

## **Stanford Teacher Education Program**

Beginning in 1998, with the infusion of new program leadership and new faculty hires, the Stanford Teacher Education Program (STEP) undertook a major program redesign. In 2006, STEP graduated its first multiple subject (elementary) cohort.

In spring 2012, the STEP Research Group<sup>1</sup> surveyed program graduates about their professional pathways. The survey focused on current and past employment positions both in and outside of schools, as well as leadership roles in and beyond the classroom.

<sup>1</sup> Ira Lit, Rachel Lotan, Nicole Holthuis, with support from Elana Feinberg, Brad Fogo, Laura Hill-Bonnet, and Claudia Rivas.

## RESPONSE RATES

Between 2002 and 2011, 773 teacher candidates graduated from STEP with a Master of Arts in Education and a recommendation to the state of California for a preliminary teaching credential. Eighty-nine percent (n=688) completed the survey<sup>2</sup>.

Year	Total Alumni	Number of Respondents	Response rate
2002	55	48	87.3%
2003	67	51	76.1%
2004	68	55	80.9%
2005	69	57	82.6%
2006	90	77	85.6%
2007	85	78	91.7%
2008	75	69	92.0%
2009	84	80	95.2%
2010	85	82	96.5%
2011	95	91	95.8%
<b>Total</b>	<b>773</b>	<b>688</b>	<b>89.0%</b>

**Table 1: Response rates by cohort year**

Credential	Total Alumni	Number of Respondents	Response rate	
<b>Multiple Subject (Elementary)</b>	<b>115</b>	<b>107</b>	<b>93.0%</b>	
<b>Single Subject (Secondary)</b>	<b>Total</b>	<b>658</b>	<b>581</b>	<b>88.3%</b>
	English/ Language Arts	164	146	89.0%
	History/ Social Science	163	137	84.0%
	Mathematics	144	135	93.8%
	Science	122	108	88.5%
	World Language	65	55	84.6%

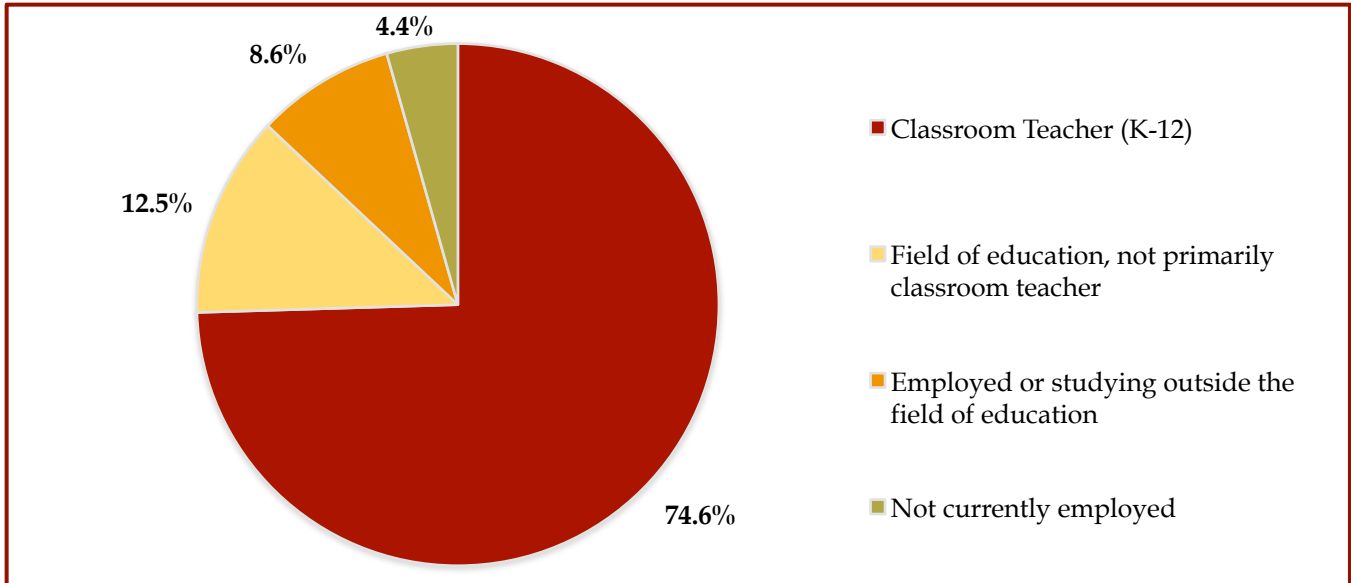
**Table 2: Response rates by type of credential**

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<sup>2</sup> All results are based on respondents' self-report at time of survey (spring, 2012).

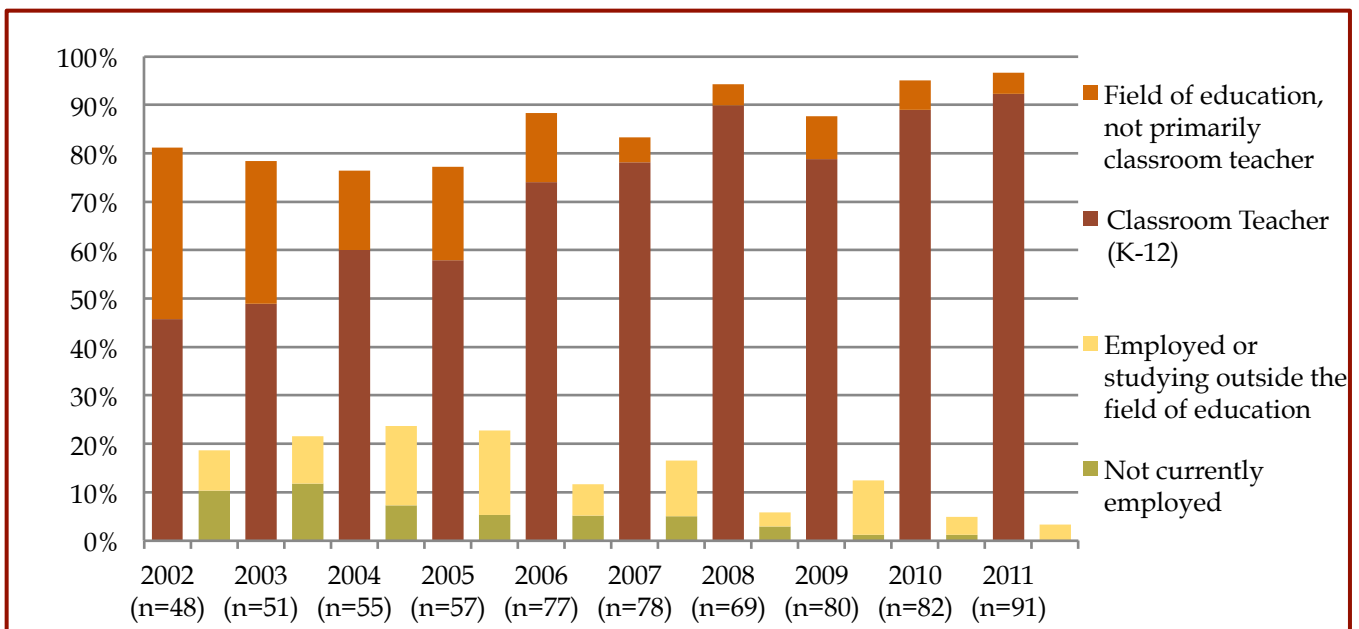
## PROFESSIONAL ROLES

Survey respondents identified their current professional roles. Of the 688 respondents, 74.6% (n= 513) are classroom teachers and 12.5% (n=86) are employed in other education-related positions. 8.6% (n=59) are employed or studying outside the field of education and 4.4% (n=30) are currently not employed.



**Figure 1: Professional roles of STEP graduates (n=688)**

Across the ten years of the survey sample, 87.1% of STEP graduates (with a range of 76.4% to 96.7% by year) are employed in the field of education, either as classroom teachers or in other roles in education.



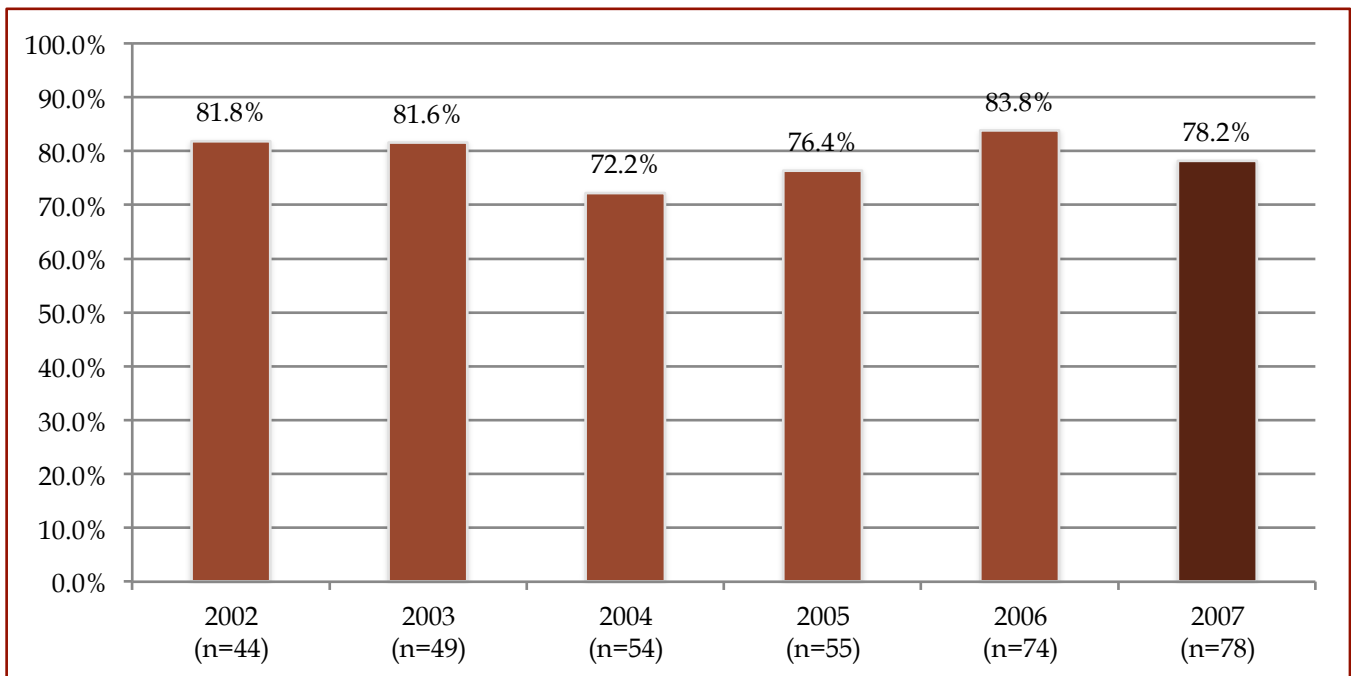
**Figure 2: Professional roles of STEP graduates by year, clustered by those currently employed in the field of education and those not currently employed in the field of education.**

## Five-Year Retention Data

Graduate responses provided us with information about current professional roles at the time of the survey as well as qualitative responses describing their career trajectory. Analysis of these data allowed us to identify if and when graduates left classroom teaching.

Though national estimates of teacher retention vary, as do methodologies and samples, two widely cited studies suggest that roughly 40% of new teachers leave the classroom within the first five years<sup>3</sup>. To compare, we looked at responses of the cohorts in their fifth year or more post-STEP at the time of the survey (2002 to 2007). For the 2007 cohort, we had quantitative data indicating their professional role at the five-year mark. For the other five graduating cohorts, we analyzed qualitative responses about career trajectory to estimate their professional role in their fifth year after STEP

Overall, 79.1% of graduates from these six cohorts were employed as full-time K-12 classroom teachers during their fifth year.



**Figure 3: Percentage of STEP graduates, by class, who were teaching in their fifth year after graduation (n is based on the total number of respondents for whom we could reliably determine fifth year employment).**

<sup>3</sup> See, for example, Boe, E., Cook, L., Sunderland, R. (2007). Teacher turnover: Examining exit attrition, teaching area transfer and school migration. *Exceptional Children*, 75(1), 7-31. And, Ingersoll, R. M. (2003). *Is there really a teacher shortage? A research report* (Document No. R-03-4). Seattle: University of Washington, Center for the Study of Teaching and Policy.

## GRADUATES IN K-12 CLASSROOM TEACHING POSITIONS

The survey offered insights into the school type, context and location of the STEP graduates in classroom teaching positions (n=513).

### School Type

Of the 513 STEP graduates in K-12 classroom teaching positions, 84.6% report working in public schools.

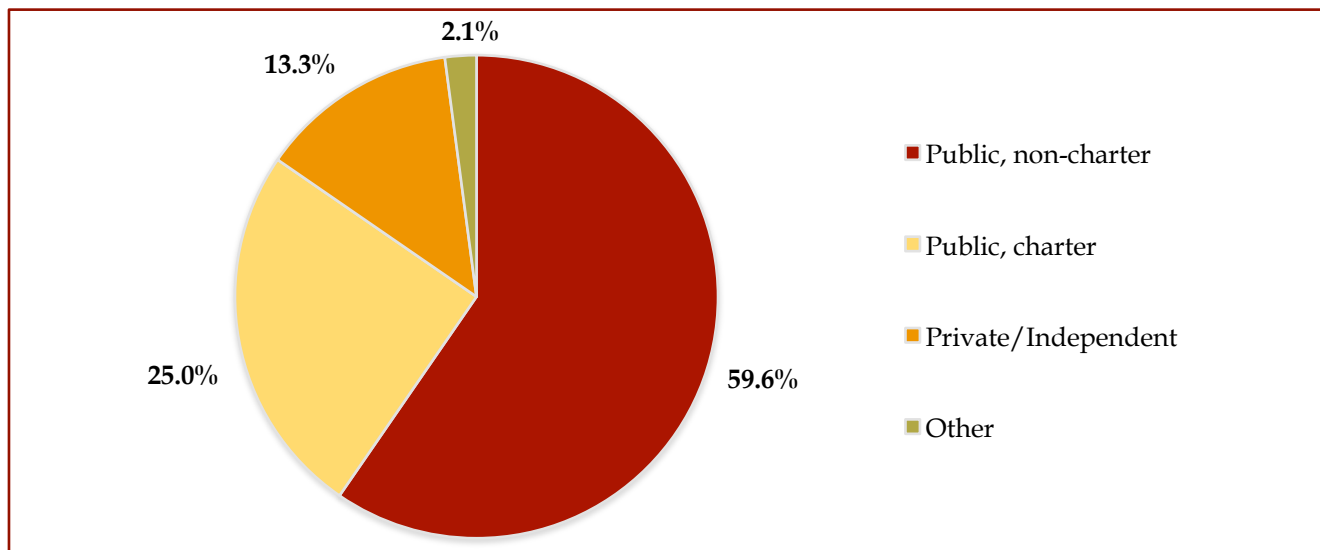


Figure 4: Graduates teaching, by type of school (n=513)

### School Location

STEP graduates reported on the geographical location of their current schools. 83.4% are teaching in California, primarily in the Bay Area (70.1%).

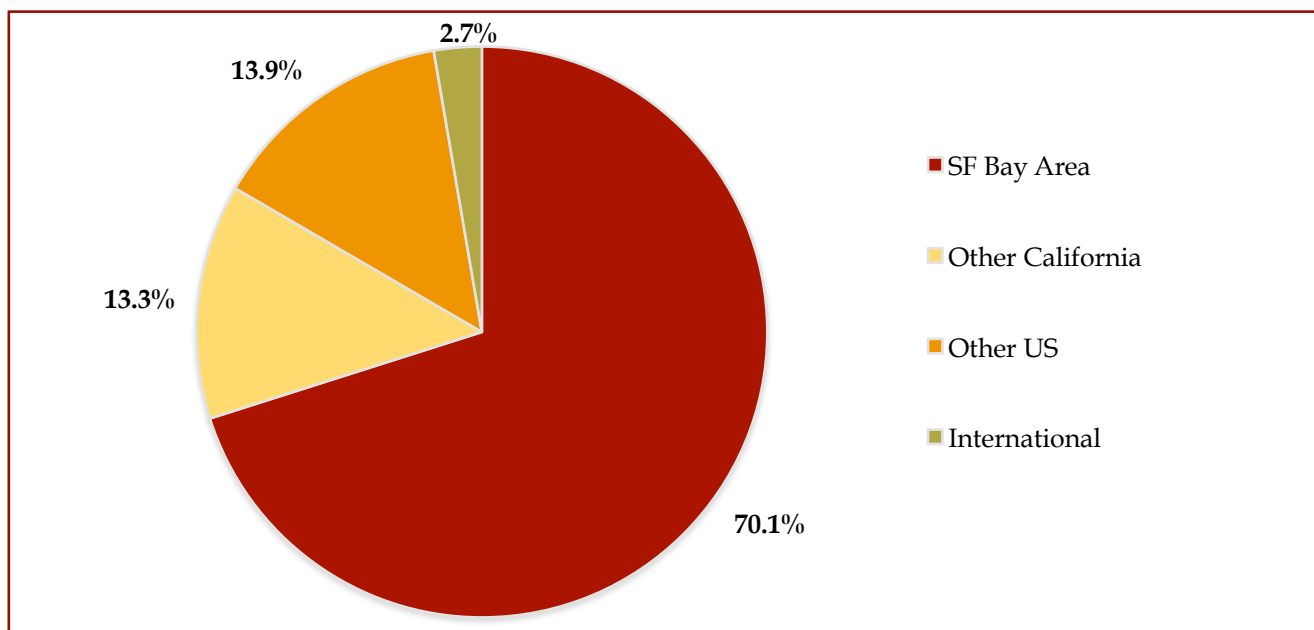


Figure 5: Graduates teaching, by school's geographic location (n=512)

## School Demographics

Graduates provided the school and district name of their current teaching position. We were able to collect additional demographic and socioeconomic data as reported by state and national databases<sup>4</sup> for 420 of 434 graduates teaching in public schools. As one measure of the socioeconomic status of a school's student population, we identified schools receiving Title 1 funds (i.e., 40% or more of their students qualify for free or reduced lunch).

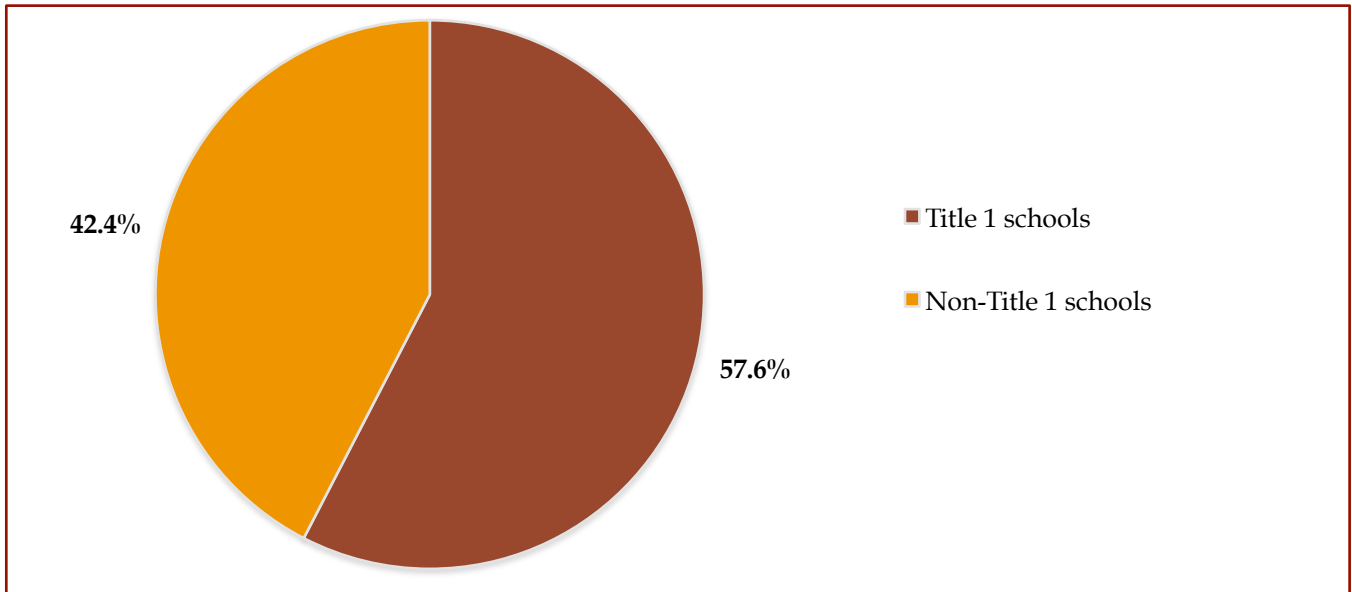


Figure 6: Graduates, by school Title 1 designation ( $n=420$ )

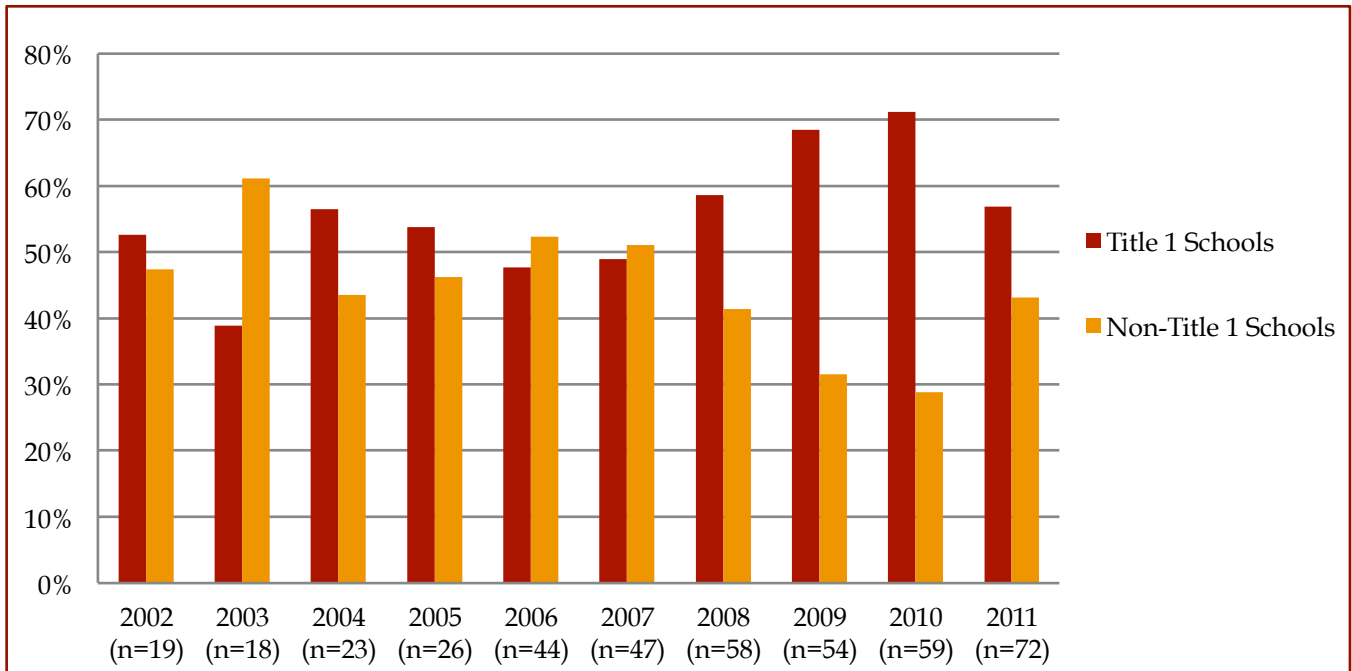


Figure 7: Graduates, by school Title 1 designation, by year ( $n=420$ )

<sup>4</sup> <http://www.ed-data.k12.ca.us/>; <http://nces.ed.gov/ccd/elsi/>; and <http://dq.cde.ca.gov/dataquest>.

## **LEADERSHIP**

STEP graduates in teaching positions report a high rate of participation in leadership roles in and beyond their classrooms. Of the graduates who are currently teaching (n=513), 95.7% (n=509) have assumed at least one of the following leadership roles:

<b>Type of leadership role</b>		<b>%</b>	<b>n</b>
Student focused	Sponsor any student groups, clubs or organizations	62.2%	319
	Coach a sport	16.4%	84
School/district focused	Serve as a department lead or chair	23.6%	121
	Serve on a school-wide or district-wide committee or task force	58.5%	300
	Serve as a curriculum specialist	13.1%	67
	Participate in a school reform or improvement committee	42.5%	218
	Serve as a teacher on special assignment (e.g., district literacy or math coach, BTSA coach, curriculum resource specialist)	10.3%	53
	Plan or conduct professional development	44.1%	226
	Participate in curriculum development	76.2%	391
Community-focused	Participate in community outreach	33.5%	172
	Participate in fundraising or charity events	43.7%	224
Other	Participate in starting or leading a new school, program, company or non-profit	22.0%	113
	National Board for Professional Teaching Certification	9.6%	28

**Table 3: STEP Graduates in leadership roles**

Of note, 42.5% of graduates report participating in school reform efforts and 22% report leading or supporting efforts to start new schools, programs, or organizations. 9.6% of eligible graduates report National Board certification<sup>5</sup>. Nationally, 3% of teachers are board certified<sup>6</sup>.

<sup>5</sup> National Board Certification requires three or more years of teaching experience. Thus, we report here on responding alumni from 2002 to 2008 who are still teaching (N=293).

<sup>6</sup> <http://www.nbpts.org/nbcts/next-25-years-national-board>.

## GRADUATES IN OTHER ROLES IN EDUCATION

Eighty-six STEP graduates (12.5%) are employed in the field of education, not primarily as a classroom teacher. Graduates in this category provided a description of their current professional position. We coded their responses into one of six categories: administrator; teacher support/coach; graduate student in education; tutor or after-school instructor; professor or supervisor in higher education; or other.

Over half of the graduates not in classrooms (54.6%) are in administrative or other teacher support positions.

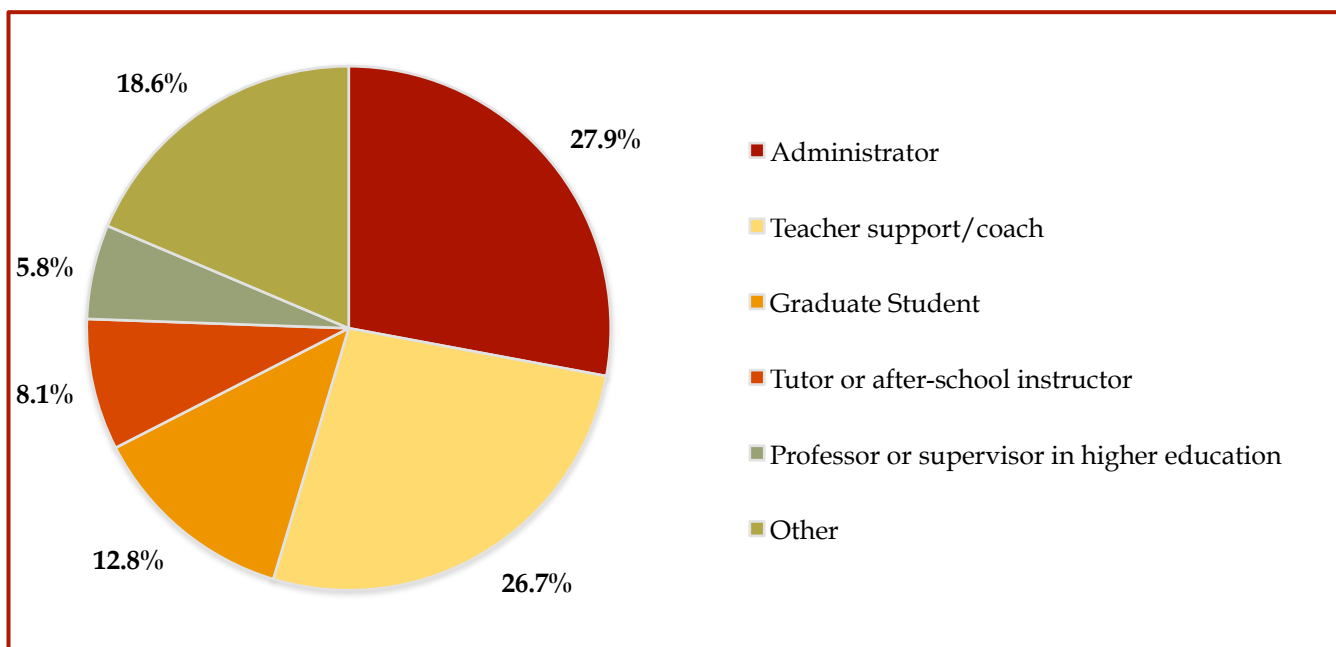


Figure 8: Graduates in education (not K-12 classroom teaching), by type of position (n=86)

## GRADUATES IN POSITIONS OUTSIDE OF EDUCATION

Fifty-nine STEP graduates (8.5%) are employed in fields other than education.

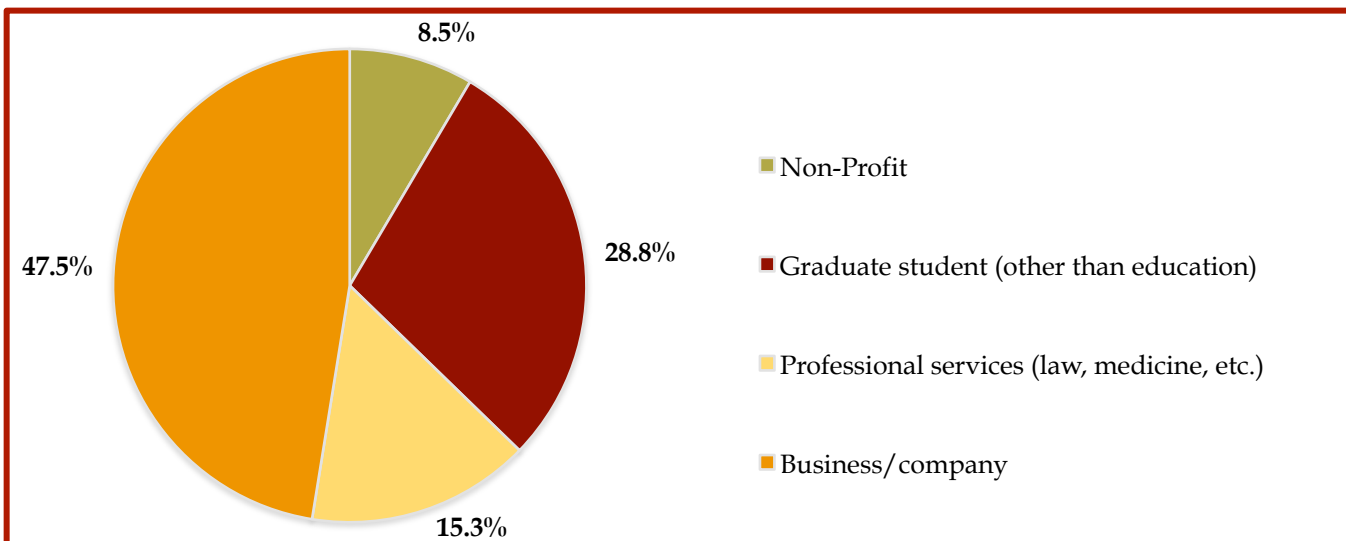


Figure 9: Graduates who are not in education, by type of position (n=59)



## **NEXT STEPS**

In addition to the above reported analyses, in the coming months we will be looking more closely at additional data provided by STEP graduates in this survey. The following are among our likely avenues of exploration:

- Analyzing graduates' career pathways to better understand the nature of career changes. From these data, we will build in-depth career profiles.
- Looking more closely at the demographic contexts of the schools in which graduates teach (EL populations, student race/ethnicity, etc.).
- Exploring in more depth some profiles of STEP graduates in leadership roles.