A Person-Oriented Approach to Characterizing Beginning Teachers in AC Programs

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30 Intern Program Directors & Staff
Overview of Study

- Three-year study of teachers produced through California’s AC programs, 2001-2004
- Ecological model - individual & environment
- Web-based surveys (4)
  - Integrated with publicly available school data
- 30 programs statewide
- N = 4744 interns (74.5% response rate)
Key Questions

• Who chooses to earn a teaching credential through AC programs?
• How to characterize interns - beyond demographics
• What motivates interns to enter teaching and AC programs?
• How can an understanding of intern profiles inform recruitment and retention of teachers, especially for high-need schools?
Questions Raised and Not Answered by Demographic Analyses

- Mean age - not a good indicator of an individual’s life circumstances
- Variability in timing of life events
- Masks differences between 2nd career seekers and mature adults completing college later in life
Questions Raised and Not Answered by Demographic Analyses

- Race and ethnicity
- Sensitive to generational differences in experiences
- Often confounded by socioeconomic status (SES)
- Indirect relationship or association with motivations for entering teaching
<table>
<thead>
<tr>
<th>Life History Analysis</th>
<th>Motivational Analysis</th>
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</thead>
<tbody>
<tr>
<td><strong>Time Sensitive Markers</strong></td>
<td>Attractors to Teaching</td>
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<tr>
<td>- # of years from BA</td>
<td>Attractors to AC Pathway</td>
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<tr>
<td>- Highest degree earned</td>
<td>Attractors to Specific AC Programs</td>
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<tr>
<td>- Previous salary</td>
<td></td>
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<tr>
<td>- Parental status</td>
<td></td>
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<tr>
<td>- Previous experiences with young people</td>
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<tr>
<td><strong>Formative Environmental Factors</strong></td>
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<tr>
<td>- Parents’ educational level</td>
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<td>- Other teachers in family</td>
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### Constructed Motivational Factors from Surveys

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Pathway</th>
<th>Program</th>
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<tbody>
<tr>
<td>Service</td>
<td>Learn by doing</td>
<td>Program compatibility</td>
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<tr>
<td>Material Benefits</td>
<td>Self-confidence</td>
<td>Workplace - program connection</td>
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<tr>
<td>Intellectual &amp; Personal Fulfillment</td>
<td>Efficiency &amp; convenience</td>
<td></td>
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<tr>
<td>Teaching traditions</td>
<td>Immediacy</td>
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</tbody>
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Factor analysis with varimax rotation
Six Profiles
Compatible Lifestylists - 23% of interns

- Teaching fits their lifestyle
- Allows for family life
- Employment security and benefits
- Beliefs based upon perceptions about teachers’ live rather than reality
  - Few worked with youths
  - No teachers in family
- Mean age - 31.3
- Whites overrepresented, Latinos underrepresented
Working Class Activists - 18% of interns

- First in family to go to college
- Strong service orientation
- Desire to reform schools and to teach in high need communities - more seek BCLAD
- Lifestyle issues and fulfillment is important
- Less self-confident than other groups
- Needed to work while in program
- Many had substitute taught or been preintern before entering program
- More likely to be Latino
Romantic Idealists - 17% of interns

- Youngest of all groups
- Graduated from college within 3 years of entering program
- Lowest previous salary
- Strong service orientation
- Lifestyle issues are NOT important
- Some experience working with young people
- Most like traditionally prepared teacher candidates
- African-Americans - underrepresented
Followers in Family Tradition - 16%

- All come from families of teachers
- Majority are parents
- Extensive experience working with young people
- Strong desire to serve
- Positive response to traditional view of teaching
- Self-confident about subject matter knowledge and ability to work with youth
- Pragmatic in approach to learning to teach - learn by doing
- African-Americans - overrepresented
Second Career Seekers - 14%

• Highest mean age of all groups - 47.5
• Hold highest degrees (masters’ and doctorates)
• Highest previous salaries
• Not from family of teachers
• Majority are NOT parents
• Slightly more than half have little to no experience working with young people
• Seek intellectual and personal fulfillment through teaching
• White males - overrepresented
• Females - special ed more likely
Career Explorers - 12% of interns

- Mirror opposite of Working Class Activists
- Not motivated service or to seek fulfillment
- AC programs - efficient way to get credential
- Least amount of experience working in schools - majority had worked in schools prior to intern program
- Fewest report experience working with youth
- Second highest previous salary - started another career
- Males overrepresented, seeking secondary credential
Rates of Credential Completion
Credential Completion for All 6 Profiles

- **Earned Credential**: 90%
- **No Credential**: 10%
Differences in Completion Rates by Programs

- No differences between types of programs attended
- University vs. District Intern vs. Distance Learning
- More likely to finish if attend public universities ($p = .03$)
Differences in Completion Rates by School Environments

- Trend towards lower completion rates when school has 3 HTS factors ($p = .057$) - APLE classification for 2002-2003
- Over 30% of student population - free or reduced meal program
- Below 50%tile in student achievement
- Over 20% of staff lack full credentials
Completion Rates by Credential Type

- Special Education - less likely to earn credential
- $p = .047$
Differences in Completion Rates by Profile

Less Likely

Career
Explorer

Second Career*

*Effects from females seeking special ed cred.

More likely

Working Class
Activist

Romantic
Idealist

p = .011
Implications for Teacher Preparation & Supply

- Differences in Program Features related to Life span issues
- Importance of dispositions towards teaching - motivation and commitment as selection factors
- Stressors related to school environments - HTS analysis
- Special Education
  - Programmatic issues versus job conditions
Questions & Discussion