

GOOGLE SCHOLAR QUERIES:

1) Recruitment

*6.12.06 Search Parameters:

STEM Teacher recruitment:

Google (700,000 records)

Google Scholar (5,300 records)

“STEM teacher recruitment”

Google Scholar (1 record).

Relevant Results From Records 1-100 of the highlighted search

The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription

Richard M. Ingersoll from: <http://bul.sagepub.com/cgi/content/abstract/86/631/16>

NASSP Bulletin, Vol. 86, No. 631, 16-31 (2002)

DOI: 10.1177/019263650208663103

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This article investigates the possibility that the organizational characteristics and conditions of schools are driving teacher turnover. The data used in this investigation come from the Schools and Staffing Survey and its supplement, the Teacher Follow-up Survey, conducted by the National Center for Education Statistics (NCES, 1996). This analysis indicates that the amount of turnover accounted for by retirement is relatively minor when compared with that associated with other factors such as teachers' job dissatisfaction and teachers' pursuit of other jobs. In fact, school staffing problems are not principally due to teacher shortages; they do not seem to stem from an insufficient supply of qualified teachers but from an excess demand. The data indicate that a revolving door exists, that large numbers of qualified teachers are departing their jobs for reasons other than retirement. Popular education initiatives, such as teacher recruitment programs, will not solve schools' staffing problems if they do not also address the organizational sources of low teacher retention.

Absence Unexcused: Ending Teacher Shortages in High-Need Areas

Author(s): [Beatriz Chu Clewell](#), [Ana Maria Villegas](#)

Other Availability: [PDF](#) | [Order Online](#) | [Printer-Friendly Page](#)

Posted: December 01, 2001

Citation URL: <http://www.urban.org/url.cfm?ID=310379>

Short version: http://www.urban.org/UploadedPDF/310379_AbsenceUnexcused.pdf

Long version: http://www.urban.org/UploadedPDF/410601_Pathways.pdf

The Pathways to Teaching Careers Program was evaluated over the course of six and a half years, beginning in 1994. Although the evaluation was divided into components—summative, process, and formative—this report focuses on the

summative component. Results of the formative and process evaluations have been reported elsewhere.¹¹ The summative evaluation was designed to collect data over a six-year period to answer the following questions:

1. Did the Pathways Program meet its overall recruitment goals?
2. Have Pathways participants remained in the program through completion and certification? Once they completed the program, did they work in targeted districts?
3. Are Pathways graduates good teachers?
4. Do Pathways graduates remain in teaching longer than the typical novice teacher?

To answer these questions, we collected data mainly through surveys of participants, program staff, teaching supervisors, and principals. Performance assessment data were also collected by evaluation staff. To this end, five surveys were administered each year.¹² In years four and five we collected data on Pathways graduates who had completed the program three or more years earlier to determine their retention in teaching over a three-year period. Data were stored in a complex relational database that could be converted to SAS for analysis.

New Teacher Staffing and Comprehensive Middle School Reform: Philadelphia's Experience

Elizabeth Useem (2001): http://www.philaedfund.org/pdfs/60_tchrs_rpt.pdf

Abstract

This study examines the problem of teacher recruitment, preparation, and retention in the context of schoolwide reform in seven of Philadelphia's 43 middle schools. The seven schools are implementing the Talent Development Middle School model of Johns Hopkins University's Center for Research on the Education of Students Placed at Risk (CRESPAR), one of the most promising national designs for urban middle school improvement. Data from interviews of all teachers (60) new to the schools in 1999-2000 confirm the long-held perception in the city that teachers assigned to middle schools are disappointed in their placement and ill-prepared for their placement. They were grateful for the training and mentoring they got from the Talent Development program, experiences that significantly increased their commitment to staying in the school. However, concerns about the District's residency requirement, salary, discipline, supplies, and other factors were prompting large numbers of them to seek employment elsewhere.

Eight Questions on Teacher Recruitment and Retention: What Does the Research Say?

Michael Allan, September, 2005

BASED UPON RESEARCH REVIEWS BY
CASSANDRA GUARINO, LUCRECIA SANTIBAÑEZ,
GLENN DALEY AND DOMINIC BREWER,
RAND
AND BY
RICHARD INGERSOLL AND JEFFREY KRALIK,
UNIVERSITY OF PENNSYLVANIA

<http://www.ecs.org/html/educationissues/teachingquality/trrreport/home/TeacherRecruitmentRetention.pdf>

At least since the publication of *A Nation At Risk* in 1983, there has been widespread recognition by policymakers, educators and the American public that all children do not have the top-notch teachers they need to realize their full potential as learners. While even children who attend the highest-performing schools have, from time to time, teachers who simply don't measure up, the situation for children from low-income families is often reprehensible. High-poverty, lowperforming schools suffer from severe teacher turnover, which increases the atmosphere of failure; they have far fewer accomplished, veteran teachers; and the qualifications of their faculty, especially in science and mathematics, are often marginal at best. Addressing these problems requires (1) a thorough and accurate understanding of the characteristics of the teacher workforce and the impact those characteristics have on teachers' decisions to enter and remain in teaching and their success in the classroom; and (2) a repertoire of effective strategies for recruiting, supporting and retaining an adequate supply of good teachers and deploying them to every classroom in the nation. What follows is a summary of the findings of a report by the Education Commission of the States (ECS) designed to do just that: Help policymakers gain a better understanding of both the nature of the teacher workforce and of promising recruitment and retention strategies. To that end, ECS reviewed 91 studies on teacher recruitment and retention in search of answers to eight questions that are of particular importance to policy and education leaders. While empirical research is not the only important source of information and is not by itself a sufficient basis for policy, policies that are not grounded in the best research are likely to miss the mark and fall short of solving the problems they were intended to address.

The Retention and Qualifications of New Teachers In Philadelphia's High-Poverty Middle Schools: A Three-Year Cohort Study (2003)

Elizabeth Useem Philadelphia Education Fund

Paper presented at the annual conference of the Eastern Sociological Society, March 1, 2003, Philadelphia, Pennsylvania.

<http://www.philaedfund.org/pdfs/THE%20RETENTION%20AND%20QUALIFICATIONS%20OF%20NEW%20TEACHERS.pdf>

This study examines the retention of new teachers who began their careers in seven of Philadelphia's high-poverty middle schools during the 1999-2000 school year. The 60 teachers who were new to the School District of Philadelphia at these seven schools were interviewed during their first year and were re-interviewed during the following two years if they remained at their original school.¹ The employment status of the 60 teachers in the District was tracked into their fourth year (2002-2003). The seven schools were implementing the Talent Development Middle School model developed by Johns Hopkins University. The study's findings assume special salience given the requirement of *No Child Left Behind* that all children be taught by highly qualified teachers. **Key Findings:**

- Fifty-seven percent of the teachers who were hired for the 1999-2000 school year were still teaching in one of the system's schools during 2002-2003.

- Though 57 percent of the teachers remained in the District, only 19 out of the 60 teachers (32 percent) remained at their original schools. The retention rate varied significantly by school.
- Of the 19 teachers who remained at their original schools after three years, only 32 percent said they could see themselves staying in the school another five to ten years. Three fourths said they would leave the system if offered an acceptable job in another district.
- Low salary was the chief source of dissatisfaction among these new teachers, followed by student discipline/school climate issues. Teachers were also concerned about the lack of tuition reimbursement, the city's wage tax, insufficient materials and equipment, and large class sizes. Schools where teachers were satisfied with the performance of the school's administrative team had lower turnover rates.
- Teachers appreciated the ongoing support they received from Talent Development coaches and trainers, and believed they had developed expertise in a subject area due both to the training and to Hopkins-recommended rostering practices that constrained the number of subjects and grade levels they were teaching.

Quest for Quality: Recruitment, Retention, Professional Development, and Performance Evaluation of Teachers and Principals in Baltimore City's Public Schools (McConney et al.)

JOURNAL OF EDUCATION FOR STUDENTS PLACED AT RISK, 8(1), 87-116
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http://www.leaonline.com/doi/pdf/10.1207/S15327671ESPR0801_5

This article rests in the context of the 2001 evaluation of Baltimore City Public School System's (BCPSS) 5-year-old reform effort, conducted by Westat and its collaborators.² In that context, the article describes findings on key human resource issues for the BCPSS. Briefly, the part of the evaluation on which this article is based was charged with appraising the success of efforts to improve the quality, stability, and effectiveness of the BCPSS instructional workforce (teachers and principals).

Generalizations in Teacher Education: Seductive and Misleading

DH Gitomer, AS Latham - *Journal of Teacher Education*, 2000

<http://jte.sagepub.com/cgi/content/abstract/51/3/215>

Journal of Teacher Education, Vol. 51, No. 3, May/June 2000 215-220

© 2000 by the American Association of Colleges for Teacher Education

The authors contend that the temptation to generalize about the problems and potential solutions facing teacher education are often simplified to the point of being misleading. Sensible policy decisions based on research findings require that attention be given to the complex profile of supply and demand and teacher ability; these issues should be explored in consideration of local demand and specific content-area needs. The authors posit that the academic ability of teachers is not adequately characterized by broad generalizations; teachers who achieve licensure in specific content areas appear to have much stronger academic profiles than those who achieve elementary, physical, and special education licenses. The mere act of raising passing standards for teacher licensure tests will not achieve desired effects unless serious attention is given to the recruitment and retention of highly qualified candidates, with particular emphasis on actions necessary to develop a demographically diverse teaching force.

Educational Defectors: A First Look at Teacher Attrition in the NLS-72

Barbara Heyns

Educational Researcher, Vol. 17, No. 3. (Apr., 1988), pp. 24-32.

Stable URL: [http://links.jstor.org/sici?sici=0013-](http://links.jstor.org/sici?sici=0013-189X%28198804%2917%3A3%3C24%3AEDAFLA%3E2.0.CO%3B2-A)

[189X%28198804%2917%3A3%3C24%3AEDAFLA%3E2.0.CO%3B2-A](http://links.jstor.org/sici?sici=0013-189X%28198804%2917%3A3%3C24%3AEDAFLA%3E2.0.CO%3B2-A)

Abstract

Teacher retention has become a policy issue of considerable concern; it is, however, a more complex topic than is generally recognized. The fifth follow-up of the National Longitudinal Study, 1972, completed in 1986, included a supplemental questionnaire that was sent to past and present elementary and secondary school teachers, as well as to those who had been trained but had never taught. The data permit the first analysis of teacher attrition based on a national sample that has been followed for a decade or more of professional experience. These data suggest that retention among teachers has increased during the last decade and that the ability and qualifications of teachers have not declined over time. Moreover, former teachers are more likely to have left relatively good schools, in favorable locations, rather than problem schools. Paradoxically, although enhancing teachers' professional status and improving public schools are indisputably worthwhile goals, they may not reduce teacher attrition.

The Power of Their Presence: Minority Group Teachers and Schooling

Alice Quioko; Francisco Rios

Review of Educational Research, Vol. 70, No. 4. (Winter, 2000), pp. 485-528.

Stable URL: [http://links.jstor.org/sici?sici=0034-](http://links.jstor.org/sici?sici=0034-6543%28200024%2970%3A4%3C485%3ATPOTPM%3E2.0.CO%3B2-3)

[6543%28200024%2970%3A4%3C485%3ATPOTPM%3E2.0.CO%3B2-3](http://links.jstor.org/sici?sici=0034-6543%28200024%2970%3A4%3C485%3ATPOTPM%3E2.0.CO%3B2-3)

Abstract

This review focuses on the experiences of minority group teachers as they move into teacher credential programs and then into the teaching profession. Research reports published between 1989 and 1998 were considered if they focused on the experiences of preservice and in-service minority group teachers in public school contexts. After a descriptive synthesis provides a snap-shot of the actual experiences of minority group teachers in schooling, a social justice framework is used to guide teacher educators and school-based professionals in their construction of robust recruitment and retention programs. This review demonstrates the power of the presence of minority group teachers but also demonstrates the obstacles to full realization of their potential. Perhaps the opportunity to imagine the possibilities of schooling in the context of making a real difference in students' lives is the catalyst minority group people need to enter and remain in the teaching profession.

Evaluating a model of research-based practices for teacher preparation in a physics department: Colorado PhysTEC
N. Finkelstein, C. Turpen, S. Pollock, M. Dubson, S. Iona, C. Keller, and V. Otero

http://www.colorado.edu/physics/EducationIssues/phystec/perc_final.pdf

University of Colorado at Boulder

Department of Physics and School of Education

UCB-390 Boulder CO 80309-0390

Abstract. We describe and evaluate the first year efforts of the Colorado Physics Teacher Education Coalition (Colorado PhysTEC), which is designed to increase the number and quality of preparation of future pre-college physics teachers. The Colorado PhysTEC program partners the Department of Physics, School of Education, and other University of Colorado programs (particularly STEM-Colorado), with local schools and K12 physics teachers. We report on efforts to engage students in transformed teaching practices, programs to create educational partnerships among all of the participants, and research that documents local educational practices and larger features of sustainable and scalable educational transformations.

ED100907 The Salem Teacher Education Model: STEM; A Modular Follow-Through Approach within a Field-Laboratory Model.

[Spears, John](#); [McAllister, Gary](#) (1974)

The Salem Teacher Education Model (STEM) is a cooperative endeavor by Salem College, West Virginia, in partnership with the Harrison County Teacher Education Center and four West Virginia Public School Systems to design the best possible educational opportunities for pre-student teachers, student teachers, and teachers in West Virginia. STEM was designed to contribute toward a solution of the recruitment-retention problem, to utilize and maximize the talents of the students, and to build a more comprehensive teacher education program. The curriculum design is a totally modular, professional, laboratory- and field-oriented model encompassing a complete preservice screening device, cocurricular minimodular experiences, and an accountability instrument for evaluation purposes. The objectives of the program can be placed in four goal categories: (a) providing diagnostic, laboratory, field, and clinical experiences for the pre-student teacher with emphasis on the practical aspects of teaching; (b) providing preservice experiences for the student teacher with emphasis on experimental and innovative programs; (c) encouraging personal enrichment through a series of intermittent miniclinical experiences; (d) following through in a program that consists of a component to help new teachers face and solve beginning teacher problems; and (e) providing a school services program for cooperating school systems emphasizing skill development for public school teachers. (Author/HMD)

PREPARING SCIENCE AND MATHEMATICS TEACHERS FOR GRADES 7-12: A COMMUNITY OF SCHOLARS AT WORK

Peter Sheppard, Frank Cartledge, Louisiana State University

In response to the critical shortage of qualified science, technology, engineering and mathematics (STEM) teachers, Louisiana State University (LSU) faculty from education, mathematics, and the sciences have collaborated to create a unique 4-year undergraduate program that allows participants to obtain both a bachelor's degree in a STEM discipline as well as complete all the necessary secondary teacher certification requirements. This

program, referred to as *STEP thru STEM*, represents unprecedented collaboration among STEM faculty, education faculty and the East Baton Rouge Parish School System, among others. Preliminary data indicate the key components to the success of this nontraditional pathway to teaching include recruitment, effective mentor teachers, and continuous collaboration.

Recruiting and Retaining Teachers: Keys to Improving the Philadelphia Public Schools

Susan Watson (May 2001)

TEACHER SUPPLY AND DEMAND

<http://www.cpre.org/Publications/children01.pdf>

by the Consortium for Policy Research in Education

Findings

- The School District of Philadelphia has a teacher shortage and high demand for teachers in the following areas: special education, mathematics, science, English as a second language, early childhood education, elementary education, bilingual education, and substitute teachers.
- The District has a shortage of minority teachers. The current ratio is one minority teacher for every 2.2 minority students. The District ratio is the same as the average for central city schools nationally, according to 1993-1994 SASS data.
- The overall number of teachers certified in Pennsylvania far exceeds the number required to staff the schools. A total of 24,000 teaching certificates were issued to graduates of 90 Pennsylvania colleges in 1996. The School District of Philadelphia needs to employ about 13,000 teachers over a nine-year period, so the problem is not a lack of supply, but a lack of willingness of new graduates to teach in District schools.
- There is a shortage, however, of teachers specifically trained to teach in middle schools. Only three of 19 local institutions offer middle school teacher preparation programs.
- Teacher turnover is a significant factor contributing to the teacher shortage in Philadelphia.

Recommendations

- Colleges should do more to prepare students to teach in urban settings and to offer flexible scheduling and alternative routes to licensure.
- Colleges need to actively recruit teachers of color.
- The District should implement strategies that support new teachers in the early years of their careers. This should reduce teacher turnover and have a significant impact on reducing the teacher shortage. [Note: The Philadelphia teachers' contract signed in the fall of 2000 allows for new teachers to stay in the same school for three years, which partly addresses this issue raised by the author.]

[Workplace Conditions and the Rise and Fall of Teachers' Commitment](#)

Susan J. Rosenholtz; Carl Simpson

Sociology of Education, Vol. 63, No. 4. (Oct., 1990), pp. 241-257.

Stable URL: <http://links.jstor.org/sici?sici=0038->

0407%28199010%2963%3A4%3C241%3AWCATRA%3E2.0.CO%3B2-O

Abstract

Six organizational conditions of schools, identified from a review of the social-psychological literature on job design, are found to affect the job commitment of 1,213 teachers from 78 elementary schools throughout Tennessee. The authors divide organizational qualities into those that impinge on the tasks of defining boundaries and implementing the professional teaching task and those that directly affect the core instructional role of the teacher. They find that novice teachers' commitment is influenced more by organizational supports for the management of boundary issues, while experienced teachers are influenced more by organizational qualities that affect the core instructional tasks. They also find that midcareer teachers have a lower commitment to their jobs and place a greater emphasis on task autonomy than do either novices or veterans.

Strengthening California's Teacher Information System

Camille E. Esch

Patrick M. Shields

Viki M. Young (2002)

<http://www.cftl.org/documents/CFTLdatabasepdf.pdf>

The Center for the Future of Teaching and Learning

Research conducted by SRI International

This policy brief is based on the experience and insight gained by The Center for the Future of Teaching and Learning (CFTL) and SRI International (SRI) in their joint efforts to document the status of the teaching profession in California and related public policy issues. Over the last four years, these efforts have led to a series of reports on the status of the teaching profession in California. This work has been carried out with cooperation and guidance from a key group of co-sponsors that include The California State University Institute for Education Reform; Policy Analysis for California Education; University of California, Office of the President; and WestEd. These efforts have provided critical information to policymakers and the general public on the status of the teaching profession in California. However, they also have revealed significant gaps in the teacher workforce data that are collected and reported at the state level. In our interactions with policymakers over the years, we frequently have been asked important questions about the teacher workforce that simply cannot be answered due to the inadequacy of state-level data. Despite extensive efforts to secure, link and analyze special data from key state agencies, few answers have emerged. In our work with available state data, we have developed a thorough understanding of their shortcomings and what changes could be made to increase their usefulness. The intent of this policy brief is to call attention to simple, straightforward ways in which our current system of data collection can be improved to provide answers to policymakers' most pressing questions about the teacher workforce.

International Journal of Qualitative Studies in Education

Issue: Volume 15, Number 3 / May 01, 2002

Pages: 269 - 290

URL: [Linking Options](#)

DOI: 10.1080/09518390210122845

African-American women's decisions to become teachers: sociocultural perspectives

Audrey D. McCray , Paul T. Sindelar , Karen K. Kilgore , Lavonne I. Neal

Abstract:

In this study the authors describe sociocultural and school-related factors that influenced African-American women's perceptions of teaching and decisions to teach. Surveys were conducted of the participants' demographic and background characteristics, and life histories were developed that focused on early experiences with the family, in the community, and at school and how these experiences influenced their perceptions of teaching. These data revealed that the mother, women in the community, and female teachers were significant influences on the participants' decisions to teach. Moreover, their experiences and interpretations of these experiences have shaped their images of good teaching as shared, culturally responsive mothering. The participants' life histories further revealed that as their conceptions of good mothering and good teaching crystallized, their reasons for teaching transcended altruism and a love for children, resulting in perspectives on caring, and a sense of responsibility for the school success of all students. The authors suggest that improved understanding about African-American prospective teachers' lived experiences that give rise to their perceptions of and purposes for teaching hold implications for teacher education and African-American teacher recruitment and retention efforts.

Social and Institutional Analysis

The Big Picture: An Inquiry into the Motivations of African-American Teacher Education Students to Be or Not to Be Teachers

Carla Cooper Shaw

American Educational Research Journal, Vol. 33, No. 2. (Summer, 1996), pp. 327-354.

Stable URL: <http://links.jstor.org/sici?sici=0002-8312%28199622%2933%3A2%3C327%3ATBPAlI%3E2.0.CO%3B2-5>

Abstract

The current study investigates the motivations of African Americans with regard to precollege teaching as a career. The study's participants are one female and one male African American, both of whom had strongly considered pursuing secondary certification at the graduate level but decided instead to pursue

doctorates in order to teach at the college level. The study, which extended over the course of nearly a year, is narrative life history and as such situates the lives of the individual participants within broader societal and cultural contexts. This article presents condensed versions of Vera's and Van's life stories from childhood up until they decided to forego precollege teaching. Their reasons for initially considering and ultimately deciding against teaching are discussed, as are their views about the reasons for the scarcity of African Americans entering teaching. The article continues with an interpretation of the study's findings in light of relevant research and theory. Finally, building on this interpretation, a tentative explanation of possible attractions and deterrents to teaching for African Americans is developed. Central to this explanation are reinterpretations of Lortie's (1975) themes of service and continuation and the addition of a new theme: social, political, and historical forces which may operate at an individual, psychological level.

Title: *TEACHER RETENTION: WHY DO BEGINNING TEACHERS REMAIN IN THE PROFESSION?* , By: Inman, Duane, Marlow, Leslie, Education, 0013-1172, June 1, 2004, Vol. 124, Issue 4
Database: *EBSCO MegaFILE*

TEACHER RETENTION: WHY DO BEGINNING TEACHERS REMAIN IN THE PROFESSION?

As beginning teachers continue to leave the profession within the first several years of entering, educators must identify factors which cause teachers to remain in the profession, as well as factors related to attrition if the current teacher shortage is to be remedied. The purpose of this study was to examine the reported attitudes of beginning teachers in order to identify perceived positive aspects of teaching as factors which may lead to teacher retention. The sample, which comprised part of an ongoing study seeking to survey teachers within various areas within the United States, was composed of teachers from randomly selected schools in Georgia. The Professional Attitude Survey, a 10 item survey instrument designed to gather information regarding 21 characteristics related to teacher career stability, was sent to the teachers of randomly selected schools. Teachers were requested to respond to questions related to demographics, teacher background, reasons for remaining in the profession, and job satisfaction. Retention factors identified by the participants are discussed and recommendations for retention are provided for teacher education programs, administrators, and the community.

Continuing concern in the education field, as well as in the United States and society at large, is centered on the high rate at which beginning teachers leave the profession. Over the years studies have revealed that most teachers who leave have fewer than 10 years of teaching experience. Many reports indicate 25%-50% of beginning teachers resign during their first three years of teaching (Voke, 2002; Fleener, 2001; NEA, 2001; NCES, 1999; Haselkorn, 1994). Other

reports state that nearly ten percent leave in their first year (Recruiting New Teachers, Inc., 2000). While accurate measures of teacher attrition are important if school systems, administrators, and potential teachers are to effectively plan for the coming years, the need to identify factors which cause teachers to remain in the profession is perhaps of greater importance (see end notes).

WANTED: A NATIONAL MANPOWER POLICY FOR EDUCATION

<http://www.ecs.org/clearinghouse/46/34/4634.doc>

By Linda Darling-Hammond and Gary Sykes

Education Committee of the States

July 2003

While much can be learned from state and local successes, such cases are the exceptions to the rule. They stand out amid widespread use of underprepared teachers and untrained aides, mainly for disadvantaged children in schools that suffer from poor working conditions, inadequate pay and high teacher turnover. While much that must be done lies at the state, district and even school level, the federal government has a critical role to play, focused on three goals:

1. Enhancing the supply of qualified teachers targeted to high-need fields and locations
2. Improving retention of qualified teachers, especially in hard-to-staff schools
3. Creating a national labor market by removing interstate barriers to mobility.

This can be accomplished by drawing in part on the federal experience with medical manpower programs. Since 1944, the federal government has subsidized medical training and facilities to meet the needs of underserved populations, to fill shortages in particular fields and to increase diversity in the medical profession.ⁱ The federal government also collects data to monitor and plan for medical manpower needs. This consistent commitment, on which the nation spends hundreds of millions of dollars annually, has contributed significantly to America's world-renowned system of medical training and care.

Although the teacher labor market is also vital to the nation's future, federal efforts in this area have tended to be modest, fragmented and inconsistent over time.ⁱⁱ The federal government has periodically adopted programs to enhance teacher supply, but these have not continued on the scale and with the targeting needed to address the problems noted. There has been little investment in developing a national system to monitor and adjust the teacher labor market.ⁱⁱⁱ There have been scarce efforts to develop the capacity of training institutions to ensure teacher supplies in high-demand locales and fields. And there has been no serious attempt to establish comprehensive federal-state partnerships like those created to meet specific health-field shortages.

Thus, a series of measures to create a federal teacher manpower program that substantially addresses the real teacher problems faced would be advised. The general strategy is to supply grants to individuals and institutions, with funds concentrated where

they are needed most, where they will create new institutional capacity and where they will work to relieve the maldistribution of teaching talent.

Work in progress: successes and lessons learned from a GK-12 NSF Grant project

[Kinne, D.](#) [Kukreti, A.R.](#) [Fowler, T.W.](#) [Davis, K.](#) [Islam, S.](#) [Miller, R.A.](#) [Prather, E.N.](#) [Soled, S.W.](#)

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http://ieeexplore.ieee.org/xpls/abs_all.jsp?arnumber=1408768

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Abstract

This paper presents the lessons learned as a result of the NSF funded GK-12 fellows project STEP - science and technology enhancement program, which is designed to educate, nurture, and encourage university engineering, science, mathematics, and education students in secondary math and science instruction. The students are trained and expected to bring their experiences and knowledge as well-developed activities into urban and sub-urban schools in the greater Cincinnati area. This paper presents the lessons learned related to the training, recruitment, and selection of the graduate fellows.

A Review of Literature On Beginning Teacher Induction By Elizabeth Whisnant, Kim Elliott, and Susan Pynchon Prepared for the Center for Strengthening the Teaching Profession July 2005

http://cstp-wa.org/Navigational/Policies_practices/Teacher_induction/A_Review_of_Literature.pdf

In the pages that follow, information culled from a widespread review of studies on various aspects of teacher induction is presented in four key areas:

1. Program components identified as effective
2. Conditions that help to support and sustain induction efforts
3. Potential benefits of induction programs
4. The role of induction in bridging system gaps

Why some schools have more underqualified teachers than others.

Ingersoll, 2004.

http://muse.jhu.edu/journals/brookings_papers_on_education_policy/v2004/2004.1ingersoll.pdf

This paper includes both analyses by Ingersoll and rebuttal statements by Caroline Hoxby and Adam Scrupski

This analysis seeks to build on earlier work by empirically exploring the reasons that particular kinds of schools have more or less out-of-field teaching. It investigates the relationships between the degree of out-of-field teaching in schools and a number of possible factors suggested by the teacher deficit perspective, such as the extent to which schools experience difficulties in recruiting qualified teaching staff for their teaching job openings, and suggested by an organizational and occupational perspective, including a number of administrative practices and organizational characteristics.

2) Retention

*6.12.06 Search Parameters:
<u>STEM Teacher retention:</u>
Google (454,000 records)
Google Scholar (6,360 records)
<u>“STEM teacher retention”</u>
Google Scholar (0 records).

Relevant Results From Records 1-100 of the highlighted search.

Project Launch and Teacher Retention Over Time

Mary M. Harris August Ritter

<http://www.coe.unt.edu/meadowschair/docs/TeacherAttrition-andMigration-fromProjectLaunchSchools.doc>

Abstract

Although the literature includes many reports of teacher induction programs, and although teacher retention is typically cited as a reason for such programs, evidence about the relationship of new teacher support programs to teacher retention is sparse. Short and long term retention data were collected for four years after the inception of Project Launch, an induction program sponsored by a regional teacher center, six universities, and member school districts. Project Launch includes a yearlong mentoring component, 4 daylong large group sessions, and action plans carried out by partner teachers. Retention of participants after the first year of teaching was no better than the national average. Retention of participants who had completed more than 2, 3, and 4 years of teaching

exceeded national averages. Related findings and their implications for support of induction programs are explored.

How Professional Development, Teacher Satisfaction and Plans to Remain in Teaching are Related: Some Policy Implications

Jay Parkes

Joseph J. Stevens

September, 2000

<http://www.unm.edu/~parkes/retention.pdf>

©2000 Albuquerque Public Schools/University of New Mexico/Albuquerque Teacher Federation Partnership

Abstract

Each year, thousands of teachers become dissatisfied with teaching and leave the profession. In a climate of increasing demands for qualified teachers, stemming this flow would be immensely helpful. This report discusses the findings of a survey of teachers in a large city in the Southwestern United States that suggest that the usefulness of professional development activities can influence teacher satisfaction and plans to remain in teaching. Based on these results, policy makers should look to enhancing professional development as a key strategy in influencing teacher satisfaction and commitment.

Retention of New Teachers in California

Deborah Reed Kim S. Rueben Elisa Barbour

2006

http://www.ppic.org/content/pubs/report/R_206DRR.pdf

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Abstract

In the continuing effort to raise the academic performance of public schools, improving teacher retention could be an important strategy for California. Keeping new teachers in the classroom could improve academic performance, because experienced teachers are, on average, more effective at raising student test scores. Better retention of teachers could also ease the shortage of fully credentialed teachers in California public schools, because experienced teachers are more likely than new teachers to have full credentials. Thus, retaining teachers could make it less difficult for California to meet the teacher qualification requirements of the federal No Child Left Behind (NCLB) Act. The purpose of this study is to increase understanding of teacher retention in California and of the public policies that could improve it. To that end, the report • examines patterns of new teacher retention in public schools, from both the statewide and district perspectives; • examines the effects of two policies to improve retention, as well as the consequences of class size reduction; and • explores the relationship between teacher retention and the shortage of fully credentialed teachers, especially in high-poverty districts, where that shortage is most severe.

TEACHER INDUCTION IN THE MIDWEST:

Illinois, Wisconsin, and Ohio

Lora Bartlett, Lisa Johnson, Diana Lopez, Emily Sugarman and Marguerite Wilson.

May, 2005

New Teacher Center, University of CA, Santa Cruz

http://www.newteachercenter.org/norti/docs/Bartlett_Johnson_Lopez_Sugarman_Wilson_Midwest_Teacher_Induction.pdf

This paper analyzes the findings from a three-state study of teacher induction policy. It looks within and across the states of Illinois, Ohio, and Wisconsin to explore the landscape and experience of teacher induction. Special attention is paid to what is mandated and funded at the state level as well as the enactment of induction in urban school districts.

This paper finds that:

- The focus on induction has recently increased in these three states and that each state's induction policy is in a different place along a developmental continuum.
- States have linked teacher induction to credentialing as an effective policy lever.
- The goals, elements, and outcomes of induction need to be clearly articulated and tracked at the state level to ensure the full potential of induction is realized.
- Effective induction policy balances state guidelines with local autonomy.
- Insufficient funding for new teacher induction can widen the student achievement gap.

The data are based on document reviews and phone interviews conducted between January and April 2005. In each state, we conducted interviews with key policy makers, advisors and those positioned at the state level to be both knowledgeable about and influential in the crafting of induction policy. We also conducted urban district interviews with key district and union leaders. The interviews focused on teacher induction and we asked specifically about: the history and evolution of programs, details of current efforts, descriptions of what is considered most desirable, perceived barriers between current efforts and desired programs, and conceptions of the state's role in orchestrating teacher induction.

Teacher Survival Rates in St. Louis, 1969-1982

Jonathan H. Mark; Barry D. Anderson

American Educational Research Journal, Vol. 22, No. 3. (Autumn, 1985), pp. 413-421.

Stable URL: <http://links.jstor.org/sici?sici=0002->

[8312%28198523%2922%3A3%3C413%3ATSISL%3E2.0.CO%3B2-U](http://links.jstor.org/sici?sici=0002-8312%28198523%2922%3A3%3C413%3ATSISL%3E2.0.CO%3B2-U)

Abstract

The paper reports teacher survival rates in the St. Louis metropolitan area and updates a similar 1978 study by the authors. High dropout rates continue to exist in the beginning

years of teaching for each entering cohort. Survival rates appear to have peaked for cohorts entering in the early 1970s, with survival rates declining substantially for subsequent cohorts. Beginning with the cohort entering in 1975, females begin to have higher survival rates than do males. This is a reversal from the pre-1975 cohorts. Implications of the results are discussed, including those for teacher effectiveness, salaries, and future demand for new teachers.

The Impact of a Systemic Mentoring and Induction Program Initiative

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<http://www.outreach.utk.edu/urban/resources/AERA%20Mentor%20Paper%20Final%20Edit%20MAB%20CK%204%2011.pdf>

This study assesses the impact of an innovative urban teacher mentoring and induction model, developed through a Title II Teacher Quality Enhancement Grant, that involves principal and teacher “Mentor Core Teams” in professional development, school-based induction planning linked to school improvement plans. The effectiveness of the program in general and at 21 individual school sites is documented by perceptual data of all stakeholders, analysis of mentoring activity reports, field notes, and teacher retention data. Findings indicate that establishing school-based mentoring teams empowers experienced teachers, enhances professional development across the school, provides needed guidance and support to novice teachers, and establishes a structure for scaffolding the induction of novice teachers in schools with traditionally high turnover rates.

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ⁱ See Appendix A for a brief history of federal involvement in medical manpower policy.

ⁱⁱ See Appendix B for a brief history of federal involvement in the teacher labor market.

ⁱⁱⁱ Although the Schools and Staffing Surveys (SASS) provide useful data for monitoring aspects of supply and demand, they have never been fully exploited for this purpose. Modifications to the questionnaires have made the data about training and certification too imprecise for some important analyses. Furthermore, the delay between surveys and the delay in releasing data to the public for outside analysis make them much less useful than they could be for monitoring supply trends. Although the SASS was intended to occur every three years, the delayed 1999-2000 survey came six years after the 1993-94 survey.