

# **Employment, Retention, Mobility and Career Pathways of Graduates from the University of Washington Teacher Education Program**

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## Synopsis

The primary purpose of this research is to provide Teachers for A New Era with baseline information and analyses about graduates from the University of Washington's Teacher Education Program (UW/TEP) during the first five years of teaching. In the study, we investigated the mobility and attrition patterns of 5 cohorts of UW/TEP graduates for each year from 2000 to 2004. More specifically, we determined the rates at which the UW/TEP elementary and secondary graduates begin their teaching careers in Washington state, remain in their teaching positions, move to other schools in the same district, move to other districts in the state, or exit the Washington education system over five years. In this work, we draw comparisons between elementary and secondary cohorts and UW/TEP cohorts across years. We describe the characteristics of the schools and identify the districts in which UW/TEP graduates work. We also compare the UW/TEP cohorts to statistics we generated about all beginning teachers in the state of Washington.

## Research Methods

Using the state's personnel database (S-275), we designed a system to track teachers from one year to the next over the course of their education careers in Washington state. We have also combined data from additional state databases, including information at the individual school and district level such as student race, ethnicity, poverty level, and WASL performance. This allows us to understand the characteristics of teachers and the schools and districts in which they work, and as well as analyze the retention and mobility patterns of the Washington workforce.

We obtained lists of UW/TEP graduates from 2000-2004 from the UW Teacher Education Division offices and cross-checked those lists with graduation lists from the UW Registrar's Office and with the OSPI personnel database. We then searched the state database for the employment information for each UW/TEP graduate for each year in the study period. To investigate statewide retention patterns, records for all public school teachers in the state were examined over the same time period.

## Brief Summary of the Findings: Reflecting on Research Questions

*What proportion of each cohort of graduates from the UW TEP program was employed in the Washington education system upon graduation? What proportion was employed at any point since graduation?*

- Across all five cohorts, three quarters of graduates found employment in WA with an average of 65 percent of credentialed graduates teaching in their first year following graduation, and an additional 10 percent entering the workforce in a subsequent year.

- Employment rates in the initial year are higher for the 2000-01 and 2001-02 TEP groups (74 percent for both), than for the three later groups (60, 58 and 55 percent respectively).
- Eighty-nine percent of the 2000-01 cohort taught at least one year in Washington state during the first five years following graduation.
- Ninety percent of beginning teachers statewide are white, while the percent of white teachers in UW/TEP cohorts varies from 78 to 92 percent.

*What proportion of UW/TEP graduates are still working in their same schools for each year during the five year period? What proportion transferred to other schools, other districts or other positions in education?*

- Using a two point in time analysis for the 2000-01 cohort, nearly half (45 percent of all beginning teachers and 48 percent of TEP teachers) were still teaching in the same school five years later.
- Yearly rates of mobility decrease over time. If teachers move, a higher percentage move within their district than to another district. Few change to a non-teaching assignment.

*What are the characteristics of the schools where graduates are working (e.g., student and school demographics)? In what kinds of schools are they most and least likely to stay?*

- One half of the 88 percent who were initially employed in the Central Puget Sound were employed by four school districts: Seattle, Bellevue, Edmonds and Renton.
- Approximately one-fifth were initially located in high-poverty schools (51+ percent FRPL) and 45 percent were in low-poverty schools. Approximately one-third were initially employed in schools where students of color exceed 40 percent.
- Only 86 teachers in the first four cohorts made a move from one school to another. On average, 34 percent moved to a school with poverty rates at least 10 percent lower than their initial school, 27 percent moved to a school with a similar poverty rate, and 22 percent moved to higher poverty schools. Seventy-one percent of those who move do not change school level. Of those who change, the most common move was from junior high to high school.

*How do the overall retention and mobility rates of all beginning teachers in Washington in 2000 compare to those of graduates from the UW/TEP over the same period?*

- On average, employment rates in the initial year are slightly higher for secondary teachers than elementary teachers (69 and 62 percent respectively).
- On average, greater proportions of elementary teachers are located in high poverty elementary schools (34 percent) than secondary teachers (9 percent).

### Implications

- A woefully inadequate supply of teachers of color persists both statewide and among UW/TEP teachers.
- Since the majority of UW/TEP find employment in a small number of districts, the opportunities for developing and sustaining partnerships with districts are significant.

- Given the overall relative stability of the teacher workforce, mentoring and induction programs may have greater impact than might occur in states with higher attrition rates.

### Next Steps

WACTE is requesting legislative support to replicate the study for all 22 WACTE member institutions (TNE would provide half of the funding for the proposed study). WACTE member institutions would contribute resources to support data collection and preparation for the study for their individual programs.

**Table 1: Employment Rates of Five UW TEP Elementary and Secondary Cohorts**

	Cohort A 2000-01	Cohort B 2001-02	Cohort C 2002-03	Cohort D 2003-04	Cohort E 2004-05	All UW Elem	All UW Sec	Total UW
# of Graduates	96	101	105	129	119	286	264	550
# Employed in Yr 1	71	75	72	75	66	176	183	359
% Employed in Yr 1	74%	74%	69%	58%	55%	62%	69%	65%
# Entered in later yr	14	13	15	15		36	21	57
% Entered in later yr	15%	13%	14%	12%		13%	8%	10%
# Taught at least 1 yr	85	88	87	90	66	212	204	416
% Taught at least 1 yr	89%	87%	83%	70%	55%	74%	77%	76%
# Re-enterers	5	3	0					
% Re-enterers	5%	3%	0					

Note: Cohorts vary in the number of years for which some data is available.

**Table 2: Teacher Retention and Mobility After Five Years:  
All Teachers, Novice Teachers, Beginning Teachers, and 2000 UW/TEP Teachers  
(Two-Point in Time Analysis: 2000-01 and 2004-05)**

Mobility Status	All Teachers* (n = 53,216)		Novice Teachers 0 - 4 years experience (n = 12,468)		Beginning Teachers Less than 1 yr exp (n = 3,083)		UW/TEP Teachers Employed in 1st Yr* 2000-01 Cohort (n = 71)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Stayers	31,489	59.2%	6,340	50.9%	1,402	45.5%	34	47.9%
Movers in	7,226	13.6%	1,829	14.7%	455	14.8%	9	12.7%
Movers out	3,900	7.3%	1,525	12.2%	410	13.3%	13	18.3%
Exiters	10,601	19.9%	2,774	22.2%	816	26.5%	15	21.1%

\* UW/TEP teachers included in this analysis were those individuals employed in Washington schools in the first year following completion of the program.

***How do initial school placements of UW/TEP teachers compare with all beginning teachers statewide?***

	<i>Statewide</i>	<i>UW/TEP</i>
<i>By Poverty:</i>		
▪ 0-20 % students FRPL	28%	45%
▪ 21-50 % students FRPL	42%	29%
▪ 51+% students FRPL	26%	21%
<i>By Race/ethnicity:</i>		
▪ 0-20% students of color	41%	22%
▪ 21-40% students of color	28%	40%
▪ 41+% students of color	27%	32%

*Note: percentages do not add to 100 due to missing school-level data*

Table 3: Number of Moves by Cohort:  
Statewide and TEP Teachers  
(Over five years)

2000 Cohort	Statewide	TEP Teachers
0 Moves	45%	45%
1 Move	40%	37%
2 Moves	12%	14%
3 Moves	3%	4%
4 Moves	0	0