

The Effects of Teacher Education and Preparation on Beginning Math and Science Teacher Attrition?

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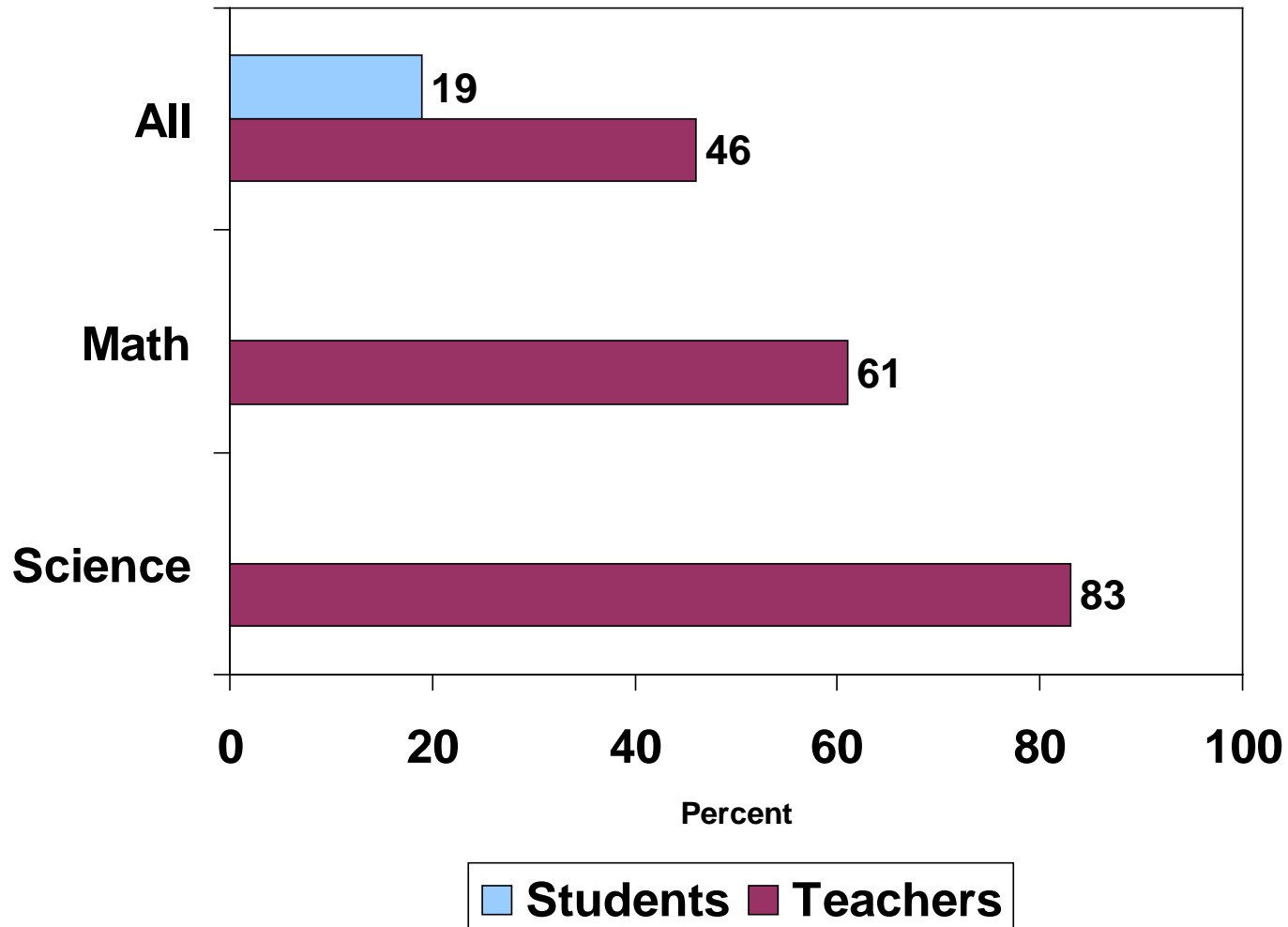


The Source of Data

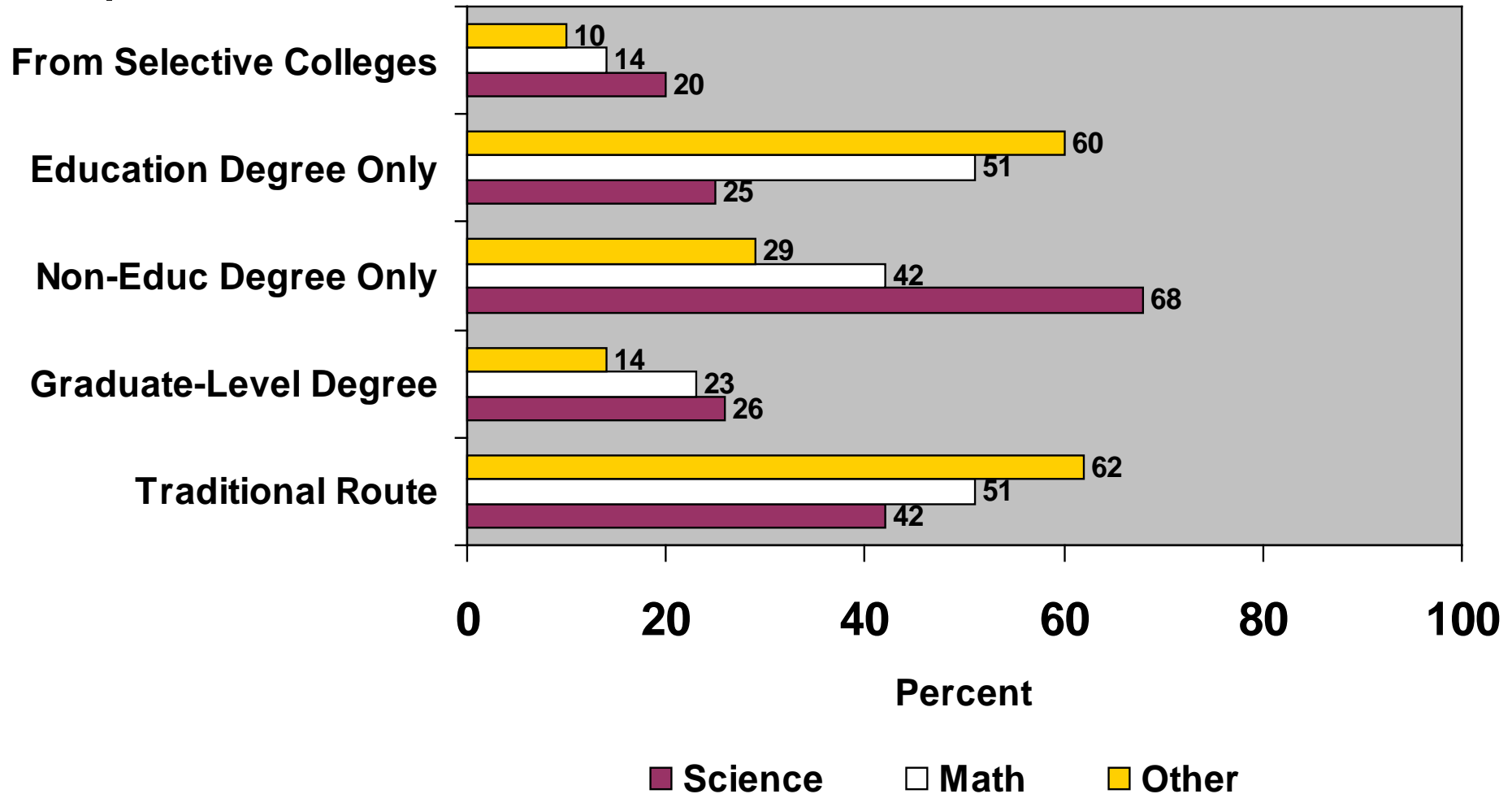
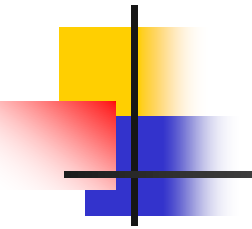
The Schools and Staffing Survey with the Teacher Follow-up Survey

- **Conducted by the Census Bureau for the U.S. Department of Education**
- **7 Cycles over 2 ½ Decades:**
1987-1989, 1990-1992, 1993-1995,
1999-2001, 2003-2005, 2007-2009, 2011-2013
- **The largest source of information on teachers:**
 - Sample: 55,000 teachers**
12,000 schools
 - Representing all 50 states**

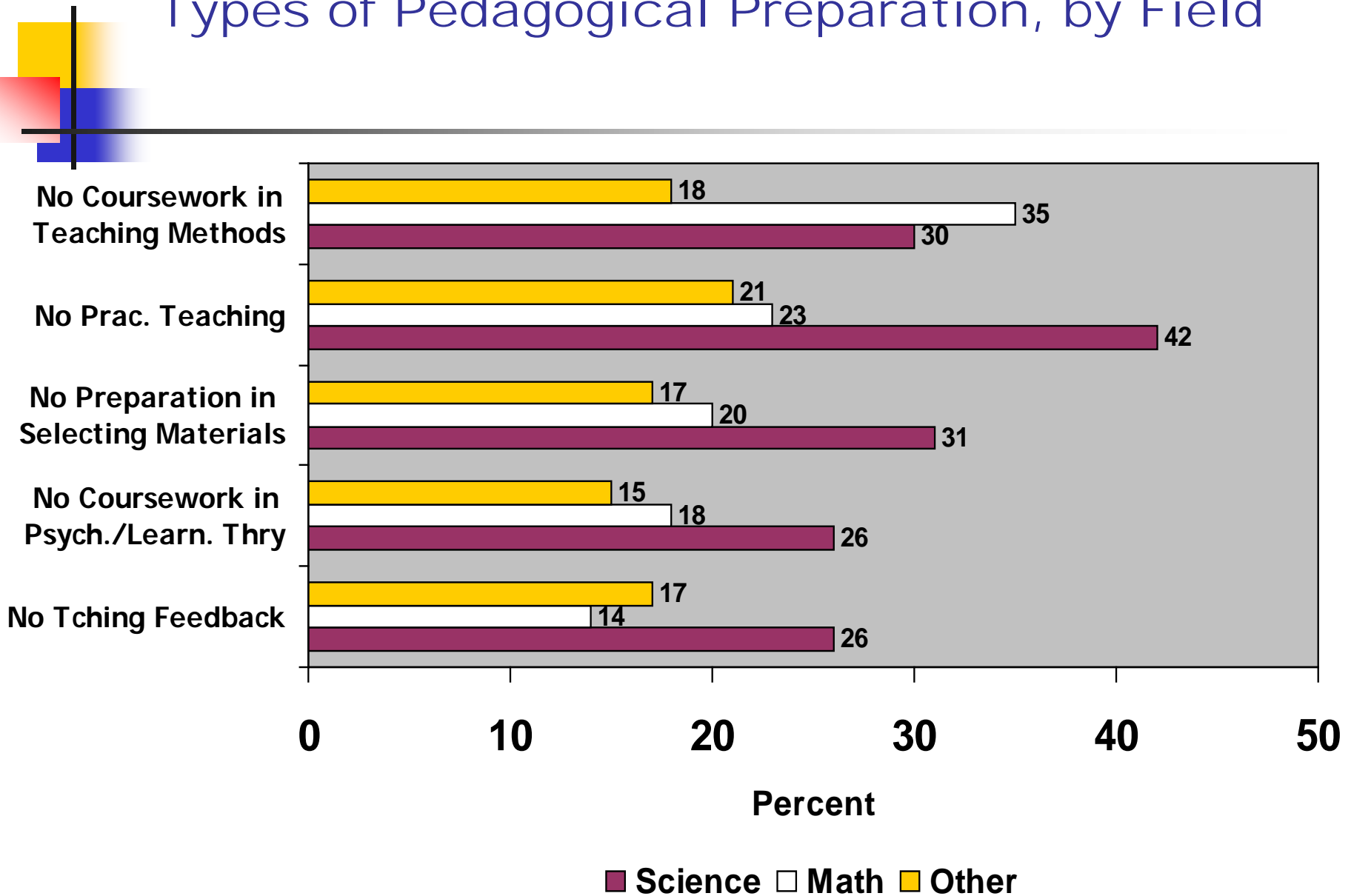
Percent Increase in Students and Teachers, by Field from 1987-88 to 2011-12



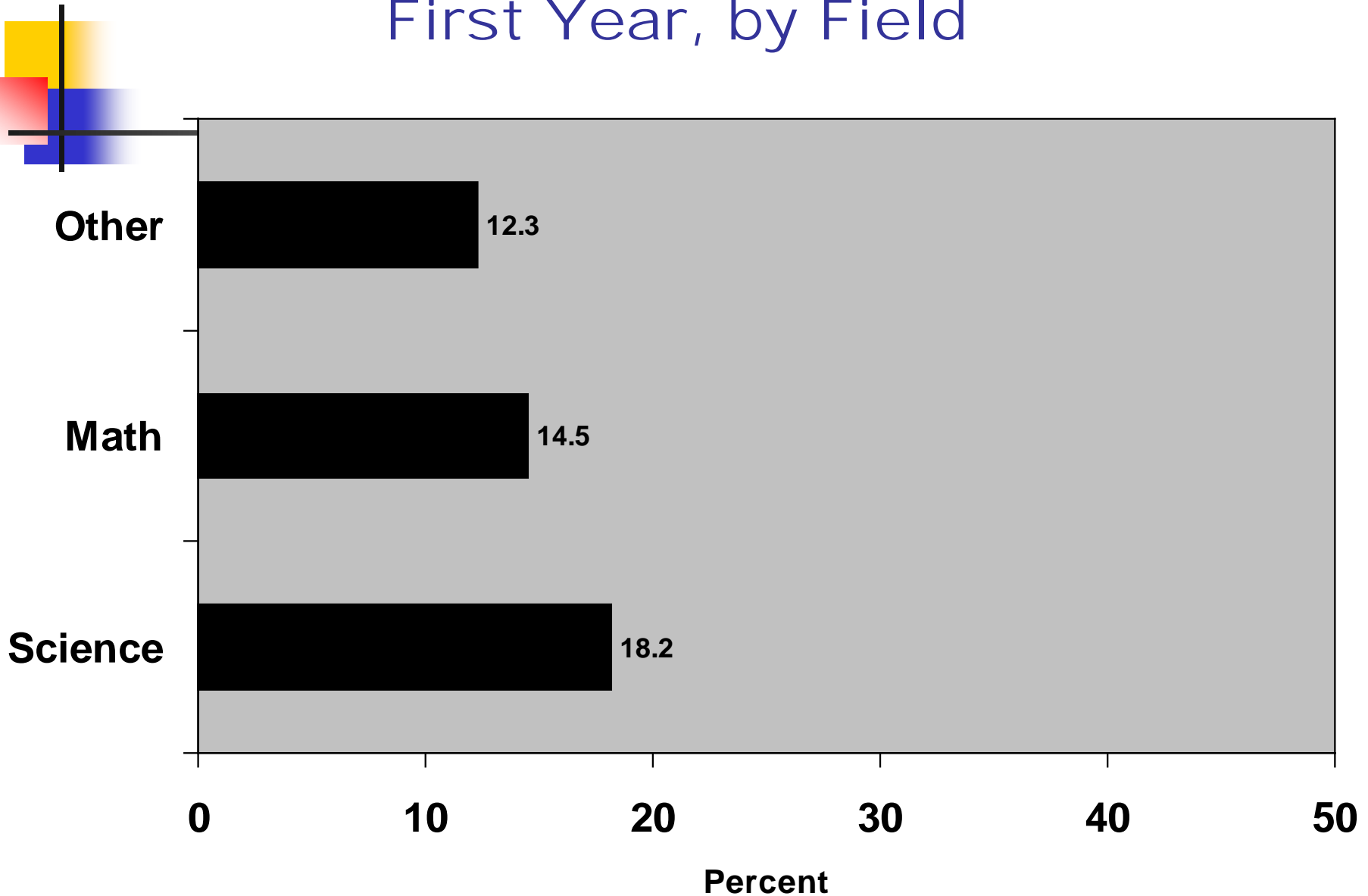
Percent Beginning Teachers with Different Types of Education, by Field



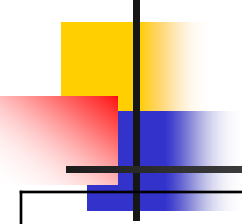
Percent Beginning Teachers without Different Types of Pedagogical Preparation, by Field



Percent Beginning Teacher Attrition After First Year, by Field



Is the Education of Teachers Related to Their Attrition?



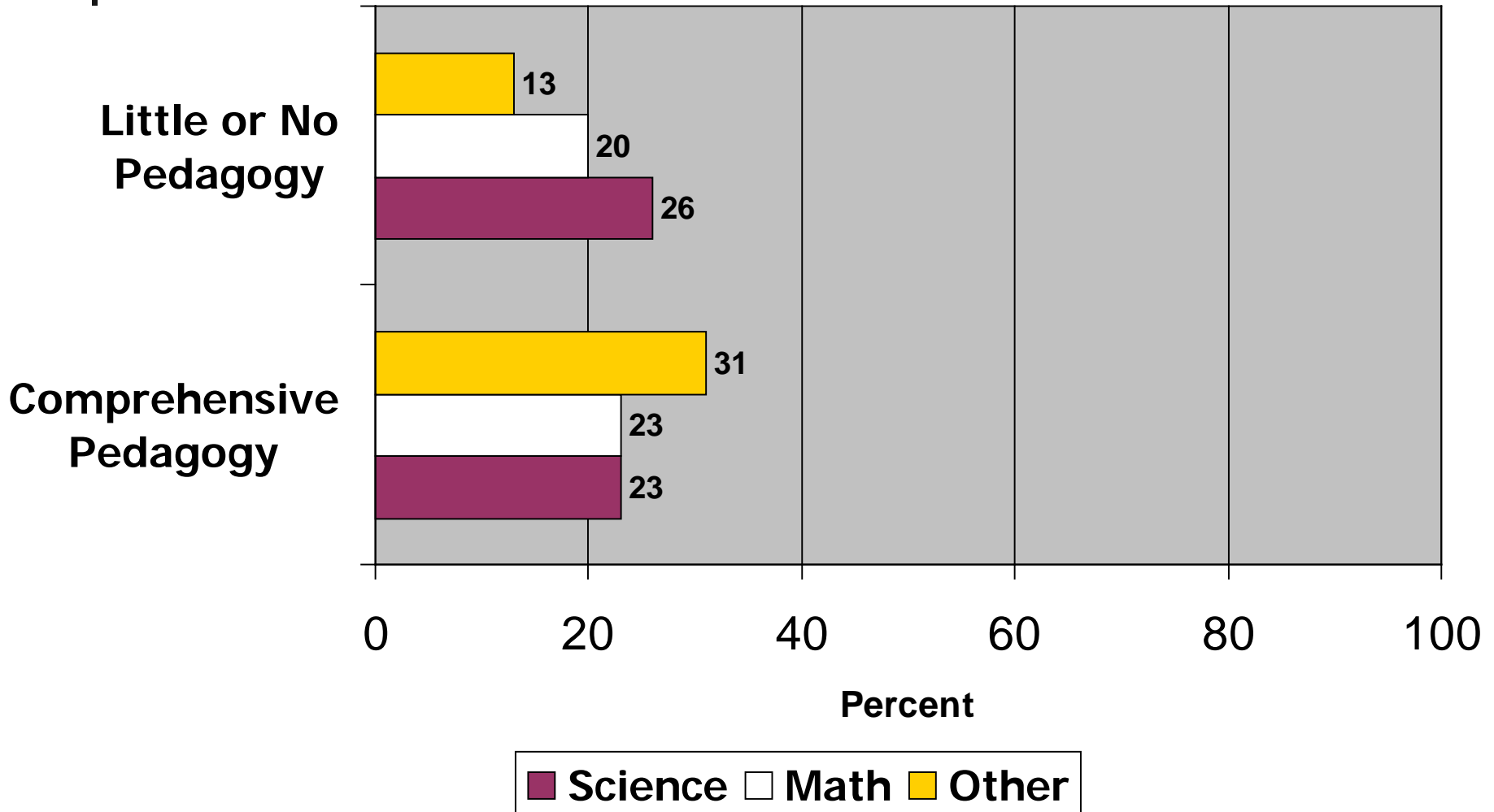
Type of Education	Relationship to Attrition
Selectivity of Undergraduate College	No Difference
Type of Degree (Academic or Education)	No Difference
Graduate-Level Degree (MA or higher)	No Difference
Traditional Prep Route (vs Alternative Rte.)	Less Attrition



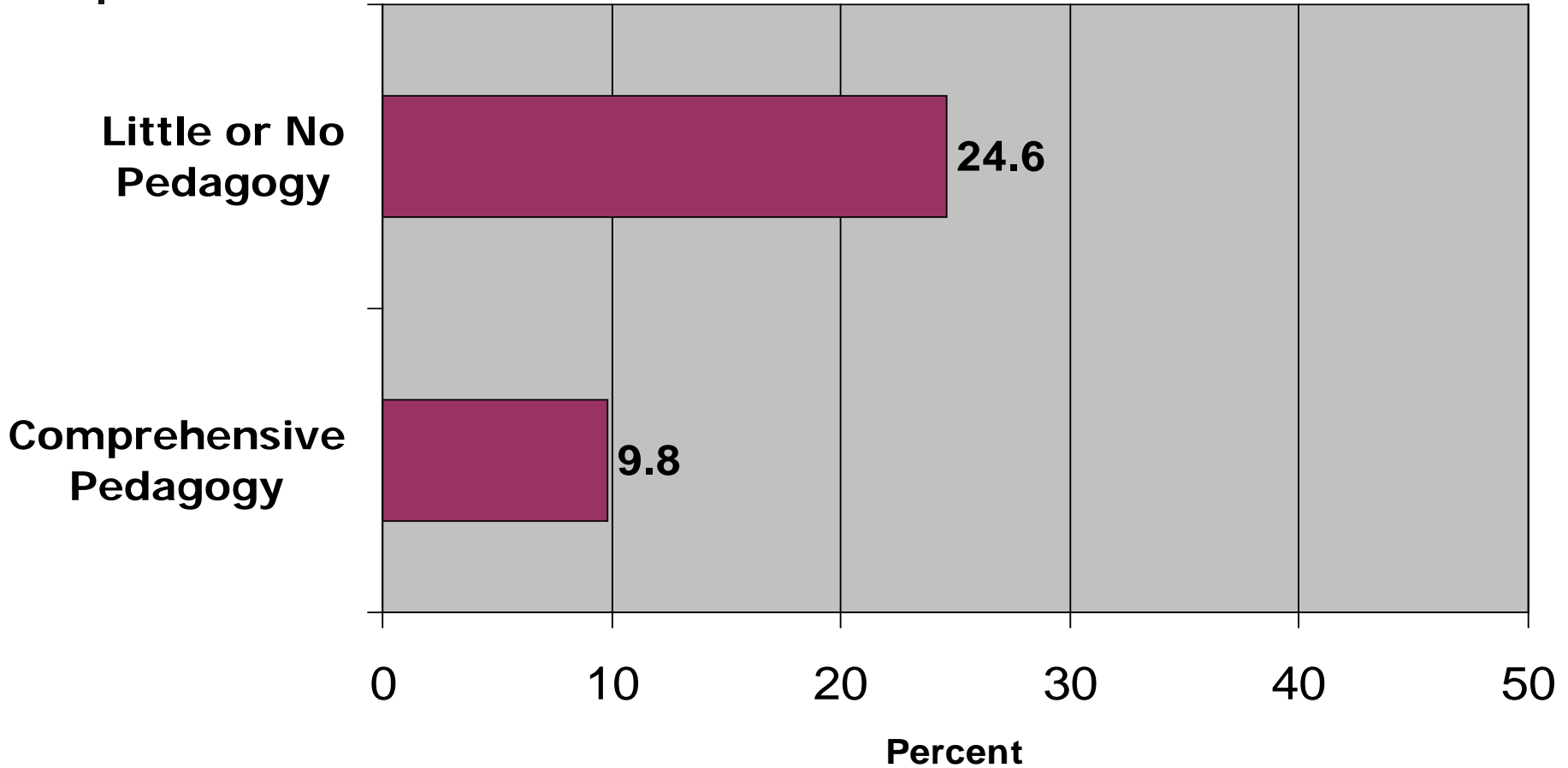
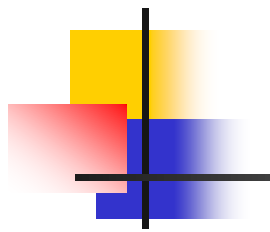
Is the Pedagogical Preparation of Teachers Related To Their Attrition?

Type of Pedagogical Preparation	Relationship to Attrition
Coursework in Teaching Methods	Less Attrition
Practice Teaching	Less Attrition
Preparation in Selecting Course Materials	Less Attrition
Coursework in Child Psych/Learning Theory	Less Attrition
Formal Feedback on Teaching	Less Attrition

Percent Beginning Teachers Who Received Different Pedagogical Preparation Packages, by Field



Attrition of Beginning Teachers, by Different Pedagogical Packages





For Further Information, Copies
of Articles, Reports, etc.:

www.gse.upenn.edu/faculty/ingersoll