ABSTRACT
                This comparative study explores the relationship between
teacher attrition and the preservice training programs in which the teachers
were enrolled. A comparison is made between campus-based traditional teacher
certification programs and field-based certification programs delivered
through a professional development school (PDS) model. The results are based
on a one-page survey completed by 397 elementary and secondary teachers who
received teacher certification between 1992 and 1995 at one of three
universities in northeast Texas (N=78 field-based respondents and N=319
traditional respondents). Respondents answered six questions about their
motivations for teaching, leaving teaching, and their recommendations for
improving the quality of teacher education programs. The findings are
presented in descriptive statistics. One difference between the two groups is
a greater motivation to improve professionally among field-based respondents.
The greater percentage (45 per cent) of these respondents recommended 2
semesters of student teaching to improve teacher education programs. In
contrast, among traditional respondents, most recommended more emphasis on
classroom management. Three tables are attached: analysis of demographic
data, responses to questions according to group, and beginning teachers'
attrition rates. (Contains 21 references.) (SPM)
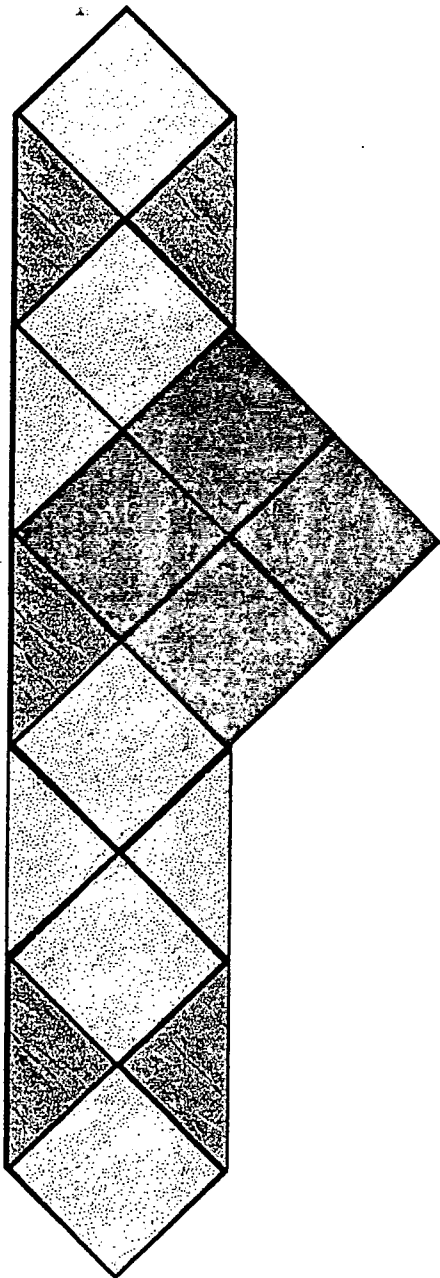
Effects of Traditional and PDS Preservice Training Models on Teacher Attrition

Authors:
Dr. Janet Kelly
TCU - Box 297900
School of Education
Texas Christian University
Fort Worth, TX 76129
(817) 921-7690

Dr. Ranae Stetson
TCU Box 297900
School of Education
Texas Christian University
Fort Worth, TX 76129
(817) 921-7690

Dr. Elton Stetson
Texas A & M University-Commerce
Graduate Center
2600 Motley Drive
Mesquite, TX 75150

2

Effects of Traditional and Professional Development School Preservice Training Models on Teacher Attrition After Three Years

A Presentation for the 1997 AERA Annual Meeting

Janet Kelly, Ranae Stetson, and Elton Stetson

A. Objective or Purpose:

The purpose of the study was to explore the relationship between teacher attrition and the preservice training programs in which these teachers were enrolled. More specifically, the study examined the difference in teacher attrition between those who completed campus-based traditional teacher certification program and those who completed a field-based certification programs delivered through a professional development school (PDS) model. Other variables that were reviewed included: public versus private institutions; elementary, secondary, or all-level preparation; gender and ethnicity; and age when certified. In addition, the study explored reasons why teachers leave the profession; what factors motivated teachers to stay in teaching; what motivated them to leave the profession (ie. leadership, money, disrespect, etc.); whether common factors exist that identify teachers as being "at risk" for dropping out; what probability exists for their return to the teaching profession; and what recommendations they would make to improve teacher education programs.

B. Perspectives/Theoretical Framework

It is well documented that a large percentage of teachers will leave the profession within their first five years of service (Gerald, Horn, & Huser, 1990). One recently reported study of 13,000 teachers in Michigan showed that 15% left after two years; an additional 9% quit within three; and by the end of five years, a total of 38% had left the profession. After the sixth year, only 56% were still teaching (Murnane, 1987). Some critics have used high attrition to support their argument that current teacher education programs are not able to prepare teachers to meet the expectations that today's classrooms demand. Preservice programs often fail to expose their students to the community and cultures in which those teachers will ultimately be employed; coursework is more theoretical than practical; classroom management is all too often left out of the curriculum; field experiences are not sufficient to prepare the prospective teacher for the realities of classroom teachers; and that leaves the novice teacher at high risk of early failure.

The current popular remedy to this problem is the trend toward more public school and university collaboration, or professional development school models. PDS partnerships often result in a redesign of the teacher preparation program with features such developing a common vision, better alignment between theory and practice, and increased time in real world classrooms. The movement toward PDSs is swift. In Texas, for example, more than 40 of the 65 approved teacher education programs in the state have implemented PDS models in the past five years. These new designs bring hope for better collaboration between schools and universities in preparing prospective teachers to be more competent, confident, satisfied on the job, and less likely to leave the profession (Holmes Group 1990; Goodlad, 1990; Stetson, 1993; Stetson, Stetson, & Horn, 1992; Watson & Fullan 1991; Zeichner, 1992).

As is the typical trend in educational reform, research to substantiate the effects of reform usually lags behind. Brownell and Smith (1992) recommended aggressive research examining a broad range of variables related to the effects of PDS models on teacher effectiveness. Since 1992 a number of such studies have been reported at several professional national conferences. Findings suggest rather consistently that, when compared to graduates from traditional programs, graduates of PDS programs are: (1) more satisfied with their preservice programs and feel more

prepared; (2) viewed by their supervising teachers as better prepared for first year teaching; (3) preferred by hiring principals over traditionally trained graduates; and (4) considered by their principals to start faster and experience fewer overall problems than those from traditional programs (Ramsey, Stetson, Horn, & Horn, 1992; Stetson, Stetson, et al., 1995; Stetson, 1994; Stetson, Stetson, & Vaughan, 1994; Stetson, Stetson, Horn, & Horn, 1993; Stetson & Ramsey, 1993; Stetson, Ramsey, & Weaver, 1993; Stetson, 1993; Stetson, et al., 1992).

However, there is a lack of research regarding the effects of teacher preparation and certification paths on teacher attrition rates and, in particular, research to determine factors that contribute most to teachers' decisions for leaving the profession (Brownell & Smith, 1992; Macdonald, 1995; Murnane, 1987; Willet & Singer, 1991).

C. Methods, Techniques, Modes of Inquiry

<u>Population For the Study</u>: The population for this study was approximately 1800 elementary, secondary, and all-level teachers who completed teacher certification at one of three public or private educational institutions in northeast Texas. To be included in the study, a teacher must have completed his/her program between 1992 and 1995 and taught one year as a full-time contracted teacher.

<u>Definition of Terms</u>:

<u>Traditional Teacher Education Model</u>. Traditional teacher education programs are best characterized as cooperative relationships in which schools allow student teachers to use their classrooms and children to practice what they learned in their university coursework. Most method courses are taken on university campus prior to student teaching and student teaching is one semester or less (typically 12-15 weeks). The focus of professional growth is the student teacher and little concern is given to the development of the supervising teacher, the faculty member, or the campus itself.

<u>Professional Development School Model</u>. PDS programs are best characterized as collaborative relationships in which the school and university are considered equal partners and the focus of development is on all participants, i.e., children, classroom teachers, student teachers, university faculty, and the campus itself. The majority of method courses are taken concurrently with field experiences and often taught in the public school setting, student teaching requires two or more semesters in the schools and method instructors are often found in the schools with their students.

<u>Survey Instrument</u>: A one-page survey was mailed to each teacher in the study. Questions were designed to elicit the following information: (1) age range, ethnicity, gender, and type of program completed; (2) during which years did they teach and where, grade and/or subject; (3) if they left after one or more years, why, and under what conditions would they return; and (4) what recommendations would they make in their teacher preparation program that would have increased their effectiveness as new teachers.

<u>Data Collection:</u> A cover letter was mailed to each teacher asking for his/her cooperation in responding to a one page survey about teacher retention and attrition. Although the content of the cover letter and the survey were identical, each university used its own letterhead for the cover letter. Participants were asked to return the survey in a postage-paid envelope that was enclosed. Each survey was color coded to a particular institution to ease data analysis procedures. Participants were given the option of anonymity in responding to the survey.

D. Data Analysis/Evidence

Data collected from the survey were aggregated and reduced by university and individual category. Descriptive statistics were used to present data in a quantifiable and comparable format. Priority ranked responses were tabulated according to number and ranking and presented as percentages.

E. Results / Conclusions

The primary purpose of the session is to share findings on teacher attrition. See Table 1 for demographic comparisons and Tables 2 and 3 for comparative data between field-based and traditional programs.

F. Importance of the Study

As with teachers everywhere, it was expected that the teachers involved in this study began their careers feeling that it was a worthwhile and valued endeavor that would engage them for life. This research added to the limited and dated knowledge base in attrition research and provided additional data regarding the effects of different preservice teacher education programs and subsequent school experiences on attrition rate of teachers.

Bibliography

Brownell, M. T., Smith, S. W. (1992). Attrition/retention of special education teachers: Critique of current research and recommendations for retention efforts. *Teacher Education and Special Education*, 15(4), 229-248.

Gerald, D. E., Horn, P. J., & Hussar, W. J. (1990). *Projections of education statistics to 2000*. Washington, DC: National Center for Education Statistics.

Goals Report (1994). *National Educational Goals Report*. Volume One: National Data. Washington, D.C.

Goodlad, J. I. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.

Holmes Group (1990). *Tomorrow's schools: principles for the design of professional development schools*. East Lansing, MI: Holmes Group.

Macdonald, D. (1995). The role of proletarianization in physical education teacher attrition. *Research Quarterly for Exercise and Sport*, 66(2), 129-141.

Murnane, R. J. (1987). Understanding teacher attrition. *Harvard Education Review*, 57, 177-182.

Ramsey, J., Stetson, E. G., Horn, J., and Horn, J. (1992). A New Look At Teacher Education. Paper presented at the Texas Association of School Administrators and Texas Association of School Boards Joint Annual Convention, Houston, Texas, September 25-28.

Stetson, E. G. (1993). Cultural Diversity: It Works in a Field-Based Setting. Paper presented at the national conference of the Teacher Education Council of State Colleges and Universities, Las Vegas, October 7-9.

Stetson, E. G. (1994). A New Vision For Teacher Education: 1994-2004. Multimedia presentation made to the Second Annual State of Texas Centers for Professional Development and Technology Network Summer Institute, Woodlands, Texas, July 14, 1994.

Stetson, E. G. (1994). Thinking Ahead About Professional Development Schools: Learning From the Past. Invited multimedia presentation made to the University of Texas Project CREST Retreat, Arlington, Texas, August 9, 1994.

Stetson, E. G., & Ramsey, J. (1993). Unexpected Consequences of Field-Based Teacher Education: Benefits and Barriers. Paper presented at the Association of Teacher Educator's National Academy, Dallas, March, 1993

Stetson, E. G. (1992). Contrasting Elements of Project NET CPDT's Campus-Based and Field-Based Teacher Education Program. Paper presented at the 45th Annual Texas Conference on Teacher Education, Houston, Texas, October 22nd.

Stetson, E. G., et. al. (1992). Unique Features of Eight Professional Development School Projects in Texas. Workshop presented at the 45th Annual Texas Conference on Teacher Education, Houston, Texas, October 23rd.

Stetson, E. G., Ramsey, J., & Weaver, S. (1993). A New Look at Teacher Education. Paper presented to the Association of Teacher Educator's National Academy, Dallas, March, 1993.

Stetson, E. G., Horn, J., & Sienty, S. (1993). School University Partnerships and TQM. Paper presented at the national conference of the Teacher Education Council of State Colleges and Universities, Las Vegas, October 7-9.

Stetson, E. G., Stetson, R., Vaughan, J., et al. (1994). The Effects of Professional Development School Training on First Year Teacher Effectiveness. Paper presented at the national conference of the American Association of College Teacher Educators, Chicago, February, 1994.

Stetson, E. G., Stetson, R., Vaughan, J., et al. (1994). Induction Year Teacher Effectiveness: Those Trained in Professional Development School Settings Have the Edge. Paper presented at the national conference of the Association of Teacher Educators, Atlanta, February, 1994.

Stetson, E. G., Ramsey, J., Horn, J., Horn, J., & Stetson, R. (1993). A Model for Establishing Professional Development and Technology Centers. A Professional Clinic presented at the 73rd Annual Meeting of the Association of Teacher change. London: Falmer Press.

Willett, J. B., Singer, J. D. (1991). From whether to when: New methods for studying student dropout and teacher attrition. *Review of Educational Research*, 61(4), 407-450.

Zeichner, K M (1992). Rethinking the practicum in the professional development school partnership. *Journal of Teacher Education*, 43(4), 296-307.

TABLE 1 - Analysis of Demographic Data.

Question	Total	A&M	TCU	UTA
Surveys Mailed	1760	960	500	300
Surveys Returned (26%)	456	220	147	89
Surveys Used (23%)	397	214	141	42
Age Range	N = 397	N = 214	N = 141	N = 42
21-25	24%	17%	31%	33%
26-30	37%	36%	45%	21%
31-35	11%	13%	9%	10%
36-40	10%	13%	3%	17%
41-45	9%	13%	5%	7%
45+	8%	8%	6%	12%
Gender	N = 397	N = 214	N = 141	N = 42
female	89%	88%	89%	81%
male	4%	4%	6%	17%
No Response	7%	2%	4%	1%
Ethnicity	N = 397	N = 214	N = 141	N = 42
Caucasian	86%	86%	85%	93%
African American	2%	2%	1%	2%
Hispanic	<1%	<1%	3%	5%
Native American	2%	2%	0%	0%
Asian American	<1%	<1%	0%	0%
Other				
No Response	9%	9%	11%	0%
Certification Level	N = 397	N = 214	N = 141	N = 42
Elementary	88%	100%	77%	60%
Secondary	12%	0%	32%	40%
Type of Teacher Preparation	N = 397	N = 214	N = 141	N = 42
Traditional	80%	76%	100%	64%
Field Based	20%	24%	0%	36%

Table 2. Responses to Questions About Teaching According to Field-Based and Tradition Teacher Education Respondents

**[Bold Type Indicates Differences in Responses]

Question	All Respondents N = 397	Field-Based Respondents N = 78	Traditional Respondents N = 319
What factors motivate you to STAY in teaching?	Students (42%) Joy of teaching (26%) Positive Influence (16%)	Students (44%) Joy of teaching (30%) Positive Influence (18%)	Students (42%) Joy of teaching (26%) Positive Influence (16%)
Now that you are teaching, what motivates you to participate in staff development and/or graduate coursework?	Motivated to improve professionally (45%) Required (25%) Interested in the topic of subject (22%)	**Motivated to improve professionally (50%)** **Interested in the topic of subject (26%)** **Required (19%)**	Motivated to improve professionally (43%) Required (27%) Interested in the topic of subject (22%)
What characteristics of your principal (or other leadership) would influence you most to remain in teaching?	Supportive of teachers and their work (39%) Respect for teachers and students (21%) Fairness in dealing with teachers and students (18%)	Supportive of teachers and their work (39%) Respect for teachers and students (24%) Fairness in dealing with teachers and students (22%)	Supportive of teachers and their work (39%) Respect for teachers and students (20%) Fairness in dealing with teachers and students (16%)
What factors would motivate you most to leave teaching?	Lack of support from administrators, teachers, & parents (40%) Salary (26%) Long hours, paper work, & classroom preparation (12%)	**Lack of support from administrators, teachers, & parents (45%)** **Salary (21%)** **Violence in the school (13%)**	Lack of support from administrators, teachers, & parents (39%) Salary (27%) Long hours, paper work, & classroom preparation (13%)
What characteristics of your principal (or other leadership) would most likely influence you to LEAVE teaching?	Non-support of teachers and their work (24%) Authoritative, inflexible in demands and expectations (20%) Weak leadership (17%)	**Non-support of teachers and their work (27%)** **Authoritative, inflexible in demands and expectations (23%)** **Unfairness in dealing with teachers and students - shows partiality (18%)**	Non-support of teachers and their work (24%) Authoritative, inflexible in demands and expectations (20%) Weak leadership (18%)
What recommendations would you make to improve the quality of teacher education programs?	More emphasis on classroom management (29%) More early classroom teaching or field-experiences or practice prior to students teaching (22%) Two semesters of student teaching & start-end with public school calendar (21%)	**Two semesters of student teaching & start-end with public school calendar (45%)** **More emphasis on classroom management (23%)** **More emphasis on effective teaching strategies (14%)**	More emphasis on classroom management (31%) More early classroom teaching or field-experiences or practice prior to students teaching (24%) Two semesters of student teaching & start-end with public school calendar (15%)

Table-2

BEST COPY AVAILABLE

8

Table 3. Attrition Rates of Beginning Teachers.

Began Teaching	1992-93 N = 90 (23%)	1993-94 N = 84 (21%)	1994-95 N = 82 (21%)	1995-96 N =
Number of years as a potential teacher	4	3	2	1
Taught in same assignment	42%	62%	68%	
Taught in 2 different assignments	30%	21%	24%	
Taught in 3 different assignments	11%	9.5%	N/A	
Taught in 4 different assignments	2%	N/A	N/A	
Left after 1 year	0	3.5%	8.5%	
Left after 2 years	3%	3.5%		
Left after 3 years	10%	N/A		
Left and returned	10%	<1%		
Never began teaching 6.2%				

1997-table3.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC ®

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title:
Effects of Traditional and PDS Preservice Training Models
on Teacher Attrition

Author(s): Kelly, Janet, Stetson, Ranae, and Stetson, Elton

Corporate Source:	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

☒ ← **Sample sticker to be affixed to document**   **Sample sticker to be affixed to document** → ☐

Check here
Permitting
microfiche
(4"x 6" film),
paper copy,
electronic,
and optical media
reproduction

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

_____ *Sample* _____

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Level 1

"PERMISSION TO REPRODUCE THIS
MATERIAL IN OTHER THAN PAPER
COPY HAS BEEN GRANTED BY

_____ *Sample* _____

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Level 2

or here
Permitting
reproduction
in other than
paper copy.

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature:	Position: Assistant Professor
Printed Name: Janet Kelly	Organization: Texas Christian University
Address: School of Education P.O. Box 297900 Fort Worth, Texas 76129	Telephone Number: (817) 921-7660
	Date: 4-23-97

ERIC

CUA

THE CATHOLIC UNIVERSITY OF AMERICA

Department of Education, O'Boyle Hall
Washington, DC 20064
202 319-5120

February 21, 1997

Dear AERA Presenter,

Congratulations on being a presenter at AERA[1]. The ERIC Clearinghouse on Assessment and Evaluation invites you to contribute to the ERIC database by providing us with a printed copy of your presentation.

Abstracts of papers accepted by ERIC appear in *Resources in Education (RIE)* and are announced to over 5,000 organizations. The inclusion of your work makes it readily available to other researchers, provides a permanent archive, and enhances the quality of *RIE*. Abstracts of your contribution will be accessible through the printed and electronic versions of *RIE*. The paper will be available through the microfiche collections that are housed at libraries around the world and through the ERIC Document Reproduction Service.
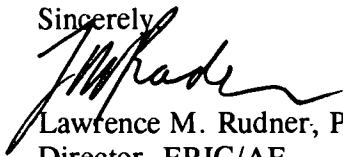
We are gathering all the papers from the AERA Conference. We will route your paper to the appropriate clearinghouse. You will be notified if your paper meets ERIC's criteria for inclusion in *RIE*: contribution to education, timeliness, relevance, methodology, effectiveness of presentation, and reproduction quality. You can track our processing of your paper at http://ericae2.educ.cua.edu.

Please sign the Reproduction Release Form on the back of this letter and include it with **two** copies of your paper. The Release Form gives ERIC permission to make and distribute copies of your paper. It does not preclude you from publishing your work. You can drop off the copies of your paper and Reproduction Release Form at the **ERIC booth (523)** or mail to our attention at the address below. Please feel free to copy the form for future or additional submissions.

Mail to: AERA 1997/ERIC Acquisitions
The Catholic University of America
O'Boyle Hall, Room 210
Washington, DC 20064

This year ERIC/AE is making a **Searchable Conference Program** available on the AERA web page (http://aera.net). Check it out!

Sincerely,

Lawrence M. Rudner, Ph.D.
Director, ERIC/AE

---

[1]If you are an AERA chair or discussant, please save this form for future use.

ERIC® Clearinghouse on Assessment and Evaluation