Analyzing the Career Paths of Teacher Education Graduates in Washington State: Institution Report for The Evergreen State College

A Report Prepared with Support from Teachers for a New Era

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Background and Overview of the Study

Washington's teacher education institutions play a crucial role in preparing well-qualified teachers for our state's schools. In an effort to provide useful information for program improvement and renewal, this report focuses on the graduates of Washington's teacher preparation institutions. The goal is to provide participating member institutions of the Washington Association of Colleges for Teacher Education (WACTE) with information and analyses specific to their institution which can be used to better understand the career paths of their teacher education graduates, and the school and district contexts in which they work.

This research is an expanded version of a pilot study conducted in 2006 under the Teachers for a New Era (TNE) program at the University of Washington (UW).¹ The pilot study tracked graduates of the teacher education program in Seattle who had received an initial teaching credential in Washington state. Existing state databases were used to determine where program graduates teach, how long they stay and where they move over time. In 2007-08, funding was secured from TNE to expand the study to include all of the state's WACTE institutions who wished to participate. As part of this study, each participating institution receives an individualized report on its own program graduates, as well as aggregate information on the graduates of participating WACTE member institutions, and comparative data on all beginning teachers statewide.

This study is of direct significance to teacher educators and policymakers in Washington state. Education policy debates often center on ways to improve the quality of the teaching workforce, as an ever growing body of research indicates that teaching quality is one of the strongest influences on student learning (Plecki, 2000, Rice, 2003, Hanushek et al., 2005). Improving knowledge about the characteristics of beginning teachers and their specific patterns of employment, retention, mobility and attrition can serve to inform both teacher preparation institutions and state and local policymakers in their efforts to improve the quality of the state's teacher workforce.

Among many factors, the quality of pre-service preparation, the nature of an initial school assignment, and the type of supports available within the school context all play into whether graduates choose to stay in the profession or leave in their early years. It is common to hear that fifty percent of beginning teachers leave the profession in the first five years. However, recent studies suggest that the problem is not one of attrition in the teacher labor force but one of mobility (Ingersoll, 2001a). Heyns (1988) argues that teachers in their first decade of teaching are far more mobile than one might expect. A statewide study in Washington supports these findings. In Washington state, teachers overall are as likely to move from one school to another as leave the state's education system, and mobility rates of teachers who are in the early years of their career are more pronounced than those of their more experienced colleagues. However, only a quarter of beginning teachers leave the Washington teacher workforce after five years (Plecki, Elfers & Knapp, 2007). In a longitudinal study of new teachers, Johnson and Birkeland

¹ The University of Washington's Teachers for a New Era program is supported by the Carnegie Corporation of New York, the Annenberg Foundation and the Ford Foundation.

(2003) found that experiences at the school site were central in influencing new teachers' decisions to stay in their schools and in teaching.

Indeed, teaching is not unlike other white collar professions with regard to turnover of the workforce. A recent study by Harris and Adams (2005) found that "the average rate of teacher turnover is not significantly higher" than nurses, social workers, or accountants (p. 325). Attrition and mobility is common in the initial stages of most occupations as individuals learn about the workplace and discover whether or not the job is a good fit. However, induction into the teaching profession is particularly critical because teaching requires a significant acquisition of skills in the first few years, and a high turnover of beginning teachers can impact the quality of instruction that students receive (Lankford, Loeb & Wyckoff, 2002). Most agree that some attrition is normal and that healthy turnover can promote innovation in schools (Macdonald, 1999), but in some school contexts, teacher turnover is a chronic problem, particularly in schools serving high concentrations of students living in poverty and students of color.

The differential impact of teacher turnover within certain educational contexts raises questions regarding the equity of opportunity for students. Educational disparities are more pronounced in urban and rural schools, which often struggle to attract highly qualified teachers. In urban districts, administrative disorganization can render the process of hiring bureaucratic and time consuming, thereby encouraging teachers to accept guaranteed positions in suburban districts earlier in the summer (Stotko, Ingram & Beaty-OFarrell, 2007).

Most teachers look for jobs in close proximity to their hometown (or areas that resemble their hometown environment) and to their teacher training institution (Boyd, Lankford, Loeb and Wyckoff, 2003). This suggests that regional differences might be detected when examining new teachers' initial school placements. When examining why teachers may choose to leave their school or the profession, often personal reasons, such as the desire for career change or family pressures, play a role. However, many organizational conditions also influence teacher attrition. According to a series of national studies, lack of collegial and administrative support, student misbehavior and disinterest, insufficient salary, lack of teacher autonomy, unreasonable teaching assignment, lack of professional development opportunities, and inadequate allocation of time, all contribute to the departure of teachers (Ingersoll, 2003; Kelly, 2004; Luekens et al., 2004; National Center for Education Statistics, 2003).

In addition to the factors described above, the composition of a school's student body with regard to race, ethnicity, and poverty has been shown to influence teacher attrition and mobility (Carroll, Reichhardt, & Guarino, 2000; Guarino, Santibañez, & Daley, 2006; Guin, 2004; Hanushek, Kain, & Rivkin, 2005; Ingersoll, 2001b; Kelly, 2004; Lankford, Loeb, & Wyckoff, 2002; National Center for Education Statistics, 2005; Shen, 1997; Smith & Ingersoll, 2004). Although these factors may pose particular challenges, a recent study found that the influence of student demographics on reported turnover and hiring problems may be reduced when factoring in certain positive working conditions (Loeb, Darling-Hammond & Luczak, 2005).

Because of the demographic shifts that are occurring in the United States, teacher preparation programs need to focus on training teachers to work with diverse learners. This is especially important given that the current teacher workforce is predominantly composed of white, middle class and monolingual women (Milner, 2006). In the past, many traditional teacher education programs have not dealt with complex issues of diversity (Ladson-Billings, 2000). Even alternative route programs that claim to be training teachers for diverse and urban contexts have delivered teachers to their first jobs ill-equipped and under-prepared for the complexities that they will face in those environments (Darling-Hammond & Sykes, 2003).

There is some evidence to suggest that the length of a well-supported internship experience may increase the success of teachers in urban settings. For example, a recent study found that a short-term internship experience does not adequately prepare students for an urban context (McKinney, et al., 2008). Additionally, if students are dropped into the urban environment without support and self reflection, their teaching experiences may reinforce their preexisting stereotypes. "Thus, courses in teacher education can help guide students to more appropriate insights, whereas unexamined and unsupported experiences ..." could lead students to "inaccurate and harmful perceptions of culturally and racially diverse individuals" (Milner, 2006, p. 366).

Previous survey research conducted with Washington state teachers (Knapp et al., 2005), revealed that two of the three most frequent factors cited as a reason to *stay* in their school are satisfaction with the nature and stability of their teaching assignment. This finding regarding the importance of the teaching assignment is consistent with results from the Teacher Follow-Up Survey from the National Center for Education Statistics (Luekens, Lyter & Fox, 2004). The geographic location of the school, the school's proximity to home, and personal and family considerations all comprise other reasons which teachers identify as influences on their decision to stay in a particular school in Washington state.

In this report, we provide specific information on a number of these factors, including the employment rates of graduates, the types of schools where they find initial employment (e.g., location, student poverty, race/ethnicity, and student performance), and teacher retention and mobility patterns. Knowing this information can help institutions better prepare future teachers for the school contexts in which they are likely to begin their careers.

Study Purpose and Research Questions

The primary purpose of this research is to provide WACTE member institutions with baseline information and analyses about their graduates over a recent five-year period (2001 to 2005). We have organized the research around four major questions:

- 1. What portion of the graduates from your teacher education program were employed in the Washington education system upon program completion? What proportion was employed at any point since completion? In which Washington school districts did your graduates find initial employment?
- 2. What portion of your 2001 graduates were still working in their same schools after five years? What portion transferred to other schools, other school districts, or exited the Washington education system (either temporarily or permanently) over the five-year period? How do the retention and mobility rates of the graduates of your institution compare with graduates of participating WACTE institutions and beginning teachers statewide?
- 3. What are the characteristics of the schools in which your graduates received their initial placement (e.g. race/ethnicity of students, poverty level of school, student performance, region of the state)?
- 4. If your graduates change schools, are they more likely to move to a lower poverty school?

This study includes two other components. The first is an examination of aggregated data regarding the graduates of all 18 participating WACTE institutions in response to the research questions described above. A second component involves comparative data about the retention and mobility of all beginning teachers statewide, including those individuals who were either prepared outside the State of Washington or who received their teaching credentials in years prior to the five-year period under study.

Data and Research Methods

As part of prior work on the Washington teacher workforce, the research team obtained a series of databases from Washington's Office of Superintendent of Public Instruction (OSPI) which contain information about all employees in K-12 education in the state. The state's personnel database is designed to determine funding levels for individual school districts. However, the database can be programmed and used to address other questions about Washington educators. In this study, descriptive statistics are provided for all beginning teachers (less than one year of experience) statewide² and for graduates of the participating WACTE member institutions who found employment in the Washington education system during this time period. School and student demographic information was linked to all relevant teacher datasets.

OSPI also provided the research team with a subset of the educator certification database, which included all individuals who received an initial teaching certificate in Washington

 $^{^{2}}$ Beginning teachers statewide represent an unduplicated count. In other words, teachers with less than one year of experience are included in the cohort in which they first appear, but not in subsequent cohorts, even if they continue to have less than one year of experience in a subsequent year.

since 2001. Using this data, lists of graduates from each institution were generated based on the institution identified as the recommending agency in each of the five years. The graduate lists were sent to respective WACTE member institutions for verification. Through this verification process, WACTE members had the opportunity to add or remove individuals, or correct any errors in the data. WACTE member institutions were requested to provide additional information regarding program level or type (e.g., elementary, secondary, alternative route or other special programs offered), endorsement area(s), and date the individual entered their program. The verified lists and additional information were collected from 18 of the 20 eligible WACTE member institutions.³ The aggregated cohorts of graduates from the 18 teacher preparation institutions include a total of 15,020 individuals.

To investigate teacher characteristics and teacher retention and mobility patterns, we examined the records for the graduates of each institution who could be located in the state's databases over the five-year period. We examined placement rates and patterns for each of the five years of program data, including graduates from the years 2001 through 2005. For the 2001 cohort, for which there were five years of data, we also examined whether the teachers had stayed in the same school after five years, moved to another school within the same district, moved to a different district, or exited the Washington education system altogether. For this cohort, we analyzed the yearly retention and mobility rates (year-by-year analysis) and aggregate rates after five years (two-point in time analysis).

Given the focus of this study, it is important to clearly define the criteria for the teachers included in the analyses:

- <u>Washington classroom teachers</u> those public school teachers whose assignment is the instruction of pupils in a classroom situation and who have a designation as an elementary teacher, secondary teacher, or other classroom teacher.⁴ Other teachers serving in specialist roles (e.g., reading resource specialist, library media specialist) were not included in these analyses.
- <u>Teacher education graduates of 18 WACTE member institutions</u> individuals who received an initial teaching credential in a given calendar year. For comparative analyses with teachers statewide, only those employed in Washington public schools and in classroom teaching assignments were included.

The following categories are used to describe and analyze teacher career paths:

• <u>Stayers</u> – teachers who remain in the same school, as a classroom teacher

³ State data was unavailable for Argosy University. Eastern Washington University and Walla Walla College chose not to participate in the study.

⁴ As reported in the Office of the Superintendent of Public Instruction's personnel database (S-275), they are certificated instructional staff with a duty root designation of 31, 32 or 33. Teachers whose full-time equivalent (FTE) designation was zero were excluded from the analysis.

- <u>Movers in</u> teachers who remain in the same district, but change school or assignment within the same district
- <u>Movers out</u> teachers who move to other districts in Washington state, either as a classroom teacher or in some other role
- <u>Re-enterers</u> teachers who left the Washington education system at least once and returned to employment at a later time during the period studied (Note: this category is only used for the year-by-year analysis)
- <u>Exiters</u> teachers who leave the Washington education system and can no longer be located in the state's personnel database during the period under investigation

Possible Differences Between These Analyses and Other Follow-up Reports

Using the state's personnel database for these kinds of analyses has advantages, particularly because of its uniformity, longitudinal nature and accuracy, for a database of this size. However, since this study captures only a snapshot of the workforce over a specific period of time, it is not possible to distinguish whether teachers who exited the Washington education system left temporarily or permanently, or moved to work in another state or country. While some private school information is available in the 2001-02 and 2002-03 years, this information is subsequently discontinued in later years in the database. Consequently, it is not possible to track employment in Washington's private schools across this time period. Whenever possible, we have tried to include a note regarding the number of teachers located in private schools in 2001 and 2002, but for sake of consistency, these teachers are not included in the analysis.

The findings from these analyses may differ somewhat from Educational Benchmarking Incorporated (EBI) reports or other surveys employed by individual institutions. First, graduates who are teaching in a role other than a classroom teacher, in the private sector, or outside of the State of Washington are not included in this study. This study <u>does</u> include long-term substitutes, but not those who teach fewer than 20 days in the same assignment. In comparing the findings from this study with follow-up surveys, it is important to determine if the years and cohorts under examination are based on the same time frame, as well as to understand how survey methodologies dealt with non-respondents.

The findings in this report are presented in two parts. Part One describes the demographic characteristics, retention and mobility rates of beginning teachers statewide, alongside comparative data for graduates of the participating WACTE member institutions. All participating WACTE institutions receive the same information in Part One. Part Two of the report provides specific data and analyses regarding the graduates from the WACTE member's own teacher education program, alongside comparative data both from participating WACTE institutions and beginning teachers statewide.

Part One: Findings from WACTE Institutions and Beginning Teachers Statewide

We first turn our attention to the supply of beginning teachers in Washington over the five-year period from 2001 to 2005, including the graduates of WACTE institutions who were employed in Washington schools. We then focus specifically on the 2001 cohort of teachers (all teachers statewide, beginning teachers statewide and WACTE graduates) by examining their characteristics, employment, retention and mobility rates.

Examining the Washington Teacher Workforce Supply

In any given year since 2000, there have been between 2,100 and 3,100 beginning teachers (less than one year of experience) in the Washington teacher workforce. Washington state currently has 21 approved educator preparation programs offering undergraduate and/or graduate degrees. These institutions collectively produce between 3,000 and 3,900 newly certified teachers annually. Additionally, another 1,300 to 2,800 individuals annually complete a teacher education program outside of Washington state and receive an initial Washington teaching certificate.⁵ In 2001-02, approximately 47 percent of individuals who received their first initial or residency teaching certificate completed a teacher education program out-of-state. Since then, the percentage of first teaching credentials issued to individuals from out-of-state programs has dropped. In 2005-06, this accounted for 29 percent of all individuals holding new teaching certificates.

WACTE member institutions contribute a significant portion of the newly certified teachers employed in Washington each year. But the percentage is smaller than one might expect. In 2001, only 51 percent of the newly certified teachers in their first year of teaching came from one of the 18 participating WACTE member institutions.⁶ However, in subsequent years, approximately 57 percent of beginning teachers statewide were from these 18 WACTE institutions. Table 1 provides summary statistics for the number of beginning teachers statewide, the number of WACTE graduates, the graduates of the 18 WACTE institutions who were employed in the first year, and the number of first issue certificates awarded to out-of-state applicants over the five-year period (2001-2005). While it is very difficult to know exactly how many new teachers completing outof-state teacher education programs were employed in Washington in a given year, these teachers, in addition to in-state program completers who enter the workforce in a later year, likely account for the remainder who make up Washington's beginning teacher workforce. This finding deserves further analysis to determine the extent to which beginning teachers are hired from out-of-state, and whether this is more pronounced in certain teaching fields.

⁵ It is important to note that OSPI counts individuals certified from July 1 to June 30 of any given year. The statistics generated in this report reflect individuals who received a credential during a given calendar year, Jan 1 to Dec 31.

⁶ The two WACTE member institutions not included the in analyses make up only a small portion of the total WACTE graduates who could be employed in the first year. While 365 (14 percent) of 2001 WACTE graduates entered in a later year during this time period, this does not account for a large proportion of the beginning teachers in any given year.

	2001-02	2002-03	2003-04	2004-05	2005-06				
Beginning Teachers Statewide*									
	3,017	2,330	2,074	2,360	2,522				
WACTE Member Institutions**									
Graduates of 18 WACTE inst. employed in Yr 1	1,542	1,329	1,190	1,316	1,430				
Graduates of 18 WACTE institutions	2,643	2,730	3,135	3,118	3,394				
Graduates of 2 remaining WACTE instit. (approx)	426	440	439	364	449				
Total Graduates from 20 WACTE institutions	3,069	3,170	3,574	3,482	3,843				
First Issue Certificates to Out-of-State Applicants***									
	2,726	1,539	1,259	1,983	1,543				

Table 1: Beginning Teacher Supply in Washington StateTrend Data: 2001/01 to 2005/06

*Beginning teachers statewide is based on an unduplicated count of teachers with less than one year of experience who do not appear in the prior year.

Based on graduates who received initial teaching credential within given calendar year Jan 1 to Dec 31. *OSPI Annual Report: Certificates Issued and Certificated Personnel Placement Statistics, based on data gathered July 1 to June 30, on first level initial or residency certificates only.

Examination of the 2001 Cohort of Beginning Teachers and WACTE Teachers

In the remaining sections of Part One, we take an in-depth look at the 2001 cohort of beginning teachers statewide,⁷ and the 2001 graduates of the 18 WACTE institutions who are employed in Washington schools in their first year following completion of the program. We track this 2001 cohort of new teachers across a number of dimensions. While the 2001 graduates from any given institution may or may not be representative of graduates in most years, the 2001 cohort provides baseline data for future analyses.

To begin, we examine the extent to which the original group of teachers who began employment in 2001, continue to teach in each year over the five-year period. One term for this type of retention statistic is "cohort survival." Chart A displays the cohort survival data for the 2001 cohort of WACTE graduates employed in their first year, and the corresponding cohort of beginning teachers statewide.

⁷ It is important to note that the WACTE graduates employed in the first year are subsumed within the group of beginning teachers statewide.



Chart A illustrates that the cohort survival rates for the 2001 WACTE teachers are slightly higher than the state cohort across the five-year period. Over three-quarters (77 percent) of the WACTE teachers are still in the Washington education system after five years, compared with 72 percent of beginning teachers statewide. As would be expected, the most significant attrition for both groups occurs after the first year (14 percent decline for the state cohort). This cohort survival analysis is consistent with previous Washington-specific research which indicates that relatively few early-career teachers leave the state's education system in the first five years (Elfers, Plecki & Knapp, 2006).

While most beginning teachers remain in the state's teacher workforce during the first five years, these teachers do not necessarily remain in the same school. In order to examine the mobility patterns of new teachers, we calculated the retention and mobility rates for the 2001 cohort of beginning teachers (both statewide and for the 18 institutions) over the five-year period. As displayed in Table 2, we find that the yearly retention and mobility patterns are similar, with WACTE teachers retained in the same school in slightly higher proportions (66 percent) than beginning teachers statewide (61 percent), and with proportionately fewer exiting the Washington education system (23 versus 28 percent, respectively). However, when new teachers move, a higher proportion transfer to another school within the same district, than to a different district (annually, 7 versus 4 percent, respectively).

2001 Reginning	Voor 1	Va	or 0	Va	or 0	Va	or 1	Va	or E
		rea							
Teachers	2001-02	200	2-03	2003-04		2004-05		2005-06	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Teachers Statewide	3,017	2,597	86%	2,430	81%	2,299	76%	2,177	72%
WACTE Institutions	1,542	1,368	89%	1,301	84%	1,250	81%	1,195	77%
Mobility & Retention		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Stayers same School									
Statewide		2.244	74%	2.107	70%	1.978	66%	1.849	61%
WACTE		1 185	77%	1 138	74%	1 100	71%	1 021	66%
		1,100	1170	1,100	1170	1,100	1170	1,021	0070
Movers in District									
Statewide		218	7%	208	7%	212	7%	226	7%
		102	70/	200	1 /0 60/	212	1 /0 60/	110	70/
WACTE		102	1%	98	0%	94	0%	113	1%
Movers out of District									
Statewide		105	40/	445	40/	100	40/	100	20/
		135	4%	115	4%	109	4%	102	3%
WACTE		81	5%	65	4%	56	4%	59	4%
Exiters from WA system									
Statewide		420	14%	587	19%	718	24%	840	28%
WACTE		174	11%	241	16%	292	19%	349	23%
								1	

Table 2: 2001 Beginning Teacher Cohort - Year by Year Retention and Mobility

*Statistics are anchored to original number who entered in year 1. Beginning teachers statewide is based on an unduplicated count of teachers with less than one year of experience who do not appear in the prior year.

In the next set of tables, we provide comparative data about all classroom teachers in the Washington workforce in 2001 by race/ethnicity, teacher age, retention and mobility after five years (examined at two points in time). Table 3 displays teachers using three categories: all teachers statewide, all beginning teachers statewide, and aggregated data for all WACTE teachers employed in the first year.

The data in Table 3 regarding the racial and ethnic characteristics of new entrants into the teacher workforce reveals that Washington continues to experience a significant mismatch between the increasingly diverse student population and the predominantly white teacher workforce. Approximately nine out of every ten beginning teachers in Washington state are white. With respect to age, 65 percent of beginning teachers statewide are between the ages of 21 and 30, while WACTE teachers reflect a slightly younger population of new entrants (67 percent).

	litutions	Deginning	reachers			
01 grads emp	loyed Yr 1	Less than	1 yr exp	All Teachers		
(n = 1,542)		(n = 3,	017)	(n = 55,045)		
lumber	Percent	Number	Percent	Number	Percent	
53	3%	99	3%	1,279	2%	
19	1%	40	1%	792	1%	
50	3%	84	3%	1,122	2%	
9	1%	18	1%	430	1%	
1,411	91%	2,776	92%	51,422	93%	
1,542	100%	3,017	100%	55,045	100%	
1,039	67%	1,948	65%	9,045	16%	
285	19%	572	19%	12,668	23%	
218	14%	497	16%	33,332	61%	
1,542	100%	3,017	100%	55,045	100%	
005)						
747	48%	1.377	46%	32 417	59%	
245	16%	449	15%	7 782	14%	
107	13%	350	12%	3 596	7%	
353	23%	841	28%	11 250	20%	
1 542	100%	3 017	100%	55.045	100%	
1,072	10070	0,017	10070	55,045	10070	
)1 grads emp (n = 1,54 Jumber 53 19 50 9 1,411 1,542 1,039 285 218 1,542 005) 747 245 197 353 1,542	1 grads employed Yr 1 (n = 1,542) lumber Percent 53 3% 19 1% 50 3% 9 1% 1,411 91% 1,542 100% 1,039 67% 285 19% 218 14% 1,542 100% 005) 747 747 48% 245 16% 197 13% 353 23% 1,542 100%	1 grads employed Yr 1 (n = 1,542)Less than (n = 3, Number1 umberPercentNumber53 3% 9919 1% 4050 3% 849 1% 181,411 91% $2,776$ 1,542 100% $3,017$ 1,039 67% $1,948$ 285 19% 572 218 14% 497 1,542 100% $3,017$ $205)$ 747 48% 747 48% $1,377$ 245 16% 449 197 13% 350 353 23% 841 1,542 100% $3,017$	1 grads employed Yr 1 (n = 1,542)Less than 1 yr exp (n = 3,017)IumberPercentNumberPercent533% 19993% 40191% 40401% 50503% 84843% 991% 18181% 1,4111,41191% 2,7762,77692% 92%1,542100%3,017100%1,039 67% 5721,948 572 65% 19% 2181,542100%3,017100%005)747 48% 1,377 44%449 45% 15% 19713% 35074516% 449449 15% 19712% 3,0171,542100%3,017100%	1 grads employed Yr 1 (n = 1,542)Less than 1 yr exp (n = 3,017)All Teac (n = 55)lumberPercentNumberPercentNumber533%993%1,279191%401%792503%843%1,12291%181%4301,41191%2,77692%51,4221,542100%3,017100%55,0451,039 67% 1,948 65% 9,04528519%57219%12,66821814%49716%33,3321,542100%3,017100%55,045005)747 48% 1,377 46% 32,41724516%44915%7,78219713%35012%3,59635323%84128%11,2501,542100%3,017100%55,045	

Table 3: Characteristics of the 2001 Washington Teacher Workforce* (2001 to 2005) Aggregate Data for WACTE Institutions Compared with Beginning Teachers and All Teachers Statewide

*Duty root 31, 32 or 33 with FTE designation greater than 0 in 2001.

Beginning teachers statewide is based on an unduplicated count of teachers with less than one year of experience who do not appear in the prior year.

** 2001 graduates of 18 WACTE institutions included in this analysis were those individuals employed in Washington schools in the first year following completion of the program and receipt of a teaching credential.

The final portion of Table 3 displays teacher retention and mobility rates. The actual attrition rate for beginning teachers in Washington is considerably lower than is often believed. Only 28 percent of the state's beginning teachers in 2001 are no longer in the Washington education system after five years. Only 20 percent of all Washington teachers from 2001 had left the state's workforce over the same time period. However, beginning teachers are clearly less rooted in their schools. Only 46 percent of beginning teachers statewide remain in the same school after five years, compared with 59 percent of all teachers statewide. Beginning teachers also move to other districts at higher rates (12 percent) than the average rate for all teachers (7 percent). The retention and mobility patterns for WACTE teachers roughly parallel those of beginning teachers statewide, but reflect a smaller proportion of "exiters" from the state system.

Examining Differences in WACTE Teachers by Region, Type of Institution and Program Size

In this section of the report, we provide three different ways to compare and contrast the 2001 WACTE teacher data. The breakouts describe teachers from WACTE institutions who were employed in Washington schools in their first year by:

- 1) regional location of the institution,
- 2) type of institution either public or independent, and
- 3) program size.

Regional location of the institution. Table 4 displays a breakout of 2001 WACTE teachers by the regional location of their respective colleges and universities in Western Washington (13 institutions) and Eastern Washington (5 institutions), and aggregated for comparison. Teacher characteristics, as well as retention and mobility patterns (examined at two points in time) are presented.

Although there is a slight variation in the proportion of teachers by ethnicity in the two regions, teachers from institutions in both Western and Eastern Washington are primarily white (91 percent). Variation in the age of teachers may be attributed to some extent by the types of programs offered at different institutions (e.g., baccalaureate, MIT). Rates of retention in the same school and in the same district for teachers from institutions in both Western and Eastern Washington are almost identical. A slightly higher percentage of teachers from institutions in Eastern Washington moved to other districts (15 versus 11 percent), while a slightly higher percentage of teachers from institutions in Western Washington exited the workforce after five years (25 versus 20 percent, respectively).

	All 18 WACT	E Institutions	Weste	ern WA	Eastern WA		
	(n = 1	1,542)	13 Institutio	ns (n = 920)	5 Institutions (n = 622)		
	Number	Percent	Number	Percent	Number	Percent	
Ethoria it.							
Ethnicity	50	00/	10	407	40	00/	
Asian/Pac. Is.	53	3%	40	4%	13	2%	
African American	19	1%	16	2%	3	0%	
Hispanic	50	3%	18	2%	32	5%	
Native American	9	1%	7	1%	2	0%	
White	1,411	91%	839	91%	572	92%	
Total	1,542	100%	920	100%	622	100%	
Age in 2001-02							
21-30	1,039	67%	584	63%	455	73%	
31-40	285	19%	190	21%	95	15%	
41+	218	14%	146	16%	72	12%	
Total	1,542	100%	920	100%	622	100%	
Retention and Mobility (after 5 yrs	s in 2005)						
Stayers (in same school)	747	48%	443	48%	304	49%	
Movers (in district)	245	16%	148	16%	97	16%	
Movers (out of district)	197	13%	101	11%	96	15%	
Exiters (not in WA ed system)	353	23%	228	25%	125	20%	
Total	1,542	100%	920	100%	622	100%	

Table 4: Characteristics of 2001 Graduates* of 18 WACTE Institutions Employed in First Year Institution Location (Main Campus) by Region of the State**

*Classroom Teacher Duty root 31, 32 or 33 with FTE designation greater than 0 in 2001.

2001 graduates of 18 WACTE Institutions included in this analysis were those individuals employed in Washington schools in the first year following completion of the program and receipt of a teaching credential (2001).

**WACTE member institutions main campus located in Western WA include: Antioch, City U, Evergreen, Northwest U, PLU, Seattle Pacific U, Seattle U, St. Martin's, UPS, UW-Seattle, UW-Bothell, UW-Tacoma and WWU.

**WACTE member institutions main campus located in Eastern WA include: CWU, Gonzaga U, Heritage U, WSU and Whitworth U.

Type of institution. Another way to examine this data is by the type of institution (public or independent) that the graduates attended. Eleven of the participating WACTE member institutions are independent, while seven are public. These seven public institutions account for nearly two-thirds of the WACTE teachers employed in Washington in their first year. Table 5 displays the graduates' data by institution type as either public or independent, and aggregated for comparison. Washington's independent colleges and universities appear to prepare somewhat older and more diverse teachers. In the aggregate, public and independent colleges and universities have similar teacher retention rates.

	All 18 WACT (n = 1	E Institutions	11 Independer (n =	nt WACTE Inst 561)	7 Public WACTE Inst (n = 981)	
	Number	Percent	Number	Percent	Number	Percent
Ethnicity						
Asian/Pac. Is.	53	3%	25	4%	28	3%
African American	19	1%	12	2%	7	1%
Hispanic	50	3%	27	5%	23	2%
Native American	9	1%	4	1%	5	1%
White	1,411	91%	493	88%	918	94%
Total	1,542	100%	561	100%	981	100%
Age in 2001-02						
21-30	1,039	67%	360	64%	679	69%
31-40	285	19%	105	19%	180	18%
41+	218	14%	96	17%	122	12%
Total	1,542	100%	561	100%	981	100%
Retention and Mobility (after 5 yrs	l s in 2005)					
Stayers (in same school)	747	48%	281	50%	466	48%
Movers (in district)	245	16%	81	14%	164	17%
Movers (out of district)	197	13%	68	12%	129	13%
Exiters (not in WA ed system)	353	23%	131	23%	222	23%
Total	1,542	100%	561	100%	981	100%

Table 5: Characteristics of 2001 Graduates* of 18 WACTE Institutions Employed in First Year Institution Type by Public and Independent Colleges and Universities**

*Classroom Teacher Duty root 31, 32 or 33 with FTE designation greater than 0 in 2001.

2001 graduates of 18 WACTE Institutions included in this analysis were those individuals employed in Washington schools in the first year following completion of the program and receipt of a teaching credential (2001).

**Independent college and university WACTE member institutions include: Antioch, City U, Gonzaga U, Heritage, Northwest U, PLU, Seattle Pacific U, Seattle U, St. Martin's, UPS and Whitworth.

**Public college and university WACTE member institutions include: CWU, Evergreen, UW-Seattle, UW-Bothell, UW-Tacoma, WSU and WWU. *Program size*. Finally, we compared the 2001 WACTE teachers based on the size of their institution's program. The graduates of the 18 institutions were divided into one of three groups: programs under 100 total graduates (10 programs), programs with 100-300 total graduates (5 programs), and programs with 300 or more total graduates (3 programs). Table 6 displays the institution graduates by program size and aggregated for comparison.

	All 18 WA	ACTE Inst	Under 100	Total Grads	100-300 T	otal Grads	300+ Total Grads	
	(n = 1	,542)	10 programs (n = 358)		5 Programs ($n = 375$)		3 Programs (n = 809)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Ethnicity								
Asian/Pac. Is.	53	3%	21	6%	12	3%	20	2%
African American	19	1%	11	3%	4	1%	4	0%
Hispanic	50	3%	23	6%	6	2%	21	3%
Native American	9	1%	1	0%	4	1%	4	0%
White	1,411	91%	302	84%	349	93%	760	94%
Total	1,542	100%	358	100%	375	100%	809	100%
Age in 2001-02								
21-30	1,039	67%	207	58%	251	67%	581	72%
31-40	285	19%	84	23%	67	18%	134	17%
41+	218	14%	67	19%	57	15%	94	12%
Total	1,542	100%	358	100%	375	100%	809	100%
Potentian and Mability (after 5 yrs	in 2005)							
	<i>11 2003)</i>	400/	400	400/	404	400/	400	400/
Stayers (In same school)	747	48%	166	46%	181	48%	400	49%
Movers (in district)	245	16%	63	18%	56	15%	126	16%
Movers (out of district)	197	13%	41	11%	42	11%	114	14%
Exiters (not in WA ed system)	353	23%	88	25%	96	26%	169	21%
Total	1,542	100%	358	100%	375	100%	809	100%
							1	

Table 6: Characteristics of 2001 Graduates* of 18 WACTE Institutions Employed in First Year Institutions by Program Size in 2001**

*Classroom Teacher Duty root 31, 32 or 33 with FTE designation greater than 0 in 2001.

2001 graduates of 18 WACTE Institutions included in this analysis were those individuals employed in Washington schools in the first year following completion of the program and receipt of a teaching credential (2001).

**WACTE member institutions producing under 100 total initial certificated teachers in 2001 include: Antioch, Evergreen, Heritage, Northwest U, Seattle Pacific U, Seattle U, St. Martin's, UPS, UW-Bothell and UW-Tacoma.

WACTE member institutions producing between 100 and 300 total initial certificated teachers in 2001 include: City U, Gonzaga U, PLU, UW-Seattle and Whitworth.

WACTE member institutions producing 300 or more total initial certificated teachers in 2001 include: CWU, WSU and WWU.

From this table, we see that the smallest teacher preparation programs (under 100 total graduates) in 2001 appear to prepare proportionately more diverse and older teachers. The teachers from the largest teacher preparation programs (300 or more total graduates) exited the Washington education system after five years in slightly smaller proportions (21 percent), compared with teachers from smaller programs (25 to 26 percent).

Employment Rates of WACTE Graduates

While a graduate's employment status in the first year following certification is informative, it is also important to note that some individuals may delay their entrance into the workforce or have difficulty locating a teaching position. Aggregate statistics reveal that 58 percent of the 2001 graduates of the 18 WACTE institutions were employed in their first year (see Table 7). By 2005, an additional 14 percent had entered the Washington workforce, and 72 percent had taught at least one year. However, institutions vary in the percentage of their 2001 graduates who were employed in the first year. Among these institutions, the percentage of their graduates employed in the first year ranged from 28 to 76 percent, and those who taught at least one year during the fiveyear period ranged from 43 to 90 percent.

2001 WACTE graduates by region, institution type and program size. Table 7 also provides aggregated employment rates for 2001 graduates of WACTE institutions by region of the state, institution type (independent or public) and program size. A higher proportion of graduates in Western Washington were employed in their first year (63 versus 53 percent) and taught at least one year (75 versus 69 percent), compared to those from programs in Eastern Washington. The 2001 graduates from public colleges and universities found employment in at higher rates than those from independent or private institutions, both in the first year (61 versus 54 percent) and subsequent years (75 versus 69 percent).

Table 7: Employment Rates of 2001 Graduates of 18 WACTE Institutions											
2001 to 2005											
	All WACTE	Region	of State	Institution Type		Program Size					
	Graduates	West	East	Private	Public	<100	100-300	300+			
# of Graduates	2,643	1,465	1,178	1,043	1,600	590	698	1,355			
# Employed in Yr 1	1,542	920	622	561	981	358	375	809			
% Employed in Yr 1	58%	63%	53%	54%	61%	61%	54%	60%			
# Entered in later yr	371	186	185	154	217	78	108	185			
% Entered in later yr	14%	13%	16%	15%	14%	13%	15%	14%			
<i>u</i> – 1	4.040					100	100				
# Taught at least 1 yr	1,913	1106	807	/15	1,198	436	483	994			
% Taught at least 1 yr	72%	75%	69%	69%	75%	74%	69%	73%			

Table 7. Employment Dates of 2004 Oradustes of 40 WACTE Institutions

*Employed as classroom teacher in a WA public school. Does not include individuals who were employed in schools in assignments other than classroom teacher or in private schools. Eastern Washington University is not represented in this data.

2001 WACTE graduates by program. Finally, it is informative to examine the employment rates of graduates by the type of program they attended at their respective institution. We grouped the 2001 graduates into the following programs: elementary, secondary, combined elementary and secondary, special education or other (alternative route, music, etc.). While there is some overlap in the types of programs graduates attended, we chose to place the graduates in only one category to provide an unduplicated count. The overlap occurred primarily with special education programs. If the graduate was enrolled in a special education program, the person was placed in the special education program regardless of program level (elementary or secondary). Table 8 displays the employment rates of the WACTE graduates by program, as well as aggregated for comparison.

			Elem and	Special		
	Elementary	Secondary	Secondary	Education	Other	All WACTE
	Program	Program	Program	Program	Programs*	Graduates
# of Graduates	1,326	766	311	216	24	2,643
# Employed in Yr 1	791	429	168	141	13	1,542
% Employed in Yr 1	60%	56%	54%	65%	54%	58%
# Entered in later yr	163	117	58	27	6	371
% Entered in later yr	12%	15%	19%	13%	25%	14%
# Taught at least 1 yr	954	546	226	168	19	1,913
% Taught at least 1 yr	72%	71%	73%	78%	79%	72%
5 ,						

Table 8: Employment Rates of 2001 Graduates 18 WACTE Institutions: Summary of Graduates by Program (2001 to 2005)

*Graduates with missing information were included with the other programs category.

Given the shortage of special education teachers both nationally and in Washington state, it is interesting to examine the rates of employment for these teachers. Sixty-five percent of those participating in a special education program were employed in their first year following graduation and an additional 13 percent joined the Washington workforce in a later year. Though special education graduates have the highest rates of employment, a sizeable proportion (22 percent) of this group are not employed in the state as classroom teachers. A slightly higher percentage of those completing an elementary program found employment in the first year than those in secondary programs, but five years after graduation, a similar percentage from both programs had taught at least one year (72 and 71 percent, respectively).

Summary of Statewide Findings

In Part One, we examined the characteristics, employment, retention and mobility rates of different groups of Washington teachers (all teachers statewide, beginning teachers statewide, and graduates of 18 WACTE member institutions). We began by exploring the number of WACTE graduates in each year from 2001 to 2005 and concluded that with the exception of 2001, the percentage of WACTE graduates employed in their first year make up approximately 57 percent of the beginning teacher workforce in Washington in a given year. Another 14 percent of the WACTE graduates will enter the workforce at some time during the first five years. In addition to in-state program completers who enter the workforce in a later year, it is likely that new teachers from out-of-state make up a portion of the other teachers represented in the beginning teacher workforce. This finding deserves further analysis to determine the extent to which beginning teachers are hired from out-of-state, and whether this is more pronounced in certain teaching fields.

The analysis of the longitudinal attrition, retention and mobility rates of new teachers supports the finding that actual attrition rates for beginning teachers in Washington are considerably lower than is often believed. Approximately, a quarter (28 percent) of the state's beginning teachers (less than one year of experience) are no longer in the state's education system after five years. However, beginning teachers are less rooted in their schools than the workforce as a whole. Only 46 percent of beginning teacher remain in their schools after five years compared to 59 percent of the total teacher workforce in the state (examined at two points in time). Additionally, beginning teachers move to other school districts at higher rates than the average for all teachers (12 versus 7 percent, respectively). The highest rates of movement or attrition for beginning teachers are seen after the first year as compared to the subsequent years over a five-year period.

The study includes analyses of how subgroups of the state's teacher preparation institutions compare with one another and to the state profile overall. While yearly retention and mobility patterns are similar, the teachers from the 18 institutions are retained in the same school in slightly higher proportions, and a slightly smaller proportion exit the Washington education system after five years. The racial and ethnic composition of the 2001 cohort of beginning teachers statewide and WACTE teachers is similar. Approximately nine out of every ten beginning teachers are white.

We examined the 2001 WACTE teacher data by regional location of the institution, type of institution (public or independent) and program size. Rates of retention in the same school and in the same district are almost identical for teachers from institutions in both Western and Eastern Washington. A slightly higher percentage of teachers from institutions in Eastern Washington moved to other districts (15 versus 11 percent), while a slightly higher percentage of teachers from institutions exited the workforce after five years compared with those in Eastern Washington (25 versus 20 percent, respectively). Washington's eleven participating independent institutions appear to prepare somewhat older and more diverse teachers, as do the smallest teacher preparation programs (under 100 total graduates), three of which are public. However,

teachers from the largest teacher preparation programs (300 or more total graduates) exited the Washington education system after five years in slightly smaller proportions (21 percent) compared with teachers from the smaller programs (25 to 26 percent).

The employment rates for the 2001 graduates of the participating WACTE institutions reveal that 58 percent were employed in the first year and an additional 14 percent entered the Washington workforce in a later year within the first five years. A higher proportion of graduates in Western Washington were employed in their first year (63 percent) and taught for at least one year (75 percent versus 69 percent) compared to those from programs in Eastern Washington. The 2001 graduates from public colleges and universities found employment in higher percentages than those from independent or private institutions, both in the first year (61 versus 54 percent) and subsequent years (75 versus 69 percent). When grouped by program type, special education graduates had the highest rates of employment (65 percent employed in the first year, with 13 percent entering in a later year). Those completing an elementary program had slightly higher rates of employment in the first year than graduates from secondary programs, but five years after graduation, a similar percentage from both programs had taught in the Washington education system at least one year.

In the next section, we provide data and analyses specific to the WACTE member's own teacher education program, alongside comparative data from the WACTE institutions and beginning teachers statewide.

Part Two: Findings from the Analysis of Graduates from The Evergreen State College

In Part Two, we discuss the findings regarding graduates of the teacher education program at The Evergreen State College (Evergreen). While it is common for teacher preparation institutions to conduct follow-up surveys of graduates, these surveys often have less than complete response rates and typically only collect data immediately following graduation. Consequently teacher education programs often do not have reliable, longitudinal data about employment rates, locations, and patterns over time. The analyses included here provide baseline information regarding graduates of the Evergreen teacher education program from 2001 to 2005, including employment rates, retention and mobility patterns, and characteristics of the schools where graduates teach in Washington state.

Employment Rates of Evergreen Graduates

In much the same way as we examined the employment rates of the 2001 WACTE graduates, we consider the Evergreen graduates by cohort from 2001 to 2005. Table 9 provides information on the number of graduates from Evergreen who received an initial teaching credential each year from 2001 to 2005. The two columns on the far right summarize the information for all Evergreen graduates and all WACTE graduates from the 18 participating institutions across the five years. The number of graduates completing the program and receiving an initial teaching credential varied from 30 to 37 per year across the five-year period. Graduates from Evergreen represent one percent of the teacher candidates produced from the 18 WACTE institutions from 2001 to 2005.

Overall employment rates. From the data in this table, we see that the majority of Evergreen graduates did find employment in Washington state during the first year after graduation. For example, in the 2001-02 year, of the 34 individuals who graduated from the program and received a teaching credential, 23 were employed in the first year following graduation (68 percent). In addition to those graduates who began employment in the first year are graduates who began employment in Washington in a later year. For the 2001-02 year, an additional four individuals entered the teacher workforce in a later year (12 percent). From 2001-02 through 2005-06, a total of 79 percent of 2001 Evergreen graduates taught at least one year in Washington state. It is important to note that the number of years for which data is available declines with each successive cohort. For example, five years of data are examined for the 2001-02 cohort, whereas only one year of data is available for the graduates in 2005-06.

							All WACTE
						All	Graduates
	2001-02	2002-03	2003-04	2004-05	2005-06	Evergreen	(18 Instit)
	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates	
# of Graduates	34	30	37	35	34	170	15,020
# Employed in Yr 1	23	18	17	22	18	98	6,852
% Employed in Yr 1	68%	60%	46%	63%	53%	58%	46%
# Entered in later yr	4	2	8	4		18	1,920
% Entered in later yr**	12%	7%	22%	11%		13%	17%
# Taught at least 1 yr	27	20	25	26	18	116	8,772
% Taught at least 1 yr	79%	67%	68%	74%	53%	68%	58%
# Re-enterers*	1	1	0				
% Re-enterers	3%	3%	0				

Table 9: Employment Rates of Five Cohorts of Graduates fromThe Evergreen State College (2001 to 2005)

Note: Graduate groups vary in the number of years for which some data is available. *Re-enterers include teachers who left the Washington education system at least once and returned to employment at a later time during the time period studied.

**Graduates in 2005-06 were excluded from the total percentage of those who entered in a later year.

Across all five cohorts, an average of 58 percent of graduates taught in Washington state in their first year following graduation. On average, an additional 13 percent entered the workforce in a subsequent year (see Table 9). There is considerable variation in employment rates in the first year, which decline to 46 percent among the 2003-04 cohort, but the same cohort also has eight teachers (22 percent) who enter in a later year. When looking across all five cohorts, the aggregate first year placement rate of Evergreen graduates is higher than for graduates of the 18 WACTE institutions (58 percent versus 46 percent). As noted in Table 9, there are a small number of teachers who enter teaching, leave temporarily, and then re-enter during the time period studied. These "reenterers" account for 1 individual among the 2001-02 graduates.

It is important to note that our data sources can only identify those who taught in Washington state, so it is possible that some additional program graduates were employed outside of Washington. It is also possible that some program graduates did locate employment in Washington in later years, but not during the time period of study. Among the 2001-02 and 2002-03 cohorts, none of the Evergreen teachers could be identified as working in private schools in Washington state.

Employment rates by program. Teacher employment rates can vary depending on the program level or type. For a detailed analysis by program, we aggregated program information for all Evergreen graduates across the five years and placed each teacher in one of four categories: elementary, secondary, both elementary and secondary, and special education. Table 10 provides a summary of the employment rates by program for

five years of graduates from Evergreen. On average, we find that employment rates in the initial year are similar for elementary and secondary teachers (64 and 62 percent, respectively), and a similar percentage from both programs entered in a later year (7 percent). Those identified as completing both elementary and secondary programs have slightly lower rates of employment both in the initial year and later. All three graduates of the special education program were employed in the first year following graduation.

					All
			Both Elem &	Special	Evergreen
	Elementary	Secondary	Secondary	Education	Graduates
# of Graduates	14	69	84	3	170
# Employed in Yr 1	9	43	43	3	98
% Employed in Yr 1	64%	62%	51%	100%	58%
# Entered in later yr	1	5	12	0	18
% Entered in later yr	7%	7%	14%	0	13%
# Taught at least 1 yr % Taught at least 1 yr	10 71%	48 70%	55 65%	3 100%	116 68%

Table 10: Employment Rates of Five Cohorts of Graduates fromThe Evergreen State College by Program (2001 to 2005)

District Employment Locations of Evergreen Graduates

In this section, we provide data about the locations where Evergreen graduates most frequently find employment in the initial year following graduation. The data in Table 11 is aggregated across all five Evergreen cohorts and is also displayed for elementary, secondary, both elementary and secondary, and special education graduates.

Ta	Table 11: Districts with the Highest Percentages of The Evergreen State College Graduates in Initial Placements: Graduates over Five Years (2001-2005)														
					Both Eler	nentary &									
	All Elen	nentary	All Sec	n Total Teachers											
	(n =	10)	(n =	48)	= 55)		(n = 3)		(n =	116)					
Districts	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent					
Clover Park	0	0	8	17%	7	13%	1	33%	16	14%					
North Thurston	0	0	8	17%	7	13%	0	0	15	13%					
Olympia	1	10%	2	4%	4	7%	0	0	7	6%					
Seattle	0	0	3	6%	4	7%	0	0	7	6%					
Shelton	0	0	4	8%	2	4%	1	33%	7	6%					

When examining all five cohorts, we find that nearly one-half (45 percent) of all Evergreen teachers secure their initial employment in one of five school districts: Clover Park (14 percent), North Thurston (13 percent), Olympia (6 percent), Seattle (6 percent) and Shelton (6 percent). Within these districts, there are some differences in employment

rates between elementary and secondary graduates. Relatively speaking, a greater percentage of secondary teachers or teachers who completed both elementary and secondary training find employment in Clover Park and North Thurston, while elementary teachers tend to be dispersed across Washington districts. Appendix A provides a detailed list of all placements for every district in the state in which Evergreen teachers were initially employed. None of Evergreen's graduates were initially employed in Eastern Washington.

In the following sections, we focus specifically on the 2001 cohort of Evergreen teachers, and compare these findings with data about beginning teachers statewide and graduates from the 18 WACTE institutions. We begin with a look at retention and mobility rates.

Yearly Retention and Mobility Rates for the 2001 Evergreen Cohort

In order to obtain a more detailed understanding of the retention and mobility patterns of beginning teachers, we conducted additional analyses for each year within the five-year period from 2001-02 to the 2005-06. Chart B shows the cohort survival rates of the 2001 beginning teachers statewide (3,017 teachers), all WACTE graduates employed in the first year (1,542 teachers), and Evergreen graduates employed in the first year (23 teachers) over the five-year period. As would be expected, the number of teachers from the original cohort declines in subsequent years, with the most significant drop for teachers statewide, occurring after the first year. Chart B shows that among the three groups of teachers, the 2001 Evergreen graduates overall have lower rates of attrition (78 percent retained), while the 2001 beginning teachers statewide have the higher rates of attrition (72 percent retained) after five years.



The mobility of beginning teachers can be examined in greater detail by tracking the assignment of teachers longitudinally each year. This analysis reveals the percentage of teachers who stay in the same school, moved to another school or district, or left the Washington education system. The year-by-year mobility patterns of the 2001 Evergreen cohort, alongside beginning teachers statewide and the corresponding WACTE graduates are displayed in Table 12. As Table 12 shows, in the beginning Evergreen teachers are retained in their schools at higher rates, but by Year 5 they are retained at lower rates compared to the other two groups. It should be noted that the 2001 cohort is not necessarily a representative sample of Evergreen graduates in general, and percentages are sensitive to the small number in the cohort.

2001 Beginning	Year 1	Yea	ar 2	Yea	ar 3	Yea	ar 4	Year 5	
Teachers	2001-02	200	2-03	200	3-04	200	4-05	200	5-06
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Teachers Statewide WACTE Institutions Evergreen	3,017 1,542 23	2,597 1,368 22	86% 89% 96%	2,430 1,301 20	81% 84% 87%	2,299 1,250 20	76% 81% 87%	2,177 1,195 18	72% 77% 78%
Mobility & Retention		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Stayers same School Statewide WACTE Evergreen Movers in District		2,244 1,185 21	74% 77% 91%	2,107 1,138 17	70% 74% 74%	1,978 1,100 19	66% 71% 83%	1,849 1,021 12	61% 66% 52%
Statewide WACTE Evergreen		218 102 0	7% 7% 0%	208 98 1	7% 6% 4%	212 94 0	7% 6% 0%	226 113 5	7% 7% 22%
Movers out of District Statewide WACTE Evergreen		135 81 1	4% 5% 4%	115 65 2	4% 4% 9%	109 56 1	4% 4% 4%	102 59 1	3% 4% 4%
Exiters from WA system Statewide WACTE Evergreen		420 174 1	14% 11% 4%	587 241 3	19% 16% 13%	718 292 3	24% 19% 13%	840 349 5	28% 23% 22%

Table 12: 2001 Beginning Teacher Cohort - Year by Year Retention and Mobility Beginning Teachers, WACTE Graduates and Graduates from Evergreen Employed in Yr 1

*Statistics are anchored to original number who entered in year 1. Beginning teachers statewide is based on an unduplicated count of teachers with less than one year of experience who do not appear in the prior year.

Descriptive Statistics and Aggregate Retention and Mobility Rates for 2001 Cohort

Next, we turn our attention to the characteristics of the Evergreen graduates who worked in the Washington education system during the period under study. We begin with findings about the race/ethnicity, age, retention and mobility patterns of the Evergreen graduates in the teacher workforce. Table 13 summarizes these characteristics for the 2001 beginning teachers statewide, and WACTE and Evergreen graduates employed in the first year.

	2001 Everg Employed	reen Grads in 1st Yr**	18 WACTE 2001 grads e	Institutions** mployed Yr 1	Beginning Teachers Less than 1 yr exp		
	(n =	: 23)	(n = 1	,542)	(n = 3	3,017)	
	Number	Percent	Number	Percent	Number	Percent	
Ethnicity							
Asian/Pac. Is.	0	0	53	3%	99	3%	
African American	1	4%	19	1%	40	1%	
Hispanic	0	0	50	3%	84	3%	
Native American	0	0	9	1%	18	1%	
White	22	96%	1,411	91%	2,776	92%	
Total	23	100%	1,542	100%	3,017	100%	
Age in 2001-02 21-30	15	65%	1,039	67%	1,948	65%	
31-40	6	26%	285	19%	572	19%	
41+	2	9%	218	14%	497	16%	
Total	23	100%	1,542	100%	3,017	100%	
Retention and Mobility (after 5 yrs)						
Stayers (in same school)	10	43%	747	48%	1,377	46%	
Movers (in district)	6	26%	245	16%	449	15%	
Movers (out of district)	2	9%	197	13%	350	12%	
Exiters (not in WA ed system)	5	22%	353	23%	841	28%	
Total	23	100%	1,542	100%	3,017	100%	

Table 13: Characteristics of the Washington Teacher Workforce in 2001: Beginning Teachers, WACTE Graduates and Graduates from Evergreen Employed in Yr 1

*Duty root 31, 32 or 33 with FTE designation greater than 0 in 2001.

** 2001 graduates included in this analysis were those individuals employed in Washington schools in the first year following completion of the program and receipt of a teaching credential in 2001.

As previously mentioned, a concern has been raised about the need to build a more racially and ethnically diverse teacher workforce, as the diversity of the student population continues to grow. When we examine the racial and ethnic makeup of the teacher workforce in Washington, we find that little progress is being made. A look at the racial/ethnic makeup of the Evergreen graduates who were teaching in the state in 2001-02 reveals similar results.

As one might expect, the majority of teachers entering the profession in Washington are between the ages of 21 and 30 (65 percent). However, the state level findings also

indicate that 16 percent of the beginning teachers who entered the profession in 2001 were over the age of 40, which represents a new workforce dynamic, if the trend continues. When examining the 2001 cohort of Evergreen teachers, we find a similar proportion of teachers between the ages of 21 and 30 (65 percent) and a slightly higher proportion of teachers between the ages of 31 to 40 (26 percent), than either the corresponding WACTE graduates or beginning teachers statewide.

We use a two-point in time analysis to examine how the retention, mobility and attrition rates of the 2001-02 Evergreen teachers compare to WACTE graduates and beginning teachers statewide after five years (2005-06). The retention and mobility rates for this Evergreen cohort reveal that 78 percent of teachers are still in the Washington education system in some capacity, while 43 percent have been teaching in the same school for five years. Also, 22 percent of those who started teaching in 2001 are no longer in the Washington workforce after five years.

Employment Locations and School Characteristics

In order to gain some understanding of the types of schools in which beginning teachers work, we compiled descriptive data on how teachers were distributed by school characteristics including region of the state, school poverty, the racial and ethnic diversity of students, and school performance on the reading and mathematics portions of the Washington Assessment of Student Learning (WASL). We use the 2001 cohort of teachers as an illustrative example, but information on all five Evergreen teacher cohorts, as well as additional analyses, are provided in Appendices B and C. The data is based on the initial placement of Evergreen graduates who entered the workforce at any point during the five-year period (i.e., includes later entrants). For the 2001 Evergreen cohort, this included a total of 27 teachers or 79 percent of the cohort. We also provide corresponding comparisons with all 2001 WACTE graduates who entered the workforce during the five-year period and all beginning teachers statewide in their initial placement.

In Table 14, we examine the distribution of teachers by region of the state, poverty level of the school, and percentage of students of color in the school. Nearly two-thirds (63 percent) of the 2001 Evergreen teachers were initially located in schools in Western Washington, but outside of the Central Puget Sound region. None of the teachers in the 2001 Evergreen cohort were initially located in Eastern Washington. The 2001 WACTE teachers and beginning teachers statewide were distributed across the state in a pattern that generally reflects the overall population: slightly less than half of the teachers (46 and 45 percent, respectively) were in the Central Puget Sound, roughly a third (35 percent) were in Western Washington outside of the Central Puget Sound, and a fifth (19 and 20 percent, respectively) were in Eastern Washington.

Approximately one-quarter (24 percent) of 2001 beginning teachers in Washington state initially work in high-poverty schools (poverty rates of 51 percent or more), while 30 percent are located in low-poverty schools (poverty rates of 20 percent or less). The 2001 WACTE graduates generally mirror the beginning teachers statewide with regard to school distribution by poverty. Most of the 2001 Evergreen teachers were initially located in schools with poverty rates between 21 and 50 percent, while only 11 percent were located in high-poverty schools.

On average, a quarter of the state's beginning teachers work in locations where students of color comprise more than 40 percent of the students in the school, and 17 percent work in schools where students of color are 10 percent or less of the total student population. When examining the Evergreen teachers, a similar percentage (26 percent) were initially employed in schools where students of color exceed 40 percent of the total student population. Nearly two-thirds (63 percent) of the Evergreen teachers work in schools where students of color comprise between 11 and 30 percent of the population, compared to 44 percent of all beginning teachers.

	2001 Ev	erareen		Institutions	Beginning	Teachors
	Grad	uates	2001 Gr	aduates	State	wide*
	Number	Percent	Number	Percent	Number	Percent
Number of Teachers	27		1,913		3,017	
Region of the State**						
Central Puget Sound (ESD 121)	10	37%	871	46%	1,359	45%
Western WA (outside ESD 121)	17	63%	674	35%	1,042	35%
Eastern Washington	0	0	368	19%	616	20%
Poverty of School***						
0-20% FRPL	7	26%	564	29%	904	30%
21-33% FRPL	9	33%	447	23%	676	22%
34-50% FRPL	8	30%	389	20%	607	20%
51+% FRPL	3	11%	460	24%	735	24%
District location/not reported	0	0	53	3%	95	3%
Student Race/Ethnicity						
0-10% students of color	0	0	285	15%	504	17%
11-20% students of color	11	41%	498	26%	820	27%
21-30% students of color	6	22%	339	18%	507	17%
31-40% students of color	3	11%	241	13%	349	12%
41%+ students of color	7	26%	502	26%	767	25%
District location/not reported	0	0	48	3%	70	2%

Table 14: School Characteristics of 2001 Evergreen Graduates, WACTE Graduates, and Beginning Teachers Statewide Employed in Yr 1

*Beginning teachers statewide is based on an unduplicated count of teachers with less than one year of experience who do not appear in the prior year.

**ESD as defined by Washington's 9 Educational Service Districts.

Central Puget Sound (ESD 121), Western WA outside Central Puget Sound (ESDs 112, 113, 114, and 189) and Eastern WA (ESDs 101, 105, 123 and 171).

**Poverty based on percent of students enrolled in Free or Reduced Price Lunch Program

It is important to note that considerable variability exists among the five cohorts regarding the school characteristics of the teachers' initial placement. For more information on each of the cohorts across the five-year period, see Appendices B and C.

Another way to understand the school contexts and kinds of students new teachers face in their initial assignment is to consider the performance levels of students in the school. For this analysis, we grouped teachers by cohort year according to the level of the school in which they were initially situated (i.e., elementary, middle/junior high, or high school, and other). We then identified whether 4th, 7th and 10th grade students in their school performed above or below the state average on the reading and mathematics WASL in that year. First, it is important to note that approximately one quarter (24 percent) of all Evergreen teachers over the five-year period were initially located in elementary school contexts. Sixty-five percent of the Evergreen teachers from 2001 to 2005 were situated in secondary schools. Table 15 shows the number and percentage of teachers in each category and the percentage of teachers in schools with students who performed below the state average on the corresponding WASL. For example, among 2001 graduates, 33 percent were situated in elementary schools that performed below the state average on the state average in mathematics.

The data in Table 15 shows that 44 percent of the high school teachers from Evergreen work schools performing below state average in reading, and 67 percent work in schools performing below state average in math. Even larger proportions of teachers work in low-performing middle schools (70 percent). Another way to consider these statistics is that approximately one of every two Evergreen high school teachers, and three of every four middle school teachers will be working in a school in which students likely face greater learning challenges. This speaks to specific kinds of pre-service training, which can better prepare and enable new teachers to adapt their teaching strategies for working with these learners.

Table 15: Percentage of Evergreen Graduates Located in Schools Performing Below State Average on WASL												
	000	4.00	Five	Cohorts f	rom 2001	to 2005	000	4.05	000		Tatal Ex	
	200	1-02	200	2-03	200	3-04	2004	4-05	200	5-06	Total Ev	rgreen
_	Grac	luates	Grad	uates	Grad	uates	Grad	uates	Grad	uates	Grad	uates
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total # Teachers	27	79%	20	67%	25	68%	26	74%	18	53%	116	68%
School Level and WASL Performance*												
				4 = 0 (_	000/		4 = 0 (000/		0 404
Elementary	<u>,</u> 12	44%	3	15%	5	20%	4	15%	4	22%	28	24%
4th Reading (below state ave in given yr	.)	33%		33%		20%		25%		25%		29%
4th Math (below state ave in given yr)		42%		33%		60%		50%		25%		43%
Middle/Junior High	7	26%	10	50%	7	28%	9	35%	7	39%	40	34%
7th Reading (below state ave in given vr	.)	100%		60%		86%		56%		57%		70%
7th Math (below state ave in given yr)	,	100%		60%		86%		56%		57%		70%
			_									
High School	. 8	30%	4	20%	7	28%	11	42%	6	33%	36	31%
10th Reading (below state ave in given y	yr)	25%		75%		43%		55%		33%		44%
10th Math (below state ave in given yr)		25%		100%		71%		82%		67%		67%
District location/not reported/combined	0	0	3	15%	6	24%	2	8%	1	6%	12	10%
*Percentages in this category will not su	m to 100)%.										
WASL State Averages for the following y	ears:		2001	2002	2003	2004	2005					
- 01	4	th Reading	65.6	66.7	74.4	79.5	81.5					
		4th Math	51.8	55.2	59.9	60.8	58.9					
	7	th Reading	44.5	47.9	60.4	69	61.5					
		7th Math	30.4	36.8	46.3	50.8	48.5					

10th Reading

10th Math

59.2

37.3

60

39.4

64.5

43.9

72.9

47.5

82

51

Retention and Mobility and Student Poverty

In prior research we found that teacher retention may be related to the composition of the school's student population – in particular to the poverty level and racial make-up of the students at the school (Plecki, et al., 2005). In some cases, school poverty, retention and school performance are linked to one another and poverty rates are strongly associated with student performance. These relationships are most apparent when looking at differences among schools and within the same district. A commonly held perception is that teachers who are assigned to work in high-poverty schools quickly move to lower-poverty schools when the opportunity arises.

To address this question, we examined whether individual Evergreen teachers who move to another school make a change to a school with higher or lower poverty than their prior school. We also conducted the same analysis among our comparison groups of WACTE teachers and beginning teachers statewide, as well as the entire 2001 teacher workforce. For this examination we used a two-point in time analysis. We identified the poverty level of the school in which the teacher was located in 2001 and also in 2005, for those teachers who changed schools during the five-year period (see Table 16). For these analyses it is important to note the small number of 2001 Evergreen teachers (8) who changed schools during the period under investigation. We used a 10 percent difference in poverty rate as our criteria (based on the percent of students enrolled in the Free or Reduced Price Lunch program). For example, a move was categorized as a change to a higher poverty school if the teacher moved from a school with a 35 percent poverty rate to a school with a 45 percent poverty rate.

When examining the data for all teachers statewide, beginning teachers statewide, and WACTE graduates employed in their first year following graduation, the results are strikingly similar. Approximately a quarter of teachers move to a school with a higher poverty rate, and a similar proportion (21 to 25 percent) of teachers move to a school with a lower poverty rate. The most common move, however, is to a school of a similar poverty level (34 to 36 percent of teachers). For the eight teachers in the 2001 Evergreen cohort who moved, a similar proportion (38 percent) moved to a school of the same poverty. However, half of the movers (4 individuals) were located in an assignment or building in which the poverty rates were not reported.

While the statistics regarding the Evergreen teachers should be interpreted with caution due to the size of the cohort, the data for the other teacher groups does challenge conventional wisdom about teacher mobility. However, this analysis is somewhat problematic given the unequal distribution of schools by poverty in Washington (fewer higher poverty schools compared with lower and moderate poverty schools across the state). This does not suggest that problems of teacher distribution and retention related to poverty do not exist. Rather more sophisticated statistical analyses beyond the scope of this study are necessary to address those issues. Based on previous work, differences are likely to surface in nested analysis of within district differences with attention to particular subgroups of students and teachers.

Table 16: School Poverty* and Movement of Teachers (2 pt in time: 2001 and 2005)												
Analysis of Teachers who Move to Another School (In or Out of District)												
	2001 Everg	reen Grads	18 WACTE	Institutions	Beginning	Teachers	All Teachers	s Statewide*				
	Employed in	n 1st Year**	2001 Grads	Employed in	Less that	n 1 yr exp						
	Mover	rs Only	1st Yr, Mo	overs Only	Mover	s Only	Mover	s Only				
	(n =	= 8)	(n =	442)	(n =	778)	(n = 11,378)					
Mobility of Teachers from 2001 to 2005	Number	Percent	Number	Percent	Number	Percent	Number	Percent				
Moved to school with higher poverty level (10% or more increase)	1	13%	119	27%	206	26%	2,756	24%				
Moved to school with similar poverty level (-9% to 9% change)	3	38%	159	36%	271	35%	3,830	34%				
Moved to school with lower poverty level (10% or more decrease)	0	0	97	22%	197	25%	2,412	21%				
***Missing Data	4	50%	67	15%	104	13%	2,380	21%				

*Poverty based on percent of students enrolled in Free or Reduced Price Lunch Program

** 2001 graduates of UW-Seattle included in this analysis were those individuals employed in Washington schools in the first year following completion of the program and receipt of a teaching credential (2001). ***FRPL statistic missing for one or both of the teacher's schools

Summary and Implications for The Evergreen State College Teacher Education Program

In this section of the report, we focused on understanding the placement, retention, and mobility of those who graduated and received a teaching credential from Evergreen between the years 2001-02 and 2005-06. We also compared these findings to a parallel set of analyses for graduates of 18 participating WACTE member institutions, beginning teachers statewide, and in specific instances, the entire teacher workforce. Our inquiry resulted in the identification of some career patterns that are quite similar across all Evergreen cohorts and findings that differ from the patterns we see when examining the comparison groups.

First, the majority of Evergreen graduates find employment in Washington state. Their employment rates over this time period are higher than aggregate statistics for the WACTE graduates, both among those employed in the first year and those who have taught at least one year. However, employment rates of Evergreen teachers vary considerably by cohort year and program.

We also examined the data to determine the district locations where Evergreen teachers found employment. When examining the initial placements of the Evergreen teachers, we find that nearly two-thirds are initially employed in districts in Western Washington outside the Central Puget Sound region. Nearly one-half (45 percent) of these teachers are employed by five school districts: Clover Park (14 percent), North Thurston (13 percent), Olympia (6 percent), Seattle (6 percent) and Shelton (6 percent). We found that differences exist by type of program (elementary versus secondary) with respect to the distribution of initial placements across districts. This data points to potential opportunities to further develop or expand partnerships with local districts that employ a majority of Evergreen graduates.

The retention and mobility rates of the 2001 cohort of teachers reveal that overall, Evergreen graduates are retained in their schools at slightly lower rates, but a smaller proportion exit the Washington education system compared to the corresponding WACTE graduates or beginning teachers statewide. Seventy-seven percent of WACTE graduates and 72 percent of beginning teachers were still in the Washington education system after five years, compared with 78 percent of the 2001 Evergreen graduates.

The characteristics of the 2001 Evergreen teachers are similar to the WACTE graduates and all beginning teachers statewide, in that the majority are white and younger than 30. Ninety-six percent of Evergreen teachers were white compared with 92 percent of beginning teachers statewide, and an identical percentage were younger than 31 (65 percent). New strategies need to be developed to address the persistent mismatch between the growing diversity of the student population and the predominantly white teacher workforce.

When examining the characteristics of the schools in which 2001 Evergreen teachers initially work, we find that approximately one-quarter (26 percent) of the teachers were

initially located in low-poverty schools (poverty rates of 20 percent or less), and 11 percent were located in high-poverty schools (poverty rates of 51 percent or more). However, there was considerable variability between the five cohorts with regard to initial school placements. We also found that approximately half of the high school teachers work in low-performing schools, while larger proportions of teachers work in low-performing middle schools (70 percent). This suggests that Evergreen graduates work in a wide variety of school contexts and with students who differ in their performance levels. Consequently, the design and delivery of preservice coursework and fieldwork should prepare new teachers to adapt their teaching strategies for working with different types of learners.

In order to gain additional information about teachers who move from their initial school placement, we examined whether or not teachers move to a school with a higher or lower poverty rate. Results for the graduates of the 18 WACTE institutions, and all beginning teachers show a similar pattern. Approximately a quarter of teachers move to a school with a higher poverty rate, and a similar proportion move to a school with a lower poverty rate. The most common move is to a school of a similar poverty level. For the eight teachers in the 2001 Evergreen cohort who moved, a similar proportion (38 percent) moved to a school of the same poverty. However, half of the movers (4 individuals) were located in an assignment or building in which the poverty rates were not reported. Further work is needed to determine if these patterns hold over time.

The patterns that emerge from state-specific analyses are likely to bear the stamp of the particular conditions within that state. The information provided in this study suggests a range of important matters for teacher preparation institutions to consider within a state-specific context. These data can serve as a baseline of information to better understand the characteristics of the beginning teacher workforce, the nature of their initial school assignments, and their specific patterns of retention, attrition and mobility. Analyses of the Evergreen cohorts can be useful in determining ways in which the teacher education program can better prepare future teachers for the school contexts in which they are likely to begin their careers.

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Appendices

Appendix A: Employment Locations by District: Initial Placements of Graduates from The Evergreen State College over Five Years 2001 to 2005

Appendix B: School Poverty and Student Race/Ethnicity of Schools in which Graduates of The Evergreen State College are Employed in Their Initial Assignment: Five Cohorts from 2001 to 2005

Appendix C: School Characteristics of The Evergreen State College Teachers Employed in Their Initial Assignment: Five Cohorts from 2001 to 2005

College over Five Years 2001 to 2005										
	Eleme	entary	Seco	ndary	Both Ele	m & Sec	Special E	ducation	Total Te	eachers
	(n =	: 10)	(n =	: 48)	(n =	: 55)	(n =	= 3)	(n =	116)
Districts	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Clover Park			8	16.7%	7	12.7%	1	33%	16	13.8%
North Thurston			8	16.7%	7	12.7%			15	12.9%
Olympia	1	10.0%	2	4.2%	4	7.3%			7	6.0%
Seattle			3	6.3%	4	7.3%			7	6.0%
Shelton			4	8.3%	2	3.6%	1	33%	7	6.0%
Yelm	2	20.0%			3	5.5%			5	4.3%
Tacoma	1	10.0%	2	4.2%	1	1.8%			4	3.4%
Federal Way			3	6.3%					3	2.6%
Mukilteo	1	10.0%			2	3.6%			3	2.6%
Pioneer	1	10.0%	1	2.1%	1	1.8%			3	2.6%
Sumner					3	5.5%			3	2.6%
Aberdeen			2	4.2%					2	1.7%
Bethel			1	2.1%	1	1.8%			2	1.7%
Bremerton	1	10.0%	1	2.1%					2	1.7%
Centralia					2	3.6%			2	1.7%
Elma			1	2.1%	1	1.8%			2	1.7%
Franklin Pierce			2	4.2%					2	1.7%
Mary M. Knight			1	2.1%	1	1.8%			2	1.7%
Marysville			2	4.2%					2	1.7%
Mercer Island					2	3.6%			2	1.7%
Montesano					2	3.6%			2	1.7%
Peninsula					2	3.6%			2	1.7%
South Kitsap			1	2.1%	1	1.8%			2	1.7%
Tumwater			1	2.1%	1	1.8%			2	1.7%
Auburn					1	1.8%			1	0.9%
Castle Rock	1	10.0%							1	0.9%
Chehalis	1	10.0%							1	0.9%
Enumclaw					1	1.8%			1	0.9%
Evergreen (Clark)							1	33%	1	0.9%
Highline					1	1.8%			1	0.9%
Issaguah					1	1.8%			1	0.9%
Northshore	1	10.0%							1	0.9%
Oakville					1	1.8%			1	0.9%
Onalaska			1	2.1%					1	0.9%
Sequim			1	2.1%					1	0.9%
Shoreline				2/0	1	1.8%			1	0.9%
Snoqualmie Valley					1	1.8%			1	0.9%
Southside			1	2 1%	•	1.070			1	0.9%
Steilacoom Hist			1	2.1%					1	0.9%
Toledo			1	2.1%					1	0.9%
Washougal			,	£.170	1	1.8%			1	0.9%
						110/0				0.070

Appendix A: Employment Locations by District: Initial Placements of Graduates from The Evergreen State College over Five Years 2001 to 2005

*Initial placement for all certificated graduates of The Evergreen State College who were employed in the Washington education system.

			Assign	nent: Five	e Cohorts	from 2001	to 2005					
	200	1-02	200	2-03	200	3-04	200-	4-05	200	5-06	Total Ev	vergreen
	Grad	uates	Grad	uates	Grad	uates	Grad	uates	Grad	uates	Grad	uates
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Teachers	27		20		25		26		18		116	
Poverty of School												
0-20% FRPL	7	26%	1	5%	4	16%	4	15%	5	28%	21	18%
21-33% FRPL	9	33%	5	25%	14	56%	6	23%	4	22%	38	33%
34-50% FRPL	8	30%	6	30%	4	16%	10	38%	8	44%	36	31%
51+% FRPL	3	11%	6	30%	1	4%	6	23%	1	6%	17	15%
District location/not reported	0	0	2	10%	2	8%	0	0	0	0	4	3%
Student Race/Ethnicity												
0-10% students of color	0	0	2	10%	4	16%	1	4%	3	17%	10	9%
11-20% students of color	11	41%	6	30%	6	24%	7	27%	7	39%	37	32%
21-30% students of color	6	22%	2	10%	2	8%	6	23%	1	6%	17	15%
31-40% students of color	3	11%	1	5%	8	32%	2	8%	3	17%	17	15%
41%+ students of color	7	26%	8	40%	3	12%	10	38%	4	22%	32	28%
District location/not reported	0	0	1	5%	2	8%	0	0	0	0	3	3%

Appendix B: School Poverty and Student Race/Ethnicity of Schools in which Graduates of The Evergreen State College are Employed in Their Initial Assignment: Five Cohorts from 2001 to 2005

Appendix C: School G	Appendix C: School Characteristics of The Evergreen State College Teachers Employed in Their Initial Assignment											
			Five	Cohorts f	irom 200	1 to 2005						
	200	1-02	200)2-03	200	3-04	200	4-05	200	5-06	Total E	vergreen
	Grad	luates	Grad	duates	Grac	luates	Grac	luates	Grad	luates	Grad	luates
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Teachers*	27		20		25		26		18		116	
Region of the State												
Western WA (ESD 121)	10	37%	5	25%	9	36%	14	54%	10	56%	48	41%
Western WA (outside ESD 121)	17	63%	15	75%	16	64%	12	46%	8	44%	68	59%
Eastern Washington	0	0	0	0	0	0	0	0	0	0	0	0
School Level												
Elementary	12	44%	3	15%	5	20%	4	15%	4	22%	28	24%
Middle/Junior High	7	22%	10	50%	7	28%	9	35%	7	39%	40	34%
High School	8	30%	4	20%	7	28%	11	42%	6	33%	36	31%
Combined	0	4%	2	10%	4	16%	2	8%	1	6%	9	8%
District location/not reported	0	0	1	5%	2	8%	0	0	0	0	3	3%
School Enrollment												
1-199	0	0	2	10%	2	8%	2	8%	1	6%	7	6%
200-399	3	11%	3	15%	3	12%	1	4%	2	11%	12	10%
400-599	9	33%	4	20%	7	28%	3	12%	3	17%	26	22%
600-799	5	19%	5	25%	5	20%	7	27%	5	28%	27	23%
800-999	5	19%	2	10%	1	4%	3	12%	3	17%	14	12%
1000 or more	5	19%	3	15%	5	20%	10	38%	4	22%	27	23%
District location/not reported	0	0	1	5%	2	8%	0	0	0	0	3	3%

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*Beginning teachers located in primary assignment

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