profession within their first five years?

- A. Nearly 50%
- B. Nearly 40%
- C. Nearly 30%
- D. Nearly 20%
- **E. Less than 20%**

NCES (2015)

- Longitudinal study of 2007-2008 new teachers
- Only 14.8% left in the first 3 years
- 83% were still teaching after 5 years

Movers vs. Leavers

Frequently cited statistics on teacher attrition often include teachers who leave their position but **remain in education** (i.e. teacher migration/mobility).

Berger (2016)

- People change jobs an average of **4 times** in the **first 10 years** after graduation.
- It is **normal** for our completers to change jobs!

What do you know about attrition compared to other fields?

Two options:

1) Go to **swiftpolling.com** & enter **V3451**

OR

2) Text your vote to: **(614) 768-6166**

Is attrition worse in our field?

The attrition rate for teachers is above that of American workers in other fields.

- True
- **False**

U.S. Bureau of Labor Statistics

- Median tenure in all jobs is **4.2** years
- Median tenure in education is **5.1**

Table 6. Median years of tenure with current employer for employed wage and salary workers by occupation, selected years, 2008-2018

Occupation	January 2008	January 2010	January 2012	January 2014	January 2016	January 2018
Total, 16 years and over.....	4.1	4.4	4.6	4.6	4.2	4.2
Management, professional, and related occupations.....	5.1	5.2	5.5	5.7	5.1	5.0
Management, business, and financial operations occupations.....	5.4	5.4	5.9	6.3	5.5	5.5
Management occupations.....	6.0	6.1	6.3	6.9	6.3	6.4
Business and financial operations occupations.....	4.6	4.6	5.2	5.0	4.6	4.5
Professional and related occupations.....	4.9	5.0	5.4	5.3	4.9	4.7
Computer and mathematical occupations.....	4.5	4.8	4.8	5.0	4.4	4.3
Architecture and engineering occupations.....	6.4	5.7	7.0	6.4	5.5	5.7
Life, physical, and social science occupations.....	4.0	4.6	5.3	5.0	4.9	4.8
Community and social service occupations.....	4.8	4.6	5.0	5.1	4.3	4.6
Legal occupations.....	4.3	4.6	5.4	5.4	5.5	5.1
Education, training, and library occupations.....	5.4	5.6	5.9	6.2	5.3	5.1
Arts, design, entertainment, sports, and media occupations.....	3.4	3.9	4.2	3.4	3.8	3.9
Healthcare practitioners and technical occupations.....	4.9	4.8	5.2	5.2	4.8	
Service occupations.....	2.8	3.1	3.2	3.3	2.9	
Healthcare support occupations.....	3.1	3.3	3.3	3.5	3.1	
Protective service occupations.....	5.9	5.0	6.4	6.5	6.2	
Food preparation and serving related occupations.....	2.0	2.3	2.3	2.2	1.9	
Building and grounds cleaning and maintenance occupations.....	3.6	4.1	4.0	4.3	3.8	
Personal care and service occupations.....	2.6	2.9	3.0	2.9	2.9	
Sales and office occupations.....	3.5	4.1	4.2			
Sales and related occupations.....	2.9	3.4	3.4			
Office and administrative support occupations.....	4.2	4.7	4.8			
Natural resources, construction, and maintenance occupations.....	4.0	4.7	4.7			
Farming, fishing, and forestry occupations.....	3.1	4.2	3.9			
Construction and extraction occupations.....	3.5	4.1	4.3			
Installation, maintenance, and repair occupations.....	5.0	5.7	5.3			
Production, transportation, and material moving occupations.....	4.5	4.6	4.8			
Production occupations.....	5.0	5.3	5.3			
Transportation and material moving occupations.....	3.8	4.0	4.3			

Education median years of tenure is higher than most other fields. Only management, architecture, & engineering have higher median years of tenure.

Source: Bureau of Labor Statistics (2018). Employee tenure in 2018.

What does the dominant narrative suggest about WHY teachers leave?

Far too many teachers say they feel **unprepared for the classroom after completing teacher preparation programs**

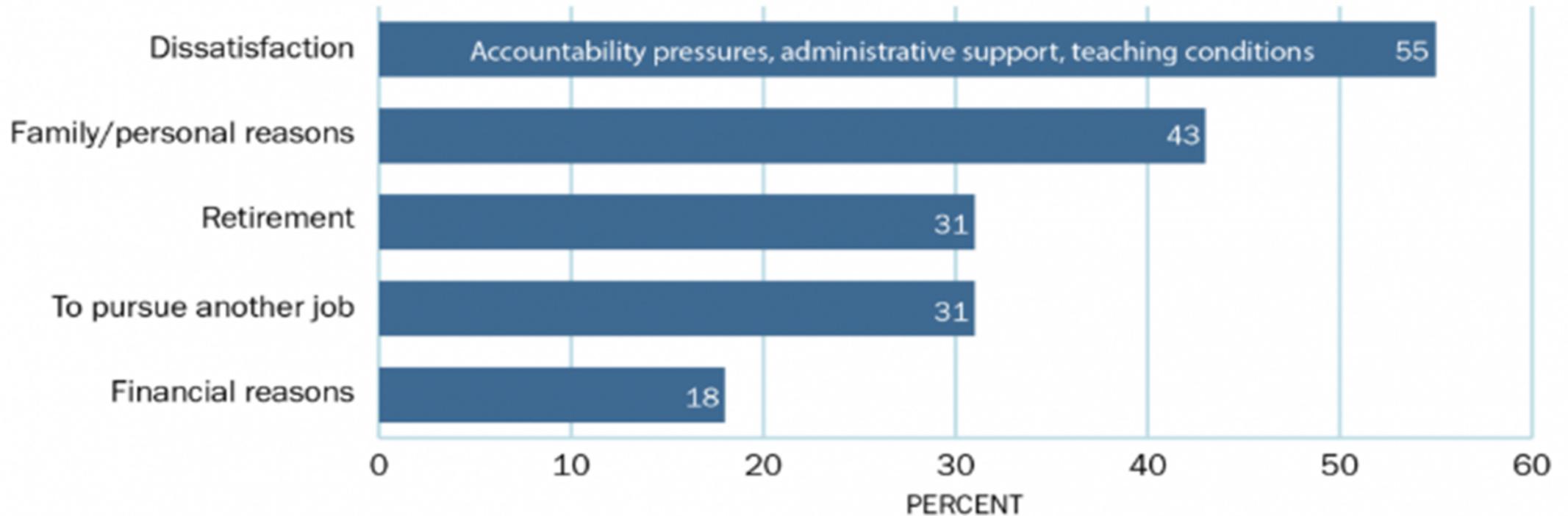


U.S. Department of Education

Education Department Releases Final Teacher Preparation Regulations

But...WHY do teachers REALLY leave?

Figure 2
Factors Teachers Report as Being Very Important for Leaving Teaching



Note: Percentages do not add to 100 as teachers may select more than one reason for leaving.

Source: Learning Policy Institute analysis of National Center for Education Statistics Teacher Follow-up Survey, 2012-13.



A factor influencing teacher shortages is attrition among early-career teachers. A national longitudinal study of all bachelor's degree recipients found that, 4 years after finishing college, 10% were working as teachers. Unfortunately, 9% of recent graduates had worked as teachers but were not still teaching after 4 years, and another 6% had prepared to teach but never entered the profession (the remaining 75% had not prepared to teach). Among those who majored in education, 60% were teaching in 2012, but 24% were no longer teaching and another 16% had not entered the profession. To improve PK-12 student outcomes and encourage teacher longevity, colleges of education are changing teacher preparation.



What is the message here?

Let's deconstruct!

Common Narrative Conflates Issue

A factor influencing teacher shortages is attrition among early-career teachers. A national longitudinal study of **all bachelor's degree recipients** found that, 4 years after finishing college, 10% were working as teachers. Unfortunately, 90% of recent graduates had worked as teachers but were still teaching after 4 years, and

Why include “**all bachelor's degree recipients**” to make claims about completer retention in the field?

Problematic Definitions and Metrics in Common Narrative

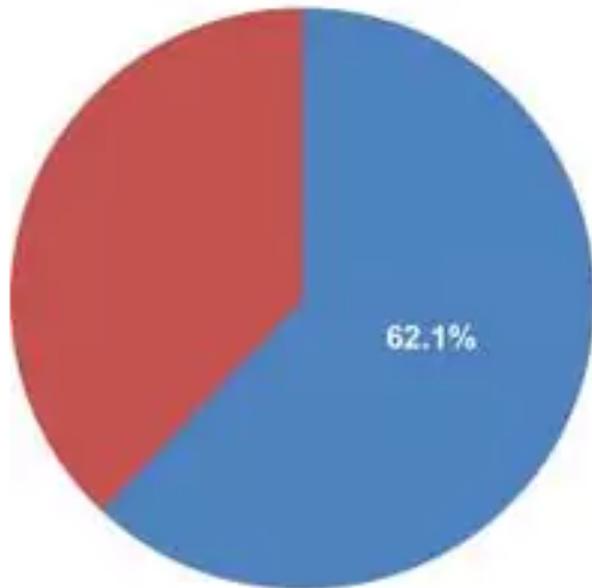
If we are talking about those who **LEAVE** the profession, why include those who **NEVER ENTERED** the profession?

working as teachers. Unfortunately, 9% of recent graduates had worked as teachers but were not teaching after 4 years, and another 6% had prepared to teach but never entered the profession (the remaining 75% had not prepared to teach). **Among those who majored in education, 60% were teaching in 2012, but 24% were no longer teaching and another 16% had not entered the profession.**

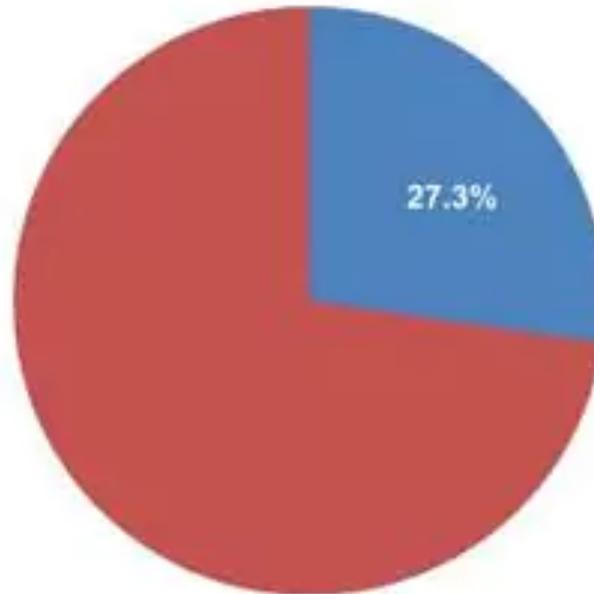
Only 27 percent of college grads have a job related to their major

Share of College Graduates Working in a Job Requiring a College Degree or Related to Their College Major

College Degree Match



College Major Match



Source: U.S. Bureau of the Census, 2010 American Community Survey; authors' calculations.

Note: Individuals with graduate degrees are not included in the calculation of college major matching because the information available on majors relates to the undergraduate degree.

Why hold teacher education to a higher standard?

Are other fields judged this way?

What does this narrative suggest about teacher preparation?

- 1) There is something **WRONG** with our preparation that leads to retention issues, and
- 2) It is the **EPPs' responsibility** to improve teacher retention.

another 6% had prepared to teach but never entered the profession (the remaining 75% had not prepared to teach). Among those who majored in education, 60% were still teaching in 2012, but 24% were no longer teaching and another 16% had not entered the profession. **To improve PK-12 student outcomes and encourage teacher longevity, colleges of education are changing teacher preparation.**

Embracing a New Metric

Focusing on Completer Persistence



Kahrig and Chamberlain NEW Definition

Completer persistence in the field is a metric that examines the degree to which program completers who *earned licenses* and *were hired* in an education position remain in the field 3 years following program completion.

Ohio Data Using New Metric

Completer Persistence in Ohio Public Schools

Licenses Effective in 2015

Ohio Completer Persistence

Traditionally Prepared Teachers at Ohio Higher Education Institutions

License Area	Number of Licensees Recommended Effective July 1, 2015				
Early Childhood Education (P-3)	1539				
Middle Childhood Education (4-9)	827				
Adolescence to Young Adult (7-12)	1068				
Intervention Specialist (K-12)**	756				
Multi-Age (P-12)***	577				
Dual License	214				
Overall	5007				

*all employment numbers refer to employment in a teaching position in an Ohio public school

Ohio Completer Persistence

Traditionally Prepared Teachers at Ohio Higher Education Institutions

License Area	Number of Licensees Recommended Effective July 1, 2015	Number Employed in 2015-16*			
Early Childhood Education (P-3)	1539	631			
Middle Childhood Education (4-9)	827	464			
Adolescence to Young Adult (7-12)	1068	588			
Intervention Specialist (K-12)**	756	465			
Multi-Age (P-12)***	577	302			
Dual License	214	127			
Overall	5007	2600			

*all employment numbers refer to employment in a teaching position in an Ohio public school

Ohio Completer Persistence

Traditionally Prepared Teachers at Ohio Higher Education Institutions

License Area	Number of Licensees Recommended Effective July 1, 2015	Number Employed in 2015-16*	Number Still Employed in 2016-17*		
Early Childhood Education (P-3)	1539	631	569		
Middle Childhood Education (4-9)	827	464	433		
Adolescence to Young Adult (7-12)	1068	588	545		
Intervention Specialist (K-12)**	756	465	425		
Multi-Age (P-12)***	577	302	275		
Dual License	214	127	121		
Overall	5007	2600	2391		

*all employment numbers refer to employment in a teaching position in an Ohio public school

Ohio Completer Persistence

Traditionally Prepared Teachers at Ohio Higher Education Institutions

License Area	Number of Licensees Recommended Effective July 1, 2015	Number Employed in 2015-16*	Number Still Employed in 2016-17*	Number Still Employed in 2017-18*	
Early Childhood Education (P-3)	1539	631	569	547	
Middle Childhood Education (4-9)	827	464	433	408	
Adolescence to Young Adult (7-12)	1068	588	545	519	
Intervention Specialist (K-12)**	756	465	425	403	
Multi-Age (P-12)***	577	302	275	255	
Dual License	214	127	121	112	
Overall	5007	2600	2391	2267	

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Ohio Completer Persistence

Traditionally Prepared Teachers at Ohio Higher Education Institutions

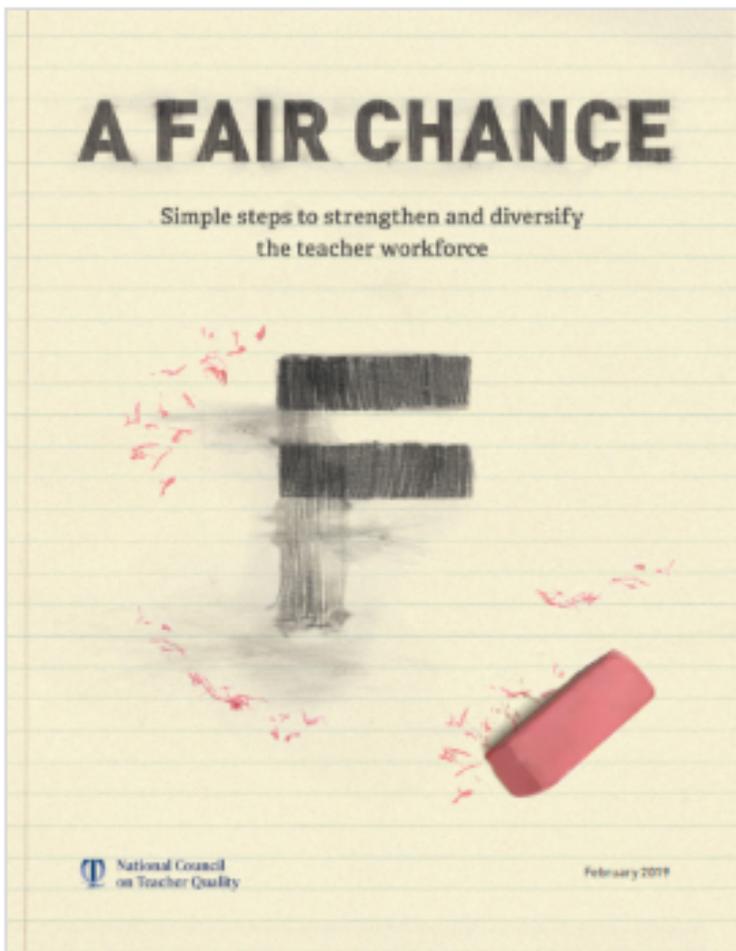
License Area	Number of Licensees Recommended Effective July 1, 2015	Number Employed in 2015-16*	Number Still Employed in 2016-17*	Number Still Employed in 2017-18*	Percentage Still Employed in 2017-18*
Early Childhood Education (P-3)	1539	631	569	547	86.69%
Middle Childhood Education (4-9)	827	464	433	408	87.93%
Adolescence to Young Adult (7-12)	1068	588	545	519	88.27%
Intervention Specialist (K-12)**	756	465	425	403	86.67%
Multi-Age (P-12)***	577	302	275	255	84.44%
Dual License	214	127	121	112	88.19%
Overall	5007	2600	2391	2267	87.19%

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Another Day,
Another Headline:
Another Opportunity





NCTQ analysis reveals both astonishingly **high numbers** of elementary teacher candidates **failing** their professional licensing tests each year, as well as widespread evidence that **teacher preparation programs give scant attention to the content knowledge candidates need.**

Candidates of color are hit the hardest...If the pass rate for black and Hispanic teacher candidates were comparable to white candidates, the **diversity** of the new teaching pool **would increase by half.**

What's the Message about Us?





Is This True? Show me the Data.

CLAIM 1: More ECE graduates fail the ECE content exam than pass on the first attempt.

This is teacher prep's fault because ECE prep programs don't require the correct content.

- 2017-2018 data indicate that 91% of individuals (1963/2161) passed the OAE ECE content test on the **first** attempt.

CLAIM 2: A quarter of those ECE graduates who fail the ECE content exam are never able to earn a passing score.

This is teacher prep's fault because ECE prep programs don't require the correct content.

- Data indicate that a total of 249 individuals retook the test in 2017-2018. The pass rate for those individuals was 55%.



WHAT'S NEXT?

Retention

OAE Data

Our Challenge to You

Critically Examine Narratives

- Metrics used
- Assumptions made

Look at Your Own Data

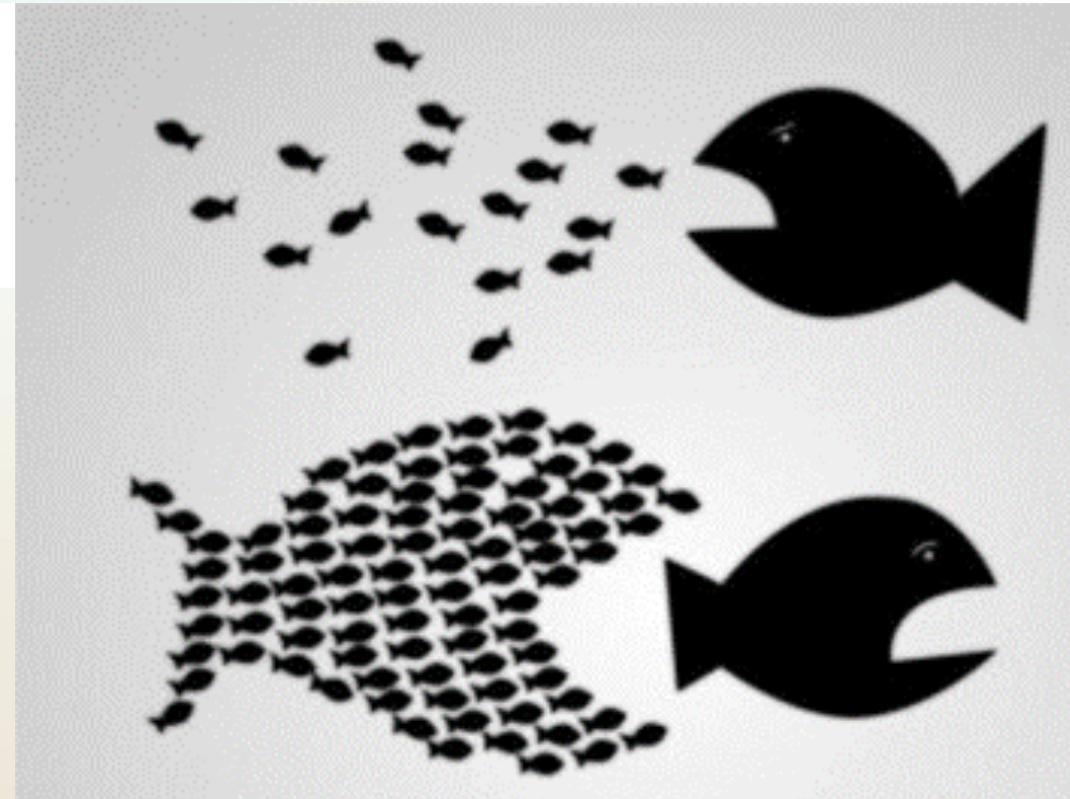
- Tell your story!
- Internal and external constituencies

Reclaiming the Narrative



The Ohio Confederation of Teacher Education Organizations

OACTE OATE
OAPCTE SUED
OFDF



Discussion and Questions



Thank You!

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