

# STATS IN BRIEF

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## Preparation and Support for Teachers in Public Schools: Reflections on the First Year of Teaching

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**Statistics in Brief** publications present descriptive data in tabular formats to provide useful information to a broad audience, including members of the general public. They address topical issues and questions. They do not investigate more complex hypotheses, account for inter-relationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets. See [nces.ed.gov](https://nces.ed.gov) and references noted in the body of this document for more information.

Research indicates that persistent teacher turnover is problematic for school success (Ronfeldt, Loeb, and Wyckoff 2013). For a number of reasons, attention to these issues is particularly important in the case of first-year teachers. First, a large body of research demonstrates an association between years of experience and improvements in teacher effectiveness, especially in the initial years of teachers' careers (Clotfelter, Ladd, and Vigdor 2010; Goldhaber 2007; Rice 2003; Staiger and Rockoff 2010). Second, research suggests that teachers in their first 3 to 5 years of the profession who are satisfied with their preparation and who receive support as they transition into the profession are less likely to exit the profession early (DeAngelis, Wall, and Che 2013) and that early career support is associated with improvements in teacher effectiveness (Henry, Bastian, and Fortner 2011). Third, new teachers who feel supported in their school environment may be more likely to stay in their school and in teaching than those without similar supports (Johnson and Birkeland 2003).

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This Statistics in Brief adds to existing research on early-career teachers by presenting findings on their preparation and supports from data from the 2011–12 Schools and Staffing Survey (SASS). This brief, like past research, investigates several specific areas of preparation and types of support (see, for instance, Boe, Cook, and Sunderland 2008; Smith and Ingersoll 2004). For the purposes of this brief, early-career teachers are identified as those teachers who began teaching at any point between the 2007–08 and 2011–12 school years and who completed the first-year preparation and support questions on the 2011–12 SASS Public School Teacher Questionnaire.

Evidence suggests that early-career teachers in different settings receive different types of support—for example, smaller percentages of new teachers in high-poverty schools received supports such as timely and informed hiring, mentorship, and a flexible curriculum aligned to state standards than teachers in low-poverty schools (Johnson et al. 2004). Accordingly, this brief investigates early-career teachers’ preparation for teaching and receipt of support by selected characteristics of the schools in which they taught during the 2011–12 school year.<sup>1</sup> The specific school characteristics included in this report are school classification (traditional public or charter), community type (city, suburb, town, or rural),<sup>2</sup> school level (primary, middle, high, or combined), student enrollment (by number of students),<sup>3</sup> school poverty level (lower poverty or higher poverty),<sup>4</sup> and region (Northeast, Midwest, South, or West).

## DATA SOURCES

This Statistics in Brief uses data from the National Center for Education Statistics (NCES) 2011–12 SASS Public School Teacher Questionnaire to investigate the preparation and support provided to teachers during their first year of teaching.

Differences discussed in this brief are statistically significant at the  $p < .05$  level to ensure that they are larger than might be expected due to sampling variation. No adjustments were made for multiple comparisons. For more information about the data, measures, and methods used in this brief, please see the **Methodology and Technical Notes** at the end of this report.

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<sup>1</sup> Between 2007–08 and 2011–12, about 31 percent of teachers who are included in this report moved to a school other than the one where they served their first year of teaching. For most areas of teacher preparation and support, teachers who stayed at their first school (stayers) and those who moved (movers) did not measurably differ. See technical appendix for more details.

<sup>2</sup> The community type variable in SASS is based on the National Center for Education Statistics (NCES) locale code framework. For more information on locale codes, see <https://nces.ed.gov/programs/edge/geographicLocale.aspx>.

<sup>3</sup> The student enrollment categories are as follows: less than 100, 100–199, 200–499, 500–749, 750–999, and 1,000 or more.

<sup>4</sup> This brief uses approval for the free and reduced-price meal program as a proxy for school poverty. The lower poverty public schools were those in which 0–34 percent of the students were approved for free or reduced-price lunch, and the higher poverty schools were those in which 75 percent or more students were approved. The grouping categories used in this brief (0–34 percent, 35–49 percent, 50–74 percent, and 75 percent or more) align with previously published SASS reports.

## Measuring Preparation for Instructional Duties and Support

Measures of teachers' preparation for instructional duties come from their responses to the question: "In your first year of teaching, how well prepared were you to:

- (a) Handle a range of classroom management or discipline situations;
- (b) Use a variety of instructional methods;
- (c) Teach your subject matter;
- (d) Use computers in classroom instruction;
- (e) Assess students;
- (f) Differentiate instruction in the classroom;
- (g) Use data from student assessments to inform instruction;
- (h) Meet state content standards."

Teachers could choose from the following response options: "not at all prepared," "somewhat prepared," "well prepared," and "very well prepared." In this brief, teachers who responded that they were "well prepared" or "very

well prepared" were categorized as being "well prepared," whereas teachers who responded that they were "not at all prepared" or "somewhat prepared" were categorized as being "not well prepared."

Measures of teachers' support come from their "yes" or "no" responses to the question: "Did you receive the following kinds of support during your first year of teaching:

- (a) Reduced teaching schedule or number of preparations;<sup>5</sup>
- (b) Common planning time with teachers in your subject;
- (c) Seminars or classes for beginning teachers;
- (d) Extra classroom assistance (e.g., teacher aides);
- (e) Regular supportive communication with your principal, other administrators, or department chair."

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<sup>5</sup> The SASS questionnaire did not define "number of preparations."

## STUDY QUESTIONS

1

What percentage of early-career teachers in public schools reported that (a) they were well prepared for instructional duties and (b) they received support during their first year of teaching?

2

How did the percentage of early-career teachers in public schools who reported that they were well prepared for a variety of instructional duties during their first year of teaching vary by their 2011–12 school characteristics?

3

How did the percentage of early-career teachers in public schools who reported that they received additional kinds of support during their first year of teaching vary by their 2011–12 school characteristics?

## KEY FINDINGS

### Preparation

- The majority of early-career teachers in public schools reported being well prepared for a range of instructional duties in their first year of teaching. Larger percentages of early-career teachers in lower poverty schools than in higher poverty public schools<sup>6</sup> reported being well prepared in their first year of teaching to handle a range of classroom management or disciplinary situations, use a variety of instructional methods, teach their subject matter, assess their students, differentiate instruction in the classroom, use student assessment data to inform instruction, and meet state content standards.

### Support

- About 75 percent of early-career teachers in public schools reported receiving regular supportive communication with their principals, other administrators, or department chair; 66 percent reported receiving seminars or classes for beginning teachers; and 56 percent reported receiving common planning time with teachers in their subject during their first year of teaching (figure 2).
- Smaller percentages of early-career teachers in charter schools than in traditional public schools reported having access to beginning teacher seminars or classes and regular supportive communication with their principal, other administrators, or department chair during their first year of teaching.
- Larger percentages of early-career teachers in public primary and middle schools than in high schools and combined schools reported having common planning time with other teachers in their subject during their first year of teaching.

<sup>6</sup> As previously noted, this brief uses the percentage of students approved for the free and reduced price meal program as a proxy for school poverty. The grouping categories used in this brief (0–34 percent, 35–49 percent, 50–74 percent, and 75 percent or more) align with previously published SASS reports. The lower poverty public schools were identified as those in which 0–34 percent of the students were approved for free or reduced price lunch, and the higher poverty schools were identified as those in which 75 percent or more students were approved.

# 1 What percentage of early-career teachers in public schools reported that (a) they were well prepared for instructional duties and (b) they received support during their first year of teaching?

## Preparation

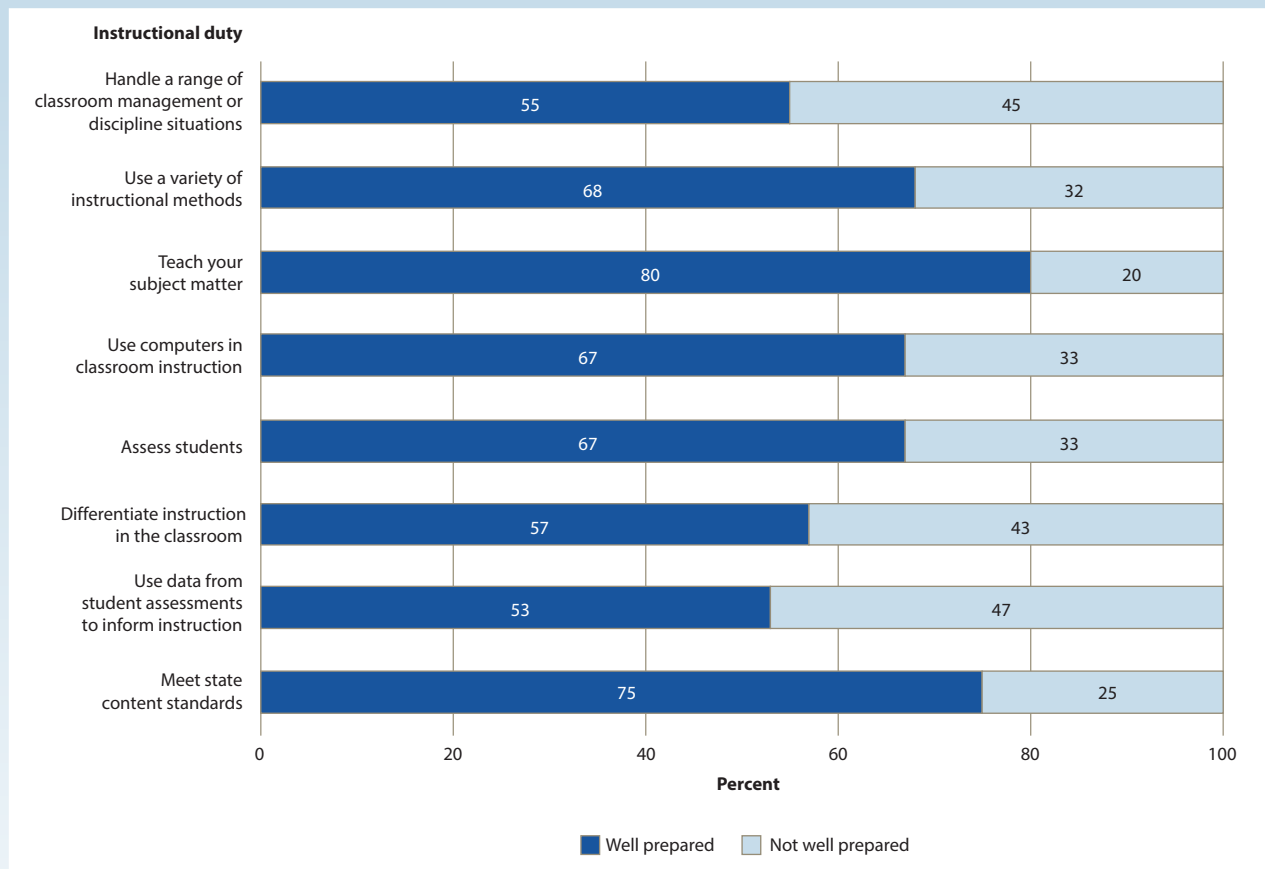
The majority of early-career teachers in public schools reported being well prepared in a range of instructional duties during their first year of teaching (figure 1). About 80 percent reported being well prepared to

teach their subject matter, 75 percent reported being well prepared to meet state content standards, 68 percent reported being well prepared to use a variety of instructional methods, and 67 percent each reported being well prepared to assess students and use computers in the classroom. More than

50 percent of early-career teachers indicated they were well prepared to differentiate instruction in the classroom (57 percent), handle a range of classroom management or discipline situations (55 percent), and use data from student assessments to inform instruction (53 percent).

## FIGURE 1.

Percentage distribution of early-career public school teachers indicating how prepared they reported they were for instructional duties during their first year of teaching, by instructional duty: School year 2011–12



NOTE: Teachers could answer: "Not at all prepared," "somewhat prepared," "well prepared," or "very well prepared." In this figure, the responses "well prepared" and "very well prepared" have been combined for the "well prepared" category, and the responses "not at all prepared" and "somewhat prepared" have been combined for the "not well prepared" category. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

## Support

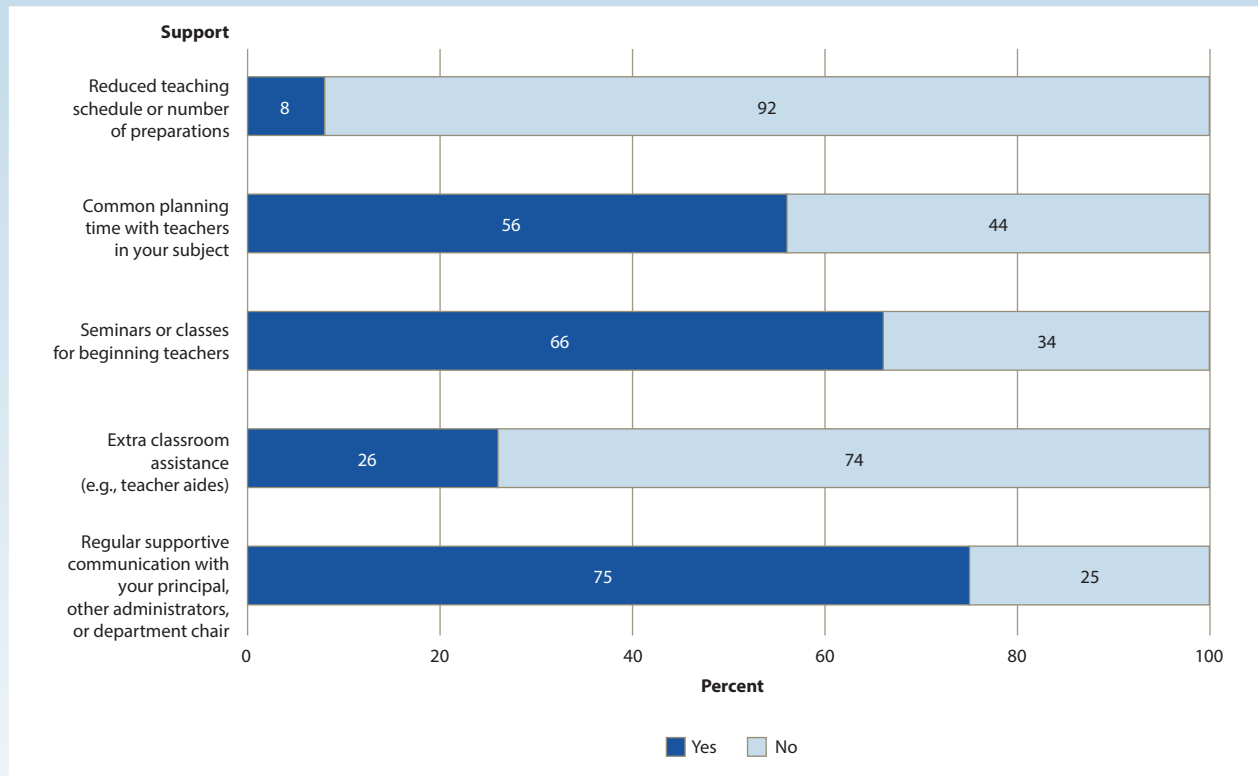
The majority of early-career teachers in public schools reported receiving a variety of supports during their first year of teaching, including: regular supportive communication with their

principal, other administrators, or department chair (75 percent); access to seminars or classes for beginning teachers (66 percent); and common planning time with teachers in their subject area (56 percent) (figure 2).

About 26 percent reported receiving support in the form of extra classroom assistance (e.g., teacher aides), and 8 percent reported having a reduced teaching schedule or number of preparations.<sup>7</sup>

## FIGURE 2.

Percentage distribution of early-career public school teachers reporting whether they had additional support during their first year of teaching, by kind of support: School year 2011–12



NOTE: Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.

<sup>7</sup> As noted above in the footnote on page 2, about 31 percent of teachers included in this brief moved to a school other than the one where they served their first year of teaching. The only statistically significant difference in the overall percentages for teachers who stayed at their first school and those who moved was among teachers who reported that they received additional support in their first year of teaching in the form of “regular supportive communication with your principal, other administrators, or department chair”: 78 percent of stayers agreed with this statement compared to 70 percent of movers.

## 2 How did the percentage of early-career teachers in public schools who reported that they were well prepared for a variety of instructional duties during their first year of teaching vary by their 2011–12 school characteristics?

Early-career teachers' reports of their preparation for several instructional duties during their first year of teaching varied along several characteristics (i.e., school classification, community type, school level, student enrollment, school poverty level, and region).

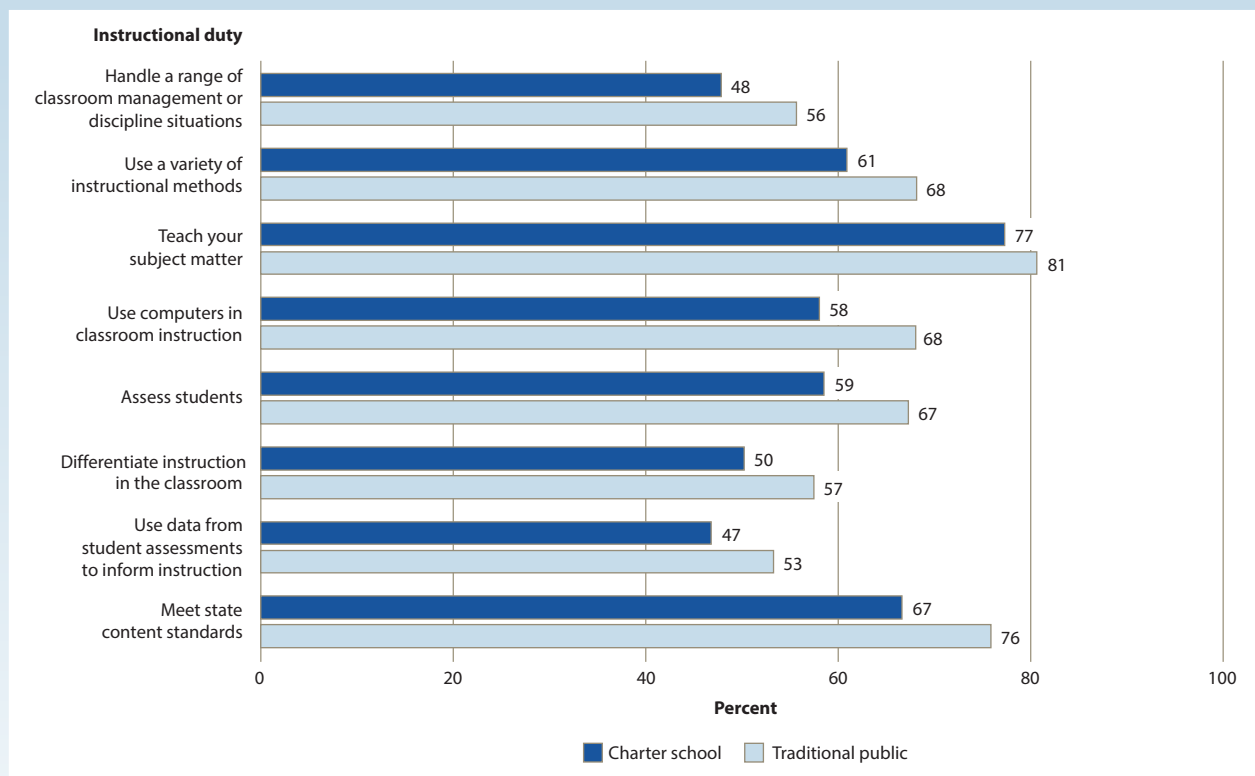
### School Classification

Generally, early-career teachers' reports of preparedness for instructional duties was not measurably different for teachers who taught in charter schools and those who taught in traditional public schools. However, a smaller

percentage of early-career teachers in charter schools (58 percent) than in traditional public schools (68 percent) reported being well prepared to use computers in classroom instruction during their first year of teaching (figure 3).

**FIGURE 3.**

Percentage of early-career public school teachers reporting they were well prepared for instructional duties in their first year of teaching, by instructional duty and school classification: School year 2011–12



NOTE: Teachers could answer: "Not at all prepared," "somewhat prepared," "well prepared," or "very well prepared." For estimates in this figure, the responses "well prepared" and "very well prepared" have been combined. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

## Community Type

Compared to other community types, measurably lower percentages of early-career teachers who taught in city schools reported being well prepared across five preparation areas. Specifically, nearly 50 percent of teachers in city schools reported being well prepared to handle a range of classroom management or discipline situations, compared to 56 percent of suburban, 57 percent of town, and

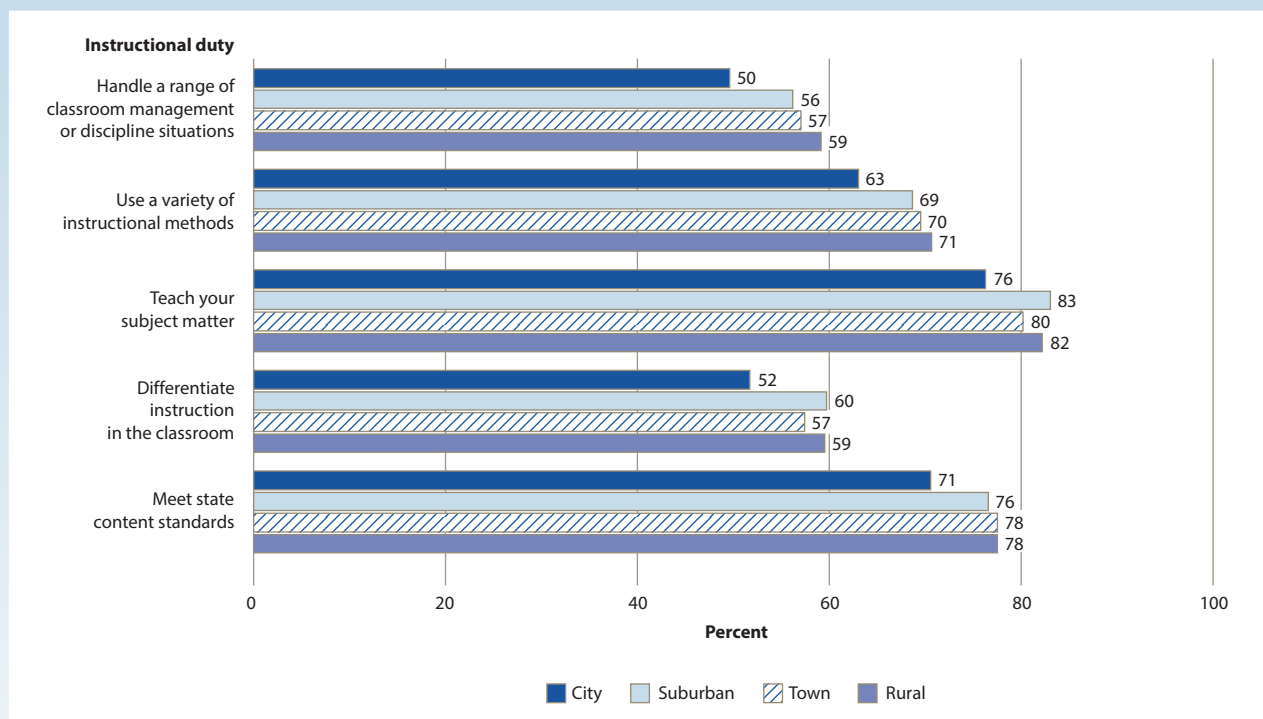
59 percent of rural school teachers. Sixty-three percent of teachers in city schools reported being well prepared to use a variety of instructional methods, compared to 71 percent of those in rural schools. In addition, a lower percentage of early-career teachers in city schools (76 percent) reported being well-prepared to teach their subject matter in their first year of teaching than teachers in suburban schools (83 percent), town schools (80 percent), and rural schools (82 percent).

With respect to being prepared to differentiate instruction in the classroom, 52 percent of city teachers reported being well prepared, compared to 60 percent of those in suburban schools and 59 percent of those in rural schools.

A lower percentage of city teachers than teachers in rural or town schools also reported being well prepared to meet state content standards (71 vs. 78 percent for both rural and town).

## FIGURE 4.

Percentage of early-career public school teachers reporting they were well prepared for instructional duties in their first year of teaching, by selected instructional duty and community type: School year 2011–12



NOTE: Teachers could answer: "Not at all prepared," "somewhat prepared," "well prepared," or "very well prepared." For estimates in this figure, the responses "well prepared" and "very well prepared" have been combined. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years. SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.



### School Level

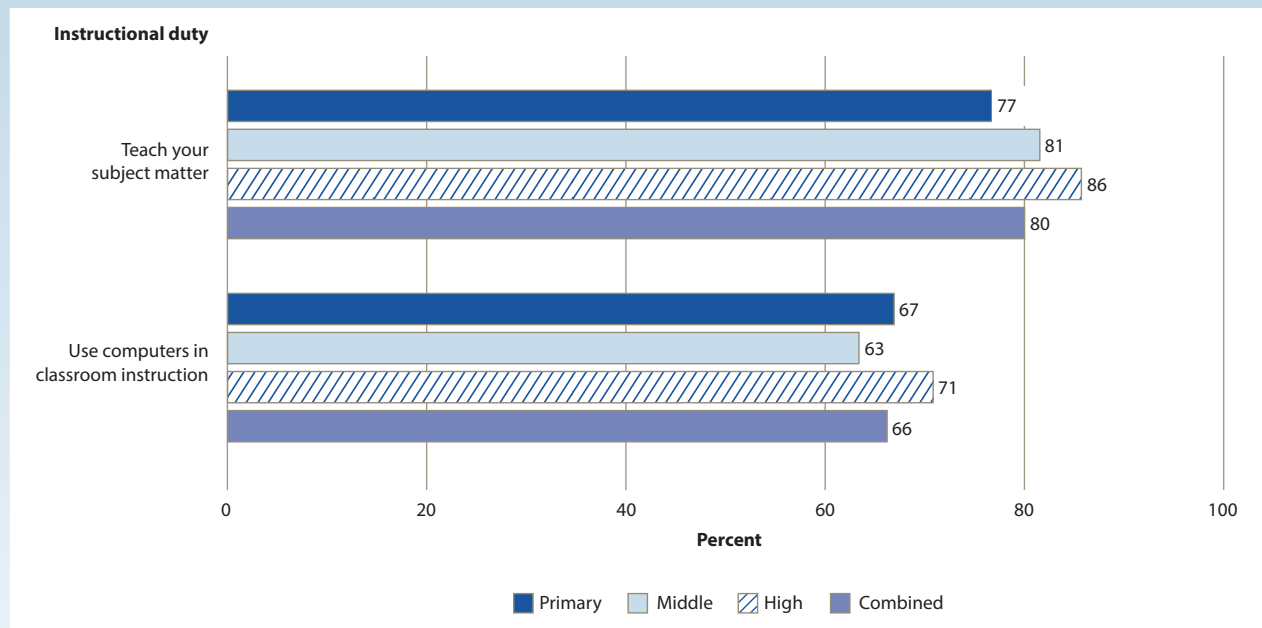
About 86 percent of early-career teachers in public high schools reported being well prepared to

teach their subject matter, compared to 77 percent of teachers in primary schools. Also, 71 percent of early-career teachers in public high schools

reported being well prepared to use computers in the classroom, compared to 63 percent of teachers in middle schools (figure 5).

## FIGURE 5.

Percentage of early-career public school teachers reporting they were well prepared for instructional duties in their first year of teaching, by selected instructional duty and school level: School year 2011–12



NOTE: Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms. Teachers could answer: "Not at all prepared," "somewhat prepared," "well prepared," or "very well prepared." For estimates in this figure, the responses "well prepared" and "very well prepared" have been combined. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

## Student Enrollment

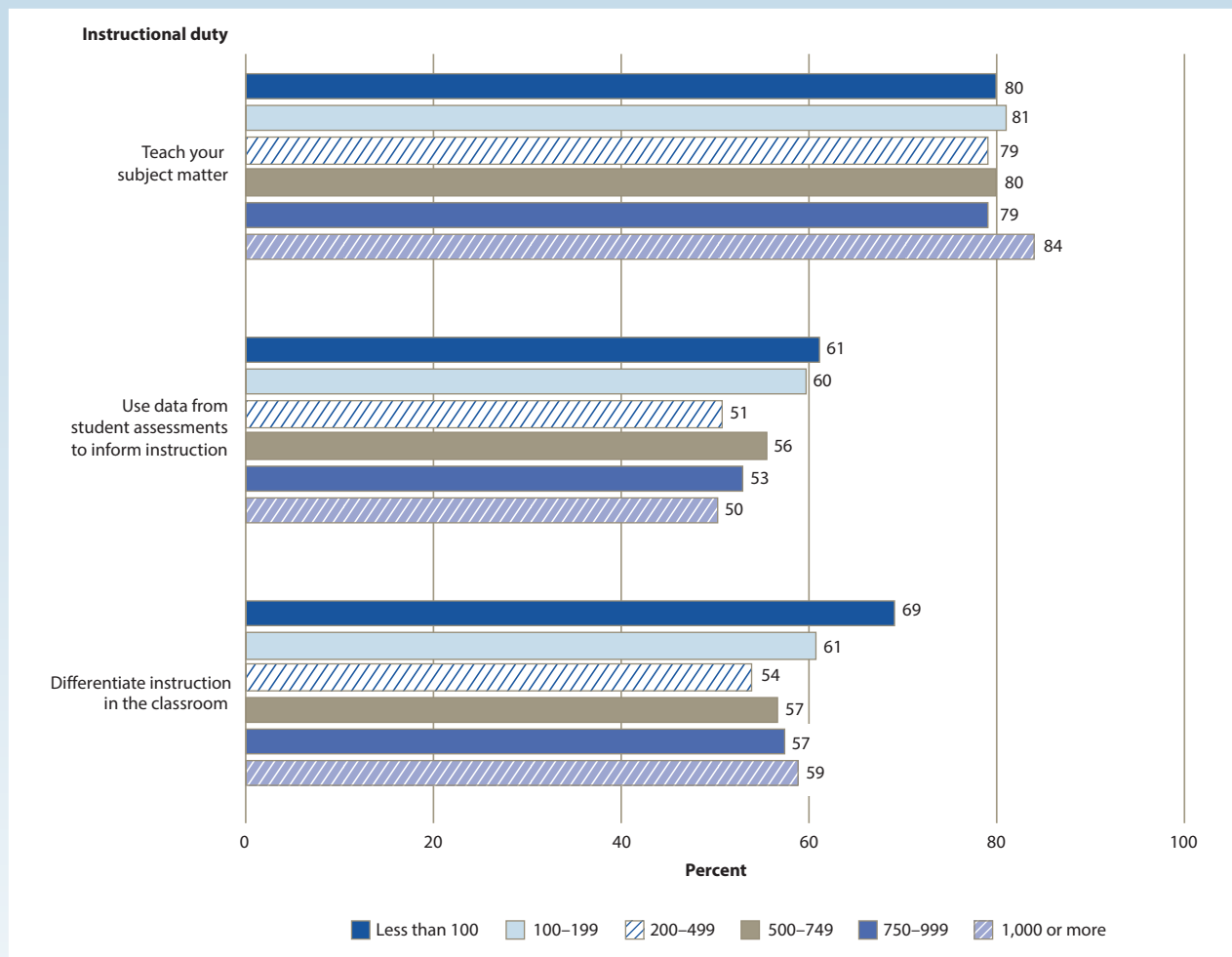
Measurable differences by student enrollment were evident in three areas of preparation for instructional duties. The percentage of early-career teachers in public schools who reported being well prepared to teach their subject matter was lower in schools with 200–499 students, compared to the largest schools (i.e., 1,000 or more

students) (79 vs. 84 percent) (figure 6). Additionally, the percentage of early-career teachers in public schools who reported being well prepared to use student assessment data to inform instruction in their first year of teaching was 11 percentage points higher for teachers in the smallest schools (i.e., less than 100 students) than in the largest schools (61 vs. 50

percent). In addition, the percentage of early-career teachers who reported being well prepared to differentiate instruction in the classroom in their first year of teaching was higher for teachers in the smallest schools (69 percent) than in schools with 200–499 and 500–749 students (54 and 57 percent, respectively).

## FIGURE 6.

Percentage of early-career public school teachers reporting they were well prepared for instructional duties in their first year of teaching, by selected instructional duty and student enrollment: School year 2011–12



NOTE: Teachers could answer: “Not at all prepared,” “somewhat prepared,” “well prepared,” or “very well prepared.” For estimates in this figure, the responses “well prepared” and “very well prepared” have been combined. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.

### School Poverty Level

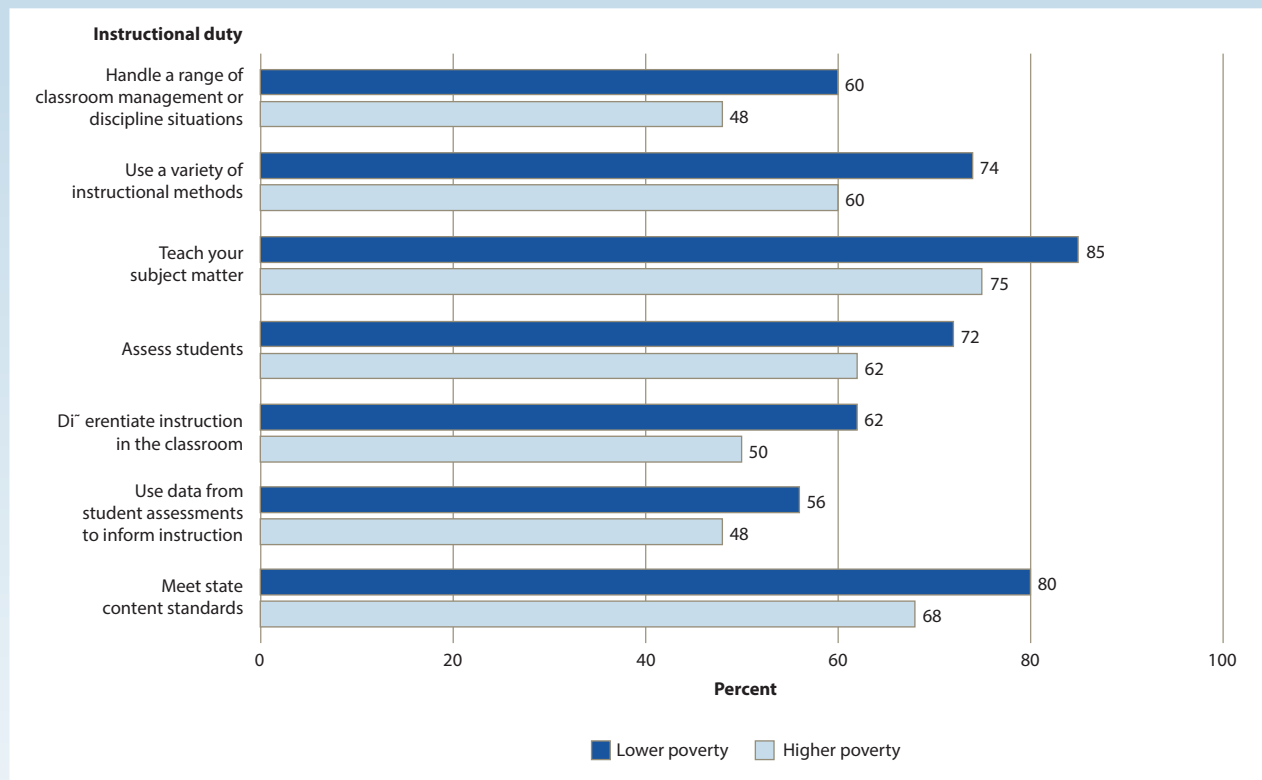
Compared to higher poverty schools, measurably larger percentages of early-career teachers in the lower poverty public schools reported being well prepared for seven instructional duties their first year of teaching (figure 7).<sup>8</sup> For instance, 74 percent of early-career teachers in the lower poverty schools reported being well prepared to use

a variety of instructional methods, compared to 60 percent of early-career teachers in the higher poverty schools. Similarly, larger percentages of early-career teachers in the lower than in the higher poverty schools reported being well prepared to handle a range of classroom management or disciplinary situations (60 vs. 48 percent), differentiate instruction in

the classroom (62 vs. 50 percent), and meet state content standards (80 vs. 68 percent). Larger percentages of early-career teachers in the lower than in the higher poverty public schools also reported being well prepared to teach their subject matter (85 vs. 75 percent), assess their students (72 vs. 62 percent), and use student assessment data to inform instruction (56 vs. 48 percent).

## FIGURE 7.

Percentage of early-career public school teachers reporting they were well prepared for instructional duties in their first year of teaching, by selected instructional duty and school poverty level: School year 2011–12



NOTE: Higher poverty schools are defined as public schools where 75 percent or more of the students were approved for free or reduced price lunch, and lower poverty schools are defined as public schools where 34 percent or less of the students were approved. Teachers could answer: “Not at all prepared,” “somewhat prepared,” “well prepared,” or “very well prepared.” For estimates in this figure, the responses “well prepared” and “very well prepared” have been combined. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.

<sup>8</sup> The text of this brief focuses on differences between the two ends of the spectrum with respect to school poverty (i.e., higher poverty and lower poverty schools). Additional differences in early-career teachers’ reports of preparedness existed for teachers in the two categories of mid-poverty schools. Please see table A-2 to review these estimates.

## Region

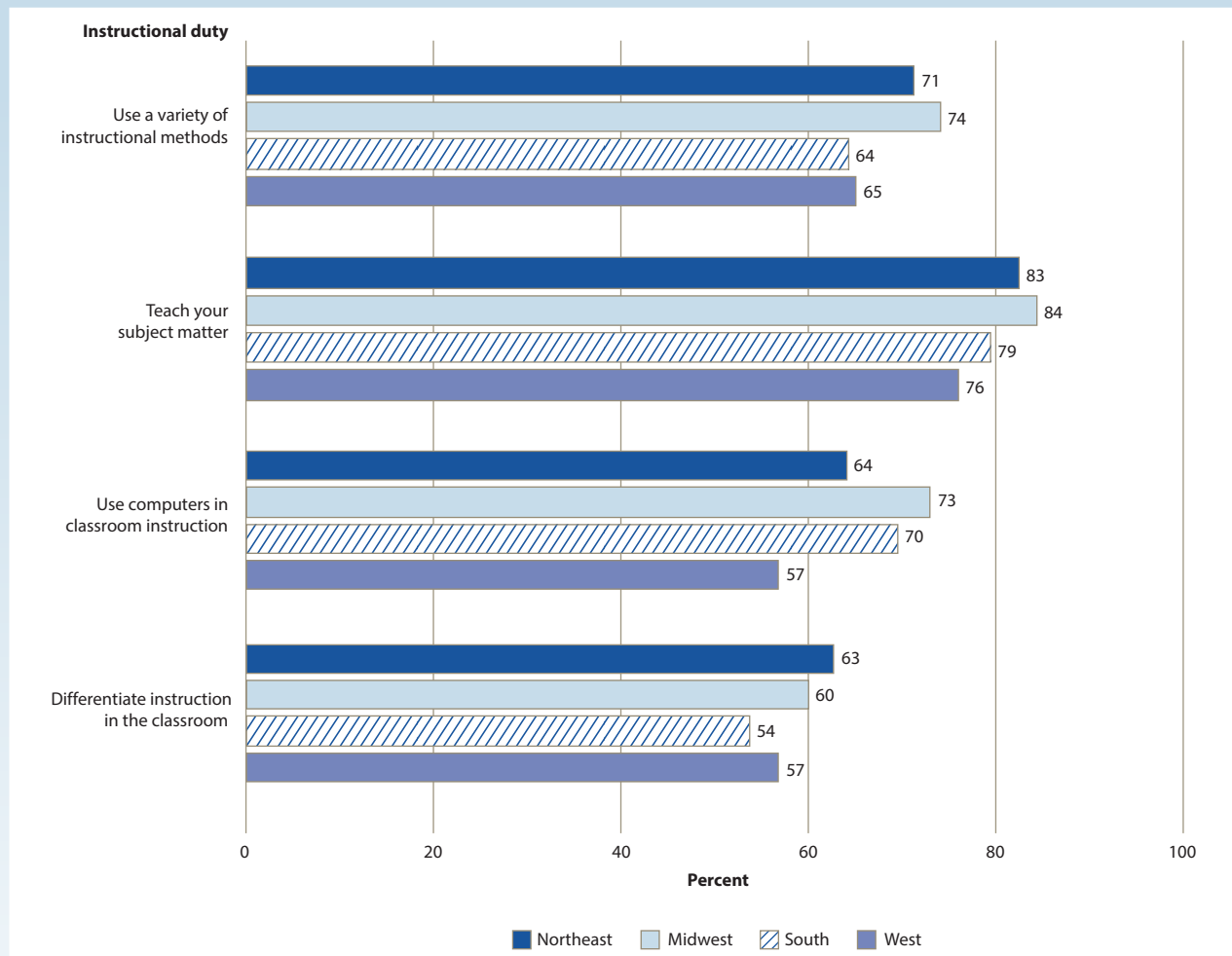
Some measurable differences in early-career teachers' reports of preparation existed by region. Compared to early-career teachers in the West and South, larger percentages of teachers in public schools in the Midwest reported being well prepared in three areas in their first year of teaching (figure 8). Seventy-four percent of early-career teachers in the Midwest reported being well prepared to use a variety

of instructional methods, compared to 65 percent in the West and 64 percent in the South. Similarly, 84 percent of early-career teachers in the Midwest reported being well prepared to teach their subject matter, compared to 76 percent in the West and 79 percent in the South. A larger percentage of early-career teachers in the Midwest (73 percent) and Northeast (64 percent) reported being well prepared to use computers in classroom instruction.

Also, a larger percentage of early-career teachers in the South (70 percent) reported being well prepared to use computers in classroom instruction than teachers in the West (57 percent). On the other hand, a smaller percentage of early-career teachers in the South (54 percent) reported being well prepared to differentiate instruction in the classroom than teachers in the Northeast (63 percent).

## FIGURE 8.

Percentage of early-career public school teachers reporting they were well prepared for instructional duties in their first year of teaching, by selected instructional duty and region: School year 2011–12



NOTE: Teachers could answer: "Not at all prepared," "somewhat prepared," "well prepared," or "very well prepared." For estimates in this figure, the responses "well prepared" and "very well prepared" have been combined. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

### 3 How did the percentage of early-career teachers in public schools who reported that they received additional kinds of support during their first year of teaching vary by their 2011–12 school characteristics?

The percentages of early-career teachers in public school who reported receiving several additional kinds of support in their first year of teaching varied by school classification, community type, school level, student enrollment, school poverty level, and region.

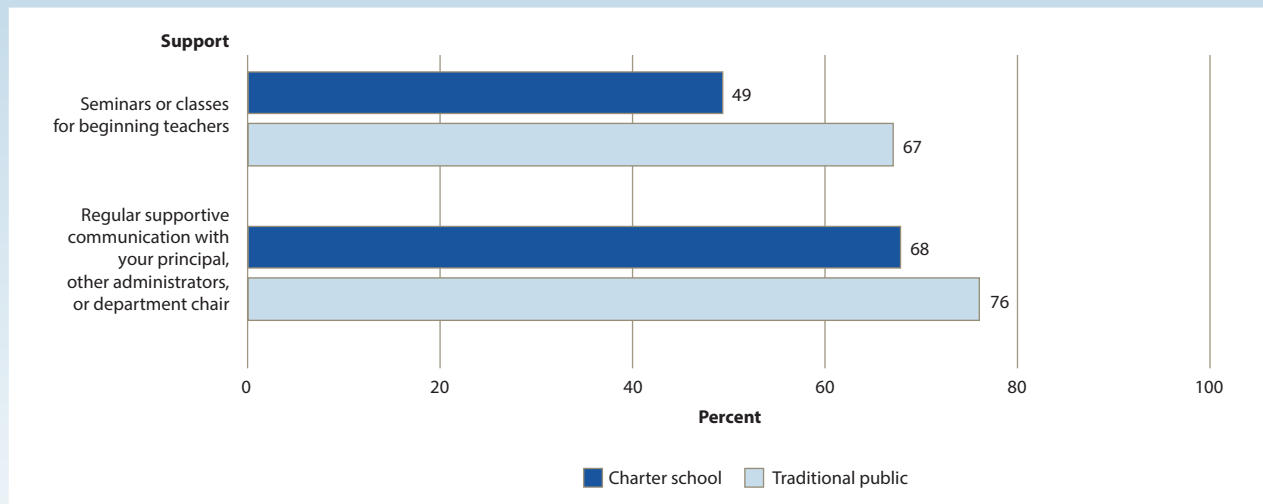
#### School Classification

Two measurable differences existed between early-career teachers in charter schools and in traditional public schools regarding the kinds of support they received in their first year of teaching (figure 9). A smaller percentage of early-career teachers in charter schools than in traditional public schools reported

having access to beginning teacher seminars or classes during their first year of teaching (49 vs. 67 percent). Similarly, a smaller percentage of early-career teachers in charter schools than in traditional public schools reported having regular supportive communication with their principal, other administrators, or department chair (68 vs. 76 percent).

**FIGURE 9.**

Percentage of early-career public school teachers reporting receiving additional support during their first year of teaching, by selected kind of support and school classification: School year 2011–12



NOTE: Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

### Community Type

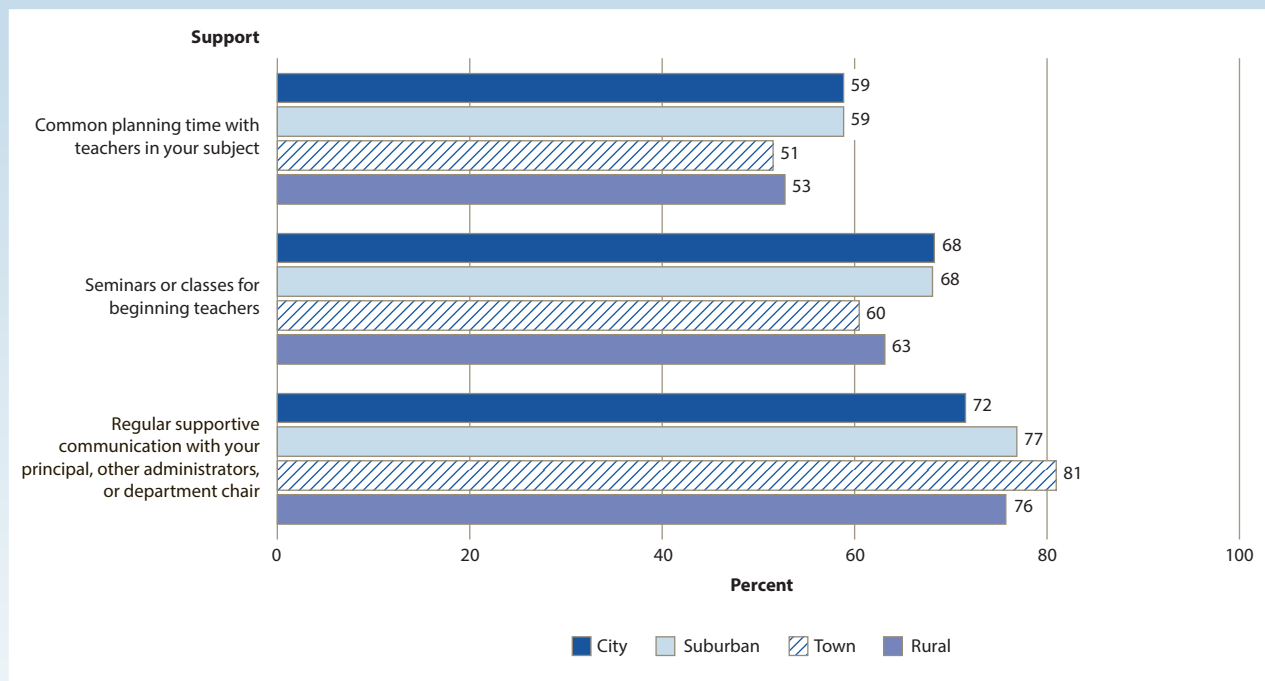
For three of the five additional supports, measurable differences existed along community type. Higher percentages of early-career teachers in suburban schools than teachers in schools in towns reported having common planning time with teachers

in their subjects in their first year of teaching (59 vs. 51 percent). Compared to teachers who taught in schools in towns, higher percentages of teachers in city or suburban schools reported additional supports through seminars or classes for beginning teachers in their first year of teaching (60 vs. 68

percent, for both city and suburban). In addition, higher percentages of teachers in towns reported having regular supportive communication with their principal, other administrators, or department chair than teachers in city or rural schools (81 vs. 72 and 76 percent, respectively).

## FIGURE 10.

Percentage of early-career public school teachers reporting receiving additional support during their first year of teaching, by selected kind of support and community type: School year 2011–12



NOTE: Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

## School Level

Measurable differences were found by school level in most of the types of support: reduced teaching schedules or number of preparations, common planning time with other teachers in their subject, beginning teacher seminars or classes, and extra classroom assistance (e.g., teacher aides) (figure 11).

A smaller percentage of early-career teachers in primary schools (5 percent) than in middle (8 percent), high (13 percent), or combined schools (10 percent) indicated having support for a reduced teaching schedule or

number of preparations in their first year of teaching. The percentage of early career teachers in middle and high schools also measurably differed for this type of support, by five percentage points.

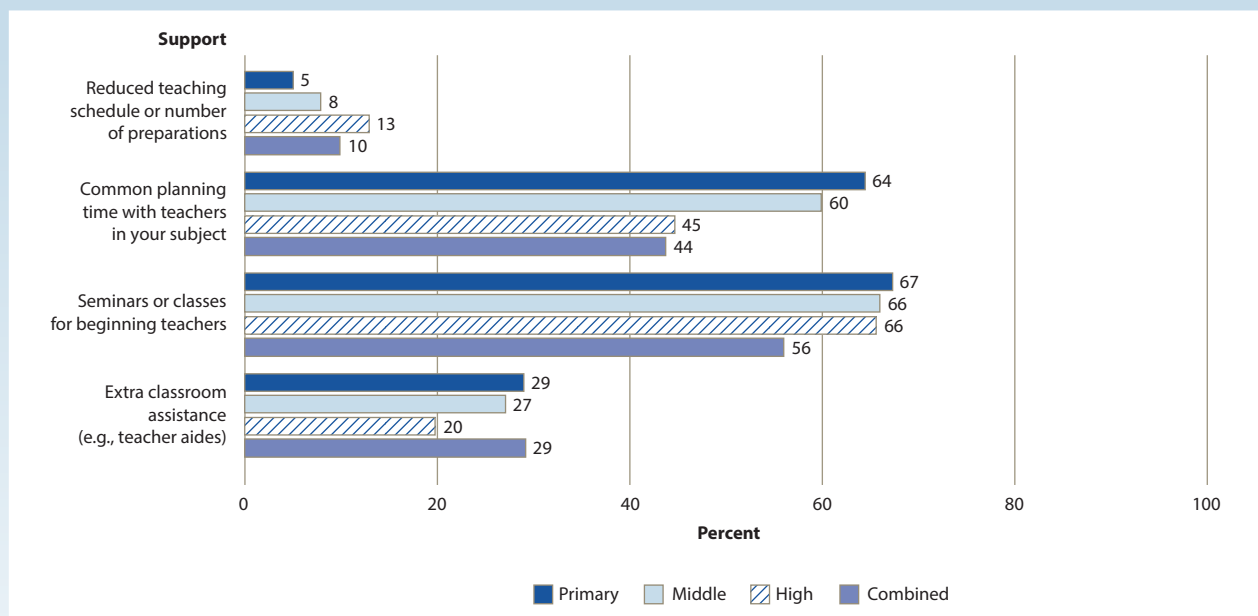
Support through common planning time with teachers in the same subject area in the first year of teaching also varied by school level. A larger percentage of early-career teachers in primary and middle public schools (64 and 60 percent, respectively) than in high schools and combined schools (45 and 44 percent, respectively) reported having this support during their first year of teaching.

In addition, larger percentages of early-career teachers in primary, middle, and high schools (67, 66, and 66 percent, respectively) reported having access to seminars or classes for beginning teachers than those in combined schools (56 percent).

Also, larger percentages of early-career teachers in primary schools (29 percent), middle schools (27 percent), and combined schools (29 percent) than in high schools (20 percent) reported receiving extra classroom assistance (e.g., teacher aides) in their first year of teaching.

## FIGURE 11.

Percentage of early-career public school teachers reporting receiving additional support during their first year of teaching, by selected kind of support and school level: School year 2011–12



NOTE: Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

## Student Enrollment

Measurable differences in supports existed for all five areas of support. Specifically, higher percentages of early-career teachers in the largest schools (1,000 or more students) reported having a reduced teaching schedule or number of preparations (11 percent), compared to early-career teachers in schools with 200–499 students, 500–749 students, and 750–999 students (8, 7, and 7 percent, respectively) (figure 12).

Additionally, 35 percent of early-career teachers in the smallest schools (less than 100 students) and 36 percent of teachers in schools with 100–199 students had common planning time with other teachers in their subject, compared to 54 percent in schools with 200–499 students, 60 percent in schools with 500–749 students, 64 percent in schools with 750–999 students, and 54 percent in

schools with 1,000 or more students. Differences also existed between schools with 750–999 students and schools with 200–499 and 1,000 or more students. Specifically, a higher percentage of early-career teachers in the former reported having this support, compared to early-career teachers in the latter two groups (64 vs. 54 and 54, respectively).

Similarly, 52 percent of early-career teachers in the smallest schools and 55 percent of teachers in schools with 100–199 students reported having access to seminars or classes for beginning teachers, compared to 71 percent in schools with 750–999 students and 69 percent in the largest schools. Additionally, higher percentages of early-career teachers in the largest schools also reported having access to seminars or classes for beginning teachers, compared to their peers in schools with 200–499 students (69 vs. 62 percent).

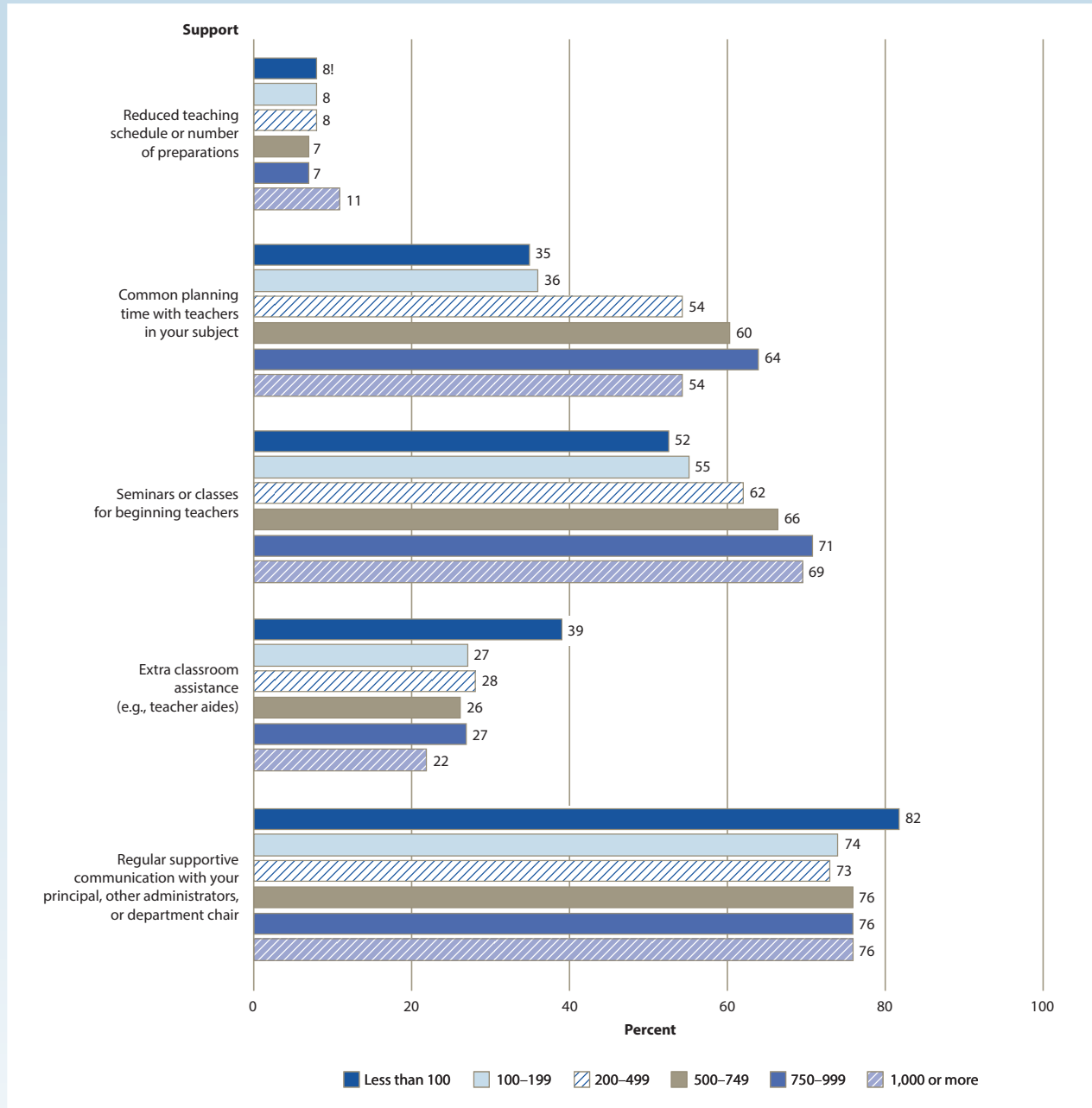
The percentage of early-career teachers in the smallest public schools who received extra classroom assistance was higher than the corresponding percentages in schools with 500–749 students and in the largest public schools (39 vs. 26 and 22 percent, respectively). A smaller percentage of early-career teachers in the largest public schools also reported having this support, compared to early-career teachers in schools with 200–499 students (22 vs. 28 percent).

Finally, there was one difference with respect to the percentages of early-career teachers in different sizes of schools who reported that they had regular supportive communication with school administration. Specifically, a higher percentage of early-career teachers in the smallest schools reported having this support, compared to their peers in schools with 200–499 students (82 vs. 73 percent).



# FIGURE 12.

Percentage of early-career public school teachers reporting receiving additional support during their first year of teaching, by kind of support and student enrollment: School year 2011–12



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

NOTE: Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

### School Poverty Level

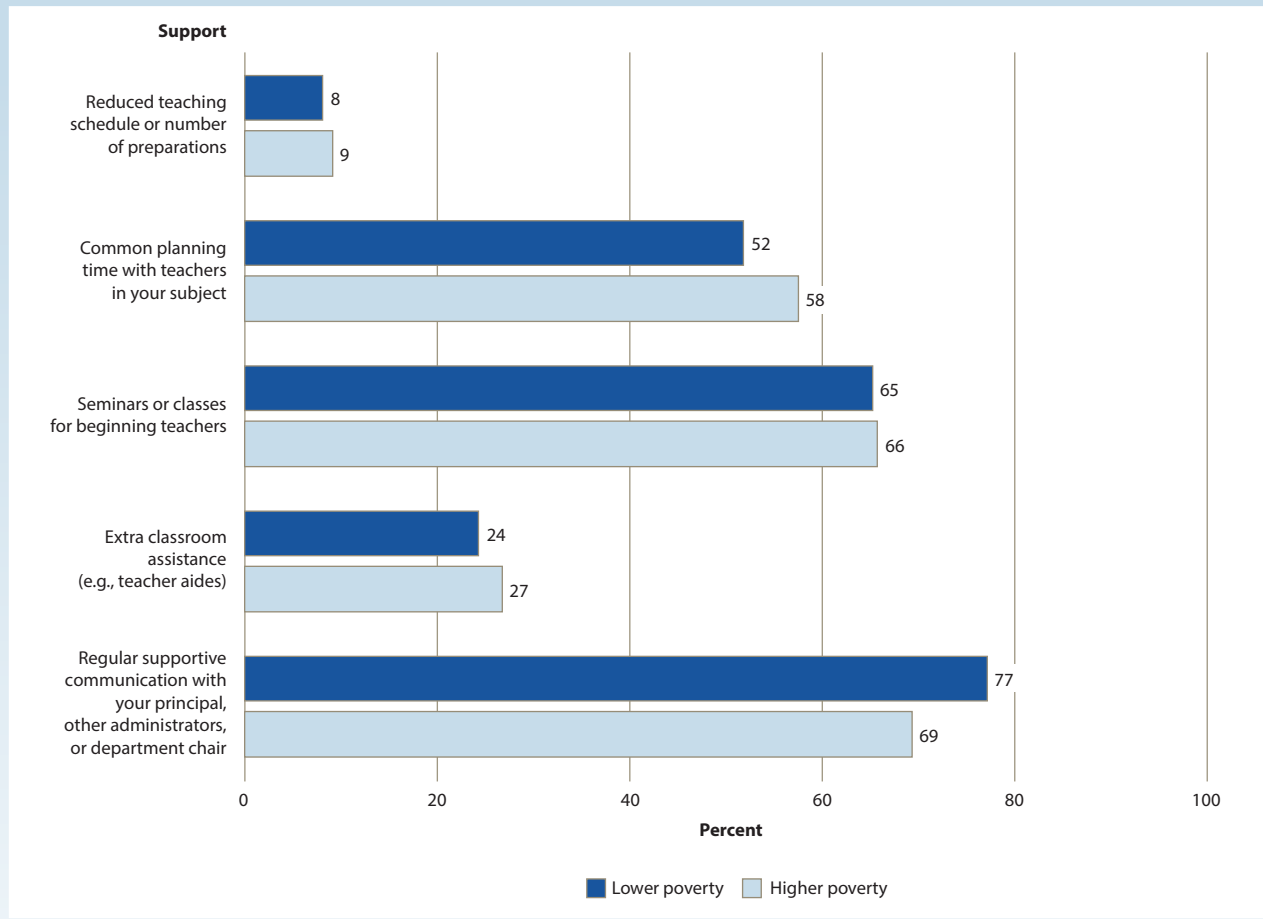
Generally, the percentages of early-career teachers in higher and lower poverty schools who reported receiving various supports during

their first year of teaching did not measurably differ (figure 13).<sup>9</sup> However, measurable differences did exist in one area. Specifically, 69 percent of early-career teachers in the higher

poverty schools reported having regular supportive communication with their principal, compared to 77 percent of early-career teachers in the lower poverty schools.

## FIGURE 13.

Percentage of early-career public school teachers reporting receiving additional support during their first year of teaching, by kind of support and school poverty level: School year 2011–12



NOTE: Higher-poverty schools are defined as public schools where 75 percent or more of the students were approved for free or reduced-price lunch, and lower-poverty schools are defined as public schools where 34 percent or less of the students were approved. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

<sup>9</sup> As was the case with reports of preparation for instructional duties, additional differences in early-career teachers' reports of preparedness existed for teachers in the two categories of mid-poverty schools (those with 35–49 percent and 50–74 percent of students approved for free or reduced-price lunch). Please see table A-4 to review these estimates.

## Region

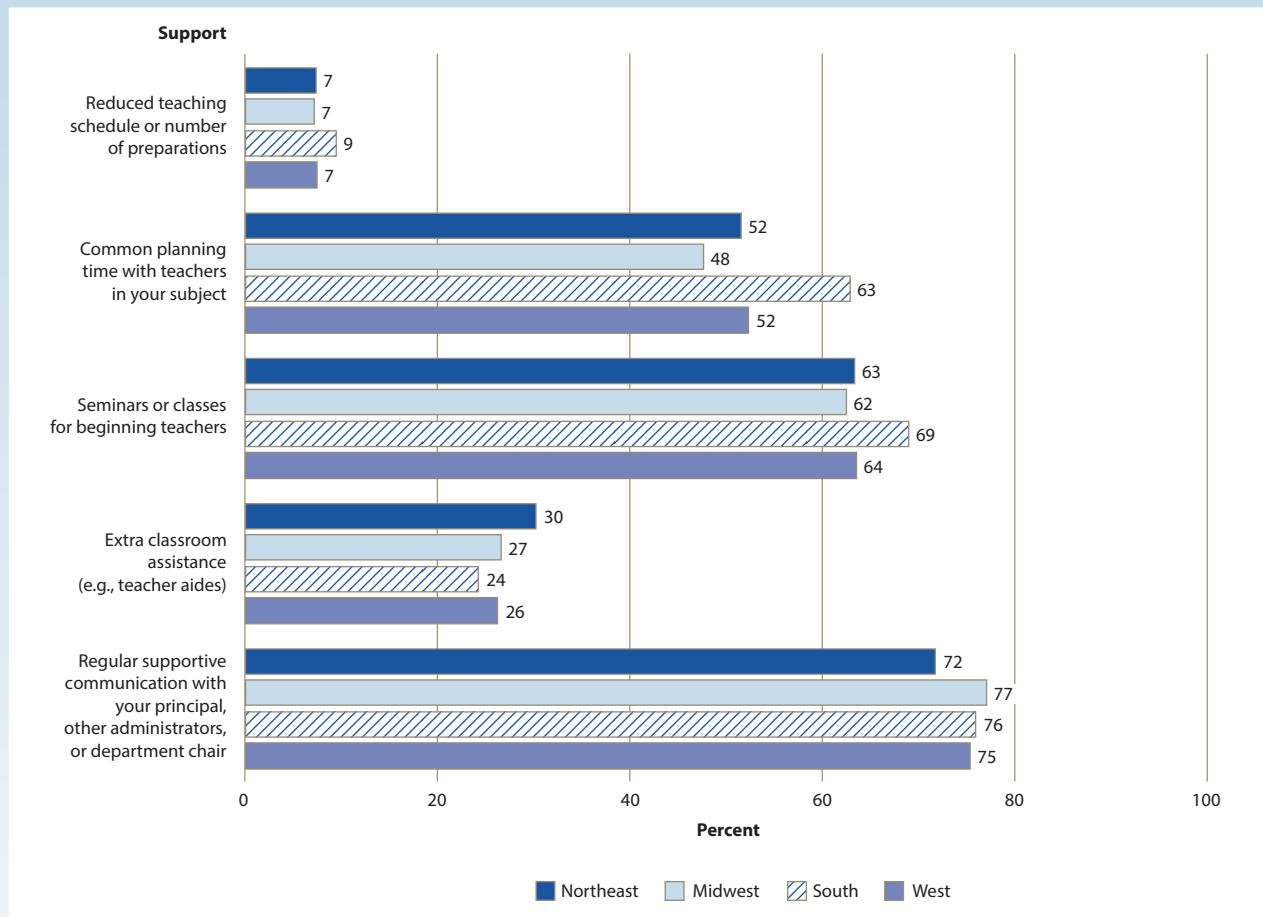
With two exceptions, the percentages of early-career teachers who reported receiving various supports during their first year of teaching did not measurably vary by region (figure 14). A larger percentage of early-career

teachers in the South (63 percent) reported having common planning time with other teachers in their subject during their first year of teaching than teachers in the Midwest (48 percent), Northeast (52 percent), and West (52 percent; figure 14). Also,

a larger percentage of early-career teachers in the South reported having seminars or classes for beginning teachers, compared to early-career teachers in the Midwest (69 vs. 62 percent).

## FIGURE 14.

Percentage of early-career public school teachers reporting receiving additional support during their first year of teaching, by kind of support and region: School year 2011–12



NOTE: Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

## FIND OUT MORE

For questions about content, to download this Statistics in Brief, or to view this report online, go to:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018143>

Readers of this brief may be interested in the following NCES reports:

Goldring, R., Gray, L., and Bitterman, A. (2013). *Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the 2011–12 Schools and Staffing Survey* (NCES 2013-314). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Gray, L., and Taie, S. (2015). *Public School Teacher Attrition and Mobility in the First Five Years: Results From the First Through Fifth Waves of the 2007–08 Beginning Teacher Longitudinal Study* (NCES 2015-337). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Henke, R.R., and Zahn, L. (2001). *Attrition of New Teachers Among Recent College Graduates: Comparing Occupational Stability Among 1992–93 Graduates Who Taught and Those Who Worked in Other Occupations* (NCES 2001-189). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

To access and explore SASS data, please visit the DataLab for the Schools and Staffing Survey at <http://nces.ed.gov/datalab/sass/>.

## METHODOLOGY AND TECHNICAL NOTES

### *Overview of the Schools and Staffing Survey*

The Schools and Staffing Survey (SASS) is sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and is conducted by the U.S. Census Bureau. SASS is a nationally representative sample survey of public and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia. School districts associated with public schools and library media centers in public schools are also part of SASS. SASS has been conducted seven times: in school years 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12.

The 2011–12 SASS consisted of questionnaires for five types of respondents: school districts (public), schools (public and private), principals (public and private), teachers (public and private), and school library media centers (public). Modified versions of the public school principal, public school, and public school teacher questionnaires that incorporated wording and questions appropriate for private school settings were sent to private schools. Charter schools and schools in single-school districts received a modified public school questionnaire that included both district and school items.

For public schools, information can be linked across teachers and their

principals, schools, library media centers, and districts. For private schools, information can be linked across teachers and their principals and schools. For the content of the questionnaires, see <http://nces.ed.gov/surveys/sass/questionnaire.asp>.

SASS was designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers; and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. For private schools, the sample supports national, regional, and affiliation strata estimates for schools, principals, and teachers. Comparisons between public and private schools and their principals and teachers are possible only at the regional and national levels, because private schools were selected for sampling by affiliation strata and region rather than by state.

### *Sampling Frames and Sample Selection*

**Public schools.** The starting point for the 2011–12 SASS public school sampling frame was the preliminary 2009–10 Common Core of Data (CCD) Nonfiscal School Universe data file. The sampling frame was adjusted from the CCD in order to fit the definition of a school eligible for SASS. To be eligible for SASS, a school was defined as an institution or part of an institution that provides classroom instruction to students, has one or more teachers to provide instruction, serves students

in one or more of grades 1–12 or the ungraded equivalent, and is located in one or more buildings apart from a private home. It was possible for two or more schools to share the same building; in that case, they were treated as different schools if they had different administrators (i.e., principal or school head).

The SASS 2011–12 universe of schools is confined to the 50 states plus the District of Columbia and excludes the other jurisdictions, Department of Defense overseas schools, Bureau of Indian Education schools, and CCD schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. This last group includes schools that are essentially administrative units that may oversee entities that provide classroom instruction or may only provide funding and oversight.

The SASS definition of a school is generally similar to the CCD definition, with some exceptions. Because SASS allows schools to define themselves, Census Bureau staff observed that schools generally report as one entity in situations where the administration of two or more schools reported separately on CCD as the same. Thus, CCD schools with the same location, address, and phone number were collapsed during the SASS frame building on the assumption that the respondent would consider them to be one school. A set of rules was applied in certain states to determine in which instances school records should be collapsed. When school records were

collapsed, the student and teacher counts, grade ranges, and names as reported to CCD were all modified to reflect the change.

Finally, additional school records were added to the sampling frame. Most of these records were for alternative, special education, or juvenile justice facilities in California, Pennsylvania, and New York. For a detailed list of frame modifications, see the Survey Documentation for the 2011–12 Schools and Staffing Survey (Chambers et al. forthcoming). After deleting, collapsing, and adding school records, the SASS public school sampling frame consisted of about 90,530 traditional public schools and 5,080 public charter schools.

SASS uses a stratified probability proportionate to size sample. The first level of stratification was school type: (1) schools in a subset of the states where counties are the school districts (Florida, Maryland, Nevada, and West Virginia) so that each of these districts had school(s) selected; (2) public charter schools; and (3) all other traditional public schools. The second level of stratification was state and school district for type 1 schools, and states or groups of states for type 2 and 3 schools. Each of the school types was then stratified by grade level (elementary, secondary, and combined for public charter schools; primary, middle, high, and combined for traditional public schools). Within each stratum, schools were sorted prior to sampling by state, community type (12 categories), collapsed ZIP code, percent free or reduced-price lunch (2 categories), highest grade in the school, percent minority enrollment

(4 categories), and enrollment size. The measure of size used for schools was the square root of the number of full-time-equivalent teachers reported or imputed for each school during sampling frame development. If a school's measure of size was greater than the sampling interval, the school was included in the sample with certainty. Each stratum was assigned a sample size to meet the defined precision goals of the survey. For example, for public primary schools, the goal was a coefficient of variation (CV) of 15 percent or lower for national, regional, and state estimates for key characteristics. These sampling procedures resulted in a total public school sample of about 10,250 traditional public schools and 750 public charter schools.

**Teachers.** Teachers are defined as staff members who teach regularly scheduled classes to students in any of grades K–12. Teacher Listing Forms (i.e., teacher rosters) were collected from sampled schools and districts, primarily by mail, and compiled at the Census Bureau. This compilation was done on an ongoing basis throughout the roster collection period. Along with the names of teachers, sampled schools were asked to provide information about each teacher's teaching experience (1 year, 2–3 years, 4–19 years, and 20 or more years), teaching status (full or part time), and subject matter taught (special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other).

Sampling was also done on an ongoing basis throughout the roster collection

period. The Census Bureau first stratified teachers into four teacher strata: (1) beginning teachers (in their first year of teaching), (2) early-career teachers (in their second or third years of teaching), (3) mid-career teachers (in their 4th through 19th years of teaching), and (4) experienced teachers (in their 20th or later years of teaching). Beginning and early-career teachers were oversampled to improve the survey estimates for this subpopulation. Teachers within a school were sorted by the teacher stratum code, the subject matter taught, and the teacher line number code. The teacher line number is a unique number assigned to identify the individual within the teacher list. Within each teacher stratum in each school, teachers were selected systematically with equal probability.

So that a school would not be overburdened by sampling too large a proportion of its teachers, the maximum number of teachers per school was set at 20. About 20 percent of the eligible public schools did not provide teacher lists that could be used for sampling teachers. For these schools, no teachers were selected. About 51,100 public school teachers were sampled.

For details on sampling at all levels, see the Survey Documentation for the 2011–12 Schools and Staffing Survey (Chambers et al. forthcoming).

### *Data Collection Procedures*

In 2011–12, SASS used a combination of mail and Web reporting with subsequent telephone and in-person field follow-up. Prior to the beginning

of data collection, research applications were submitted to public school districts that required them to conduct research in the schools. Starting in June 2011, all districts were contacted by telephone to verify or collect the information about the district and sampled school(s) needed for data collection, identify the best person to receive the district questionnaire, and determine if the district would provide an electronic teacher list for sampled school(s). Survey packages were mailed to districts in October 2011.<sup>10</sup> Follow-up was conducted sequentially by mail, telephone, and in person to districts that did not provide the requested questionnaire and/or teacher list.

In preparation for school-level data collection, advance letters were mailed to the sampled schools in June 2011 to verify their addresses. School packages were mailed in October 2011.<sup>11</sup> Next, schools were telephoned using a computer-assisted telephone-interviewing instrument to verify school information, establish a survey coordinator (who became the main contact person at the school for subsequent communication), and follow up on the Teacher Listing Form if the school district had not already provided an electronic teacher list. Teacher questionnaires were mailed to schools on a flow basis as teachers were sampled on an ongoing basis from the data provided on the Teacher Listing Form or electronic teacher

list. The field follow-up period was preceded by phone calls from the telephone centers to remind the survey coordinators to have staff complete and return all forms. Individual survey respondents (principal, librarian, and teachers) were also called from the telephone centers and asked to complete the questionnaire by phone. Data collection ended in June 2012.

### ***Data Processing and Imputation***

The Census Bureau used both central processing and headquarters staff to check returned questionnaires, key the data, and implement quality control procedures. Questionnaires that had a preliminary classification of a complete interview were submitted to a series of computer edits consisting of a range check, a consistency edit, a blanking edit (deleting answers to questions that should not have been filled in, such as if a respondent followed a wrong skip pattern), and a logic edit. After these edits were run and reviewed by analysts, the records were put through another edit to make a final determination as to whether the case was eligible for the survey and whether sufficient data had been collected for the case to be classified as a complete interview.

After the final edits were run, cases with “not answered” values for items remained. Values were imputed using two main approaches. Donor respondent methods, such as hot-deck

imputation, were used. If no suitable donor case could be matched, the few remaining items were imputed using the mean or mode from groups of similar cases to impute a value to the item with missing data. After each stage of imputation, computer edits were run again to verify that the imputed data were consistent with the existing questionnaire data. If that was not the case, an imputed value was blanked out by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value. Edit and imputation flags, indicating which edit or imputation method was used, were assigned to each relevant survey variable. For further information, see the sections on data processing and imputation in the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming).

### ***Response Rates and Nonresponse Bias Analysis***

**Unit response rates.** The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. The weighted SASS unit response rate was produced by dividing the weighted number of respondents

<sup>10</sup> The SASS district package contained a cover letter, the School District Questionnaire, and postage-paid return envelope. Districts that indicated they would provide electronic list(s) of teachers for their selected school(s) received a letter that explained the purpose of the teacher list and provided instructions for uploading the file. In districts with only one school, the school received the Public School Questionnaire (With District Items) in lieu of the School District Questionnaire and School Questionnaire.

<sup>11</sup> The SASS school package contained a cover letter to the principal; a cover letter to the survey coordinator; the Teacher Listing Form if the district could not provide it; the Public School Principal Questionnaire or Private School Principal Questionnaire; the Public School Questionnaire; the Public School Questionnaire (With District Items), or Private School Questionnaire; the School Library Media Center Questionnaire (for public schools only); postage-paid return envelopes; and the Statistical Abstract of the United States: 2011 CD.

who completed questionnaires by the weighted number of eligible sampled cases, using the initial base weight (the inverse of the probability of selection). The weighted unit response rate for public school teachers in the 2011–12 SASS was 77.7 percent.

**Overall response rates.** The overall response rate represents the response rate to the survey taking into consideration each stage of the survey. For teachers, the overall response rate is calculated as the product of the response rate to two stages: the Teacher Listing Form and the teacher questionnaire. The weighted overall response rate to the 2011–12 SASS, calculated using the initial base weight for public school teachers, was 61.8 percent.

**Nonresponse bias analysis.** A comprehensive nonresponse bias analysis has been conducted for each SASS data file in all survey administrations. The analyses conducted for the 2011–12 SASS found evidence of bias in some variables; however, the potential bias does not affect the estimates produced for this brief. For information on the 2011–12 nonresponse bias analyses, see the *User's Manual for the 2011–12 Schools and Staffing Survey, Volume 1: Overview* (Goldring et al. 2013).

### ***Weighting and Variance Estimation***

Each SASS data file contains a final weight and a set of replicate weights. The final weights are needed so that the sample estimates reflect the target survey population in data analyses. Each of the analyses uses the teacher final weight (TFNLWGT).

In surveys with complex sample designs, such as SASS, direct estimates of sampling errors that assume a simple random sample will typically underestimate the variability in the estimates. The SASS sample design and estimation include procedures that deviate from the assumption of simple random sampling. For this reason, the preferred method of calculating sampling errors is replication. Each SASS data file includes a set of replicate weights designed to produce variance estimates. Each of the analyses in this brief uses the school replicate weights (AREPWT1–AREPWT88) to create balanced repeated replication variance estimates.

### ***Data Caveats***

The data in this brief speak to the existence of supports for first year teachers, but the data do not indicate the quality of those supports. Additionally, these data are retrospective accounts by teachers within their first five years of their career about the first year of their career. In this analytic sample, 19 percent of early-career teachers had one year of experience, 19 percent had two years of experience, 20 percent had three years of experience, 23 percent had four years of experience, and 19 percent had five years of experience. The analyses presented in the body of this report do not account for any variations in individual teachers' recollections. In a small number of cases, differences by years of experience existed. Table 1 is the result of a series of independent *t*-tests of every possible comparison by years of experience. The table displays

only those comparisons that indicated a measurable difference between two groups of teachers. In table 1, the columns "Group 1" and "Group 2" indicate the years of experience of the teachers in each group. For instance, if the "Group 1" column lists "1," then teachers in that group have one year of experience.

This brief describes the approximately 587,100 public school teachers whose first year of teaching was after the 2007–08 school year. Between 2007–08 and 2011–12, about 31 percent of teachers who are included in this report moved from the school where they served their first year of teaching. The identification of these movers is relevant to the school characteristics discussion presented in research questions 2 and 3 because the school characteristics pertain to the teacher's school at the time of the survey while their responses to items regarding preparedness and support refer to the school the teacher was in during their first year teaching. In the majority of cases, movers and stayers did not measurably differ. As noted in footnote 7 on page 6 of this brief, a higher percentage of stayers than movers agreed that they had "regular supportive communication with your principal, other administrators, or department chair" (78 vs. 70 percent). In a small number of cases, differences between stayers and movers existed for teachers in certain types of schools. Tables 2, 3, and 4 display all measurable differences.



**Table 1. Percentage of early-career public school teachers who reported that they were well prepared for various instructional duties or that they received various supports during the first year of teaching, by years of experience: School year 2011–12**

(Standard errors appear in parentheses.)

Preparation	Years of experience		Percent	
	Group 1	Group 2	Group 1	Group 2
Well prepared to handle a range of classroom management or discipline situations	1	3	62.7 (2.79)	54.1 (2.73)
Well prepared to handle a range of classroom management or discipline situations	1	4	62.7 (2.79)	50.2 (2.88)
Well prepared to handle a range of classroom management or discipline situations	1	5	62.7 (2.79)	51.4 (3.06)
Well prepared to handle a range of classroom management or discipline situations	2	4	58.1 (2.39)	50.2 (2.88)
Well prepared to use a variety of instructional methods	1	5	72.0 (3.30)	62.6 (3.19)
Well prepared to use a variety of instructional methods	2	5	71.8 (2.30)	62.6 (3.19)
Well prepared to use computers in the classroom	1	3	73.4 (2.09)	65.2 (2.69)
Well prepared to use computers in the classroom	1	4	73.4 (2.09)	65.2 (2.26)
Well prepared to use computers in the classroom	2	5	71.5 (1.91)	62.0 (3.61)
Well prepared to assess students	1	4	72.9 (3.01)	64.2 (2.39)
Well prepared to assess students	1	5	72.9 (3.01)	62.3 (3.53)
Well prepared to differentiate instruction in the classroom	1	4	62.3 (2.96)	54.2 (2.64)
Well prepared to differentiate instruction in the classroom	1	5	62.3 (2.96)	51.8 (3.29)
Well prepared to differentiate instruction in the classroom	2	5	61.0 (2.73)	51.8 (3.29)
Well prepared to use data from student assessments to inform instruction	1	3	59.7 (2.53)	52.8 (2.32)
Well prepared to use data from student assessments to inform instruction	1	4	59.7 (2.53)	49.3 (2.73)
Well prepared to use data from student assessments to inform instruction	1	5	59.7 (2.53)	45.6 (3.19)
Well prepared to use data from student assessments to inform instruction	2	4	57.1 (2.47)	49.3 (2.73)
Well prepared to use data from student assessments to inform instruction	2	5	57.1 (2.47)	45.6 (3.19)
Well prepared to meet state content standards	1	3	79.4 (2.46)	72.3 (2.11)
Well prepared to meet state content standards	1	4	79.4 (2.46)	72.3 (2.34)
Well prepared to meet state content standards	2	3	80.7 (1.84)	72.3 (2.11)
Well prepared to meet state content standards	2	4	80.7 (1.84)	72.3 (2.34)
Well prepared to meet state content standards	2	5	80.7 (1.84)	71.9 (3.34)
<b>Support</b>				
Received a reduced teaching schedule or number of preparations	1	5	10.3 (1.33)	6.3 (1.26)
Received common planning time with teachers in your subject	1	3	60.7 (2.63)	52.3 (2.72)

Table reads: 62.7 percent of early-career public school teachers who had 1 year of experience reported being well-prepared to handle a range of classroom management or discipline situations during their first year of teaching, whereas 54.1 percent of early-career public school teachers who had 3 years of experience reported being well-prepared to handle a range of classroom management or discipline situations during their first year of teaching.

NOTE: The estimates selected were those with statistically significant differences between teachers with varying years of experience. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.

**Table 2. Percentage of early-career public school teachers reporting receiving regular supportive communication with their principal, other administrators, or department chair during their first year of teaching, by mobility status and selected school characteristics: School year 2011–12**

(Standard errors appear in parentheses.)

School characteristic	Stayers		Movers	
<b>All public schools</b>	<b>78.0</b>	<b>(1.29)</b>	<b>69.6</b>	<b>(2.37)</b>
<b>School classification</b>				
Traditional public	78.4	(1.37)	70.4	(2.48)
<b>Community type</b>				
Rural	78.2	(1.93)	69.3	(3.25)
<b>School level<sup>1</sup></b>				
High	78.7	(1.78)	72.1	(2.44)
Combined	79.3	(2.76)	57.9	(5.72)
<b>Student enrollment</b>				
200–499	76.7	(2.39)	66.6	(3.87)
1,000 or more	78.8	(2.34)	69.7	(3.24)
<b>Percent of K–12 students who were approved for free or reduced-price lunches</b>				
50–74	82.3	(2.21)	69.5	(3.51)
<b>Region</b>				
Midwest	79.8	(1.96)	71.3	(3.81)
West	79.7	(1.87)	66.0	(4.98)

<sup>1</sup> High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

NOTE: The school characteristics selected were those with statistically significant differences. “Stayers” are teachers who were teaching in the same school in the current school year as in their first year of teaching. “Movers” are teachers who were still teaching in the current school year but had moved to a different school than their initial one. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.

**Table 3. Percentage of early-career public school teachers reporting they were well prepared to handle a range of classroom management or discipline situations during their first year of teaching, by mobility status and selected school characteristics: School year 2011–12**

(Standard errors appear in parentheses.)

School characteristic	Stayers		Movers	
<b>Community type</b>				
City	52.6	(2.46)	42.9	(4.04)
<b>Region</b>				
Midwest	61.9	(2.61)	52.4	(3.82)

NOTE: The school characteristics selected were those with statistically significant differences. “Stayers” are teachers who were teaching in the same school in the current school year as in their first year of teaching. “Movers” are teachers who were still teaching in the current school year but had moved to a different school than their initial one. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years. Teachers could answer: “Not at all prepared,” “somewhat prepared,” “well prepared,” or “very well prepared.” For estimates in this table, the responses “well prepared” and “very well prepared” have been combined.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.

**Table 4. Percentage of early-career public school teachers reporting receiving common planning time with teachers in their subject during their first year of teaching, by mobility status and selected school characteristics: School year 2011–12**

(Standard errors appear in parentheses.)

School characteristic	Stayers		Movers	
<b>School level<sup>1</sup></b>				
Middle	63.6	(2.01)	52.5	(3.96)

<sup>1</sup> Middle schools have no grade lower than 5 and no grade higher than 8.

NOTE: The school characteristics selected were those with statistically significant differences. “Stayers” are teachers who were teaching in the same school in the current school year as in their first year of teaching. “Movers” are teachers who were still teaching in the current school year but had moved to a different school than their initial one. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.

## Statistical Procedures

Comparisons made in the text were tested for statistical significance at the  $p < .05$  level to ensure that the differences were larger than might be expected due to sampling variation. Consistent with widely accepted statistical standards, only those findings that are statistically significant at the .05 level are reported. That is, there is less than a 5 percent chance that the difference occurred by chance. When comparing estimates between categorical groups (e.g., sex, race/ethnicity),  $t$  statistics were calculated.

The following formula was used to compute the  $t$  statistic:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where  $E_1$  and  $E_2$  are the estimates to be compared (e.g., the means of sample members in two groups), and  $se_1$  and  $se_2$  are their corresponding standard errors.

No adjustments were made for multiple comparisons. It is important to note that many of the variables examined in this report may be related

to one another and to other variables not included in the analyses. The complex interactions and relationships among the variables were not fully explored and warrant more extensive analysis. Furthermore, the variables examined in this report are just a few of those that could be examined. Readers are cautioned not to draw causal inferences based on the results presented.

The coefficient of variation (CV) represents the ratio of the standard error to the estimate. The CV is an important measure of the reliability and accuracy of an estimate. In this report, the CV was calculated for all estimates. If any standard errors were between 30 and 50 percent of the estimate, estimates would be noted with a “!” symbol (interpret with caution) in tables; estimates with a standard error greater than 50 percent would be suppressed and noted as “reporting standards not met.”

## About PowerStats

PowerStats was used for this report to generate estimates and to produce the sample design-adjusted standard errors necessary for testing the

statistical significance of differences in the estimates. It also contains a detailed description of how each variable was created and includes question wording for items coming directly from an interview.

With PowerStats, users can replicate or expand upon the tables presented in this publication. The output from PowerStats includes the table estimates (e.g., percentages or means), standard errors, and weighted sample sizes for the estimates. If the number of valid cases is too small to produce a reliable estimate (fewer than 30 cases), PowerStats prints the double dagger symbol (‡) instead of the estimate.

In addition to producing tables, PowerStats users may conduct linear or logistic regressions. Many options are available for output with the regression results. For a description of all the options available, users should access the PowerStats website at <http://nces.ed.gov/datalab/index.aspx>.

For more information, contact [NCES.Info@ed.gov](mailto:NCES.Info@ed.gov) or (800) 677-6987.

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## APPENDIX A: DATA TABLES

**Table A-1. Percentage distribution of early-career public school teachers indicating how prepared they reported they were for instructional duties during their first year of teaching, by instructional duty: School year 2011–12**

<b>Instructional duty</b>	<b>Well prepared</b>	<b>Not well prepared</b>
Handle a range of classroom management or discipline situations	55.1 *	44.9
Use a variety of instructional methods	67.6 *	32.4
Teach your subject matter	80.4 *	19.6
Use computers in classroom instruction	67.3 *	32.7
Assess students	66.6 *	33.4
Differentiate instruction in the classroom	56.9 *	43.1
Use data from student assessments to inform instruction	52.7 *	47.3
Meet state content standards	75.1 *	24.9

\* Statistically significant at  $p < .05$ .

NOTE: Teachers could answer: “Not at all prepared,” “somewhat prepared,” “well prepared,” or “very well prepared.” In this table, the responses “well prepared” and “very well prepared” have been combined for the “well prepared” category, and the responses “not at all prepared” and “somewhat prepared” have been combined for the “not well prepared” category. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.

**Table A-2. Percentage of early-career public school teachers reporting they were well prepared for instructional duties in their first year of teaching, by instructional duty and selected school characteristics: School year 2011–12**

School characteristic	Percentage distribution of early-career teachers	Handle a range of classroom management or discipline situations	Use a variety of instructional methods	Teach your subject matter	Use computers in classroom instruction	Assess students	Differentiate instruction in the classroom	Use data from student assessments to inform instruction	Meet state content standards
<b>All public schools</b>	<b>100</b>	<b>55.1</b>	<b>67.6</b>	<b>80.4</b>	<b>67.3</b>	<b>66.6</b>	<b>56.9</b>	<b>52.7</b>	<b>75.1</b>
<b>School classification</b>									
Charter school	7.0	47.8	60.9	77.2	58.0	58.5	50.2	46.8	66.6
Traditional public	93.0	55.6	68.1	80.6	68.0	67.2	57.4	53.2	75.8
<b>Community type</b>									
City	30.4	49.6	63.0	76.3	63.9	62.6	51.7	48.6	70.5
Suburban	29.0	56.2	68.6	83.0	68.2	69.7	59.7	54.6	76.5
Town	12.6	57.0	69.5	80.2	69.6	67.4	57.4	55.3	77.5
Rural	28.0	59.1	70.6	82.2	68.9	67.5	59.5	54.1	77.5
<b>School level<sup>1</sup></b>									
Primary	44.6	57.8	67.9	76.6	66.8	65.2	57.6	54.9	74.7
Middle	17.9	52.2	66.8	81.4	63.3	67.4	54.4	51.7	75.3
High	29.9	52.6	67.4	85.6	70.7	69.2	57.0	50.7	77.0
Combined	7.6	55.6	68.2	79.9	66.1	63.2	58.8	50.4	69.3
<b>Student enrollment</b>									
Less than 100	2.0	56.5	73.0	80.2	70.3	61.9	69.2	61.2	76.7
100–199	3.3	58.1	70.6	80.9	65.9	69.0	60.8	59.7	73.9
200–499	29.0	55.5	67.2	78.6	65.9	64.5	53.9	50.8	74.4
500–749	26.2	57.9	68.8	80.1	67.5	66.8	56.7	55.5	76.5
750–999	14.4	53.4	65.7	78.5	66.6	66.6	57.4	53.0	71.8
1,000 or more	25.1	52.2	66.9	83.7	68.9	69.0	58.9	50.3	76.4
<b>Percent of K–12 students who were approved for free or reduced-price lunches</b>									
0–34	27.2	59.9	73.7	85.1	67.9	71.7	61.5	55.9	79.6
35–49	15.5	57.9	72.3	82.5	68.1	68.9	60.1	53.9	78.9
50–74	29.4	55.4	67.0	79.8	67.1	66.2	57.2	53.7	75.2
75 or more	27.8	48.3	59.8	74.9	66.7	61.5	50.5	48.1	68.4
<b>Region</b>									
Northeast	15.5	55.3	71.3	82.5	64.1	67.0	62.7	53.7	76.6
Midwest	20.6	58.7	74.1	84.4	73.0	68.6	60.0	53.7	77.4
South	47.2	53.9	64.3	79.4	69.5	66.8	53.7	51.6	74.5
West	16.7	53.6	65.1	76.0	56.8	63.4	56.8	53.8	72.8

<sup>1</sup> Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

NOTE: Teachers could answer: “Not at all prepared,” “somewhat prepared,” “well prepared,” or “very well prepared.” For estimates in this table, the responses “well prepared” and “very well prepared” have been combined. Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.

**Table A-3. Percentage distribution of early-career public school teachers indicating whether they had additional support during their first year of teaching, by support: School year 2011–12**

<b>Support</b>	<b>Yes</b>	<b>No</b>
Reduced teaching schedule or number of preparations	8.3 *	91.7
Common planning time with teachers in your subject	56.2 *	43.8
Seminars or classes for beginning teachers	65.8 *	34.2
Extra classroom assistance (e.g., teacher aides)	25.9 *	74.1
Regular supportive communication with your principal, other administrators, or department chair	75.4 *	24.6

\* Statistically significant at  $p < .05$ .

NOTE: Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

**Table A-4. Percentage of early-career public school teachers reporting receiving additional support during their first year of teaching, by kind of support and selected school characteristics: School year 2011–12**

School characteristic	Percentage distribution of early-career teachers	Reduced teaching schedule or number of preparations	Common planning time with teachers in your subject	Seminars or classes for beginning teachers	Extra classroom assistance (e.g., teacher aides)	Regular supportive communication with your principal, other administrators, or department chair
<b>All public schools</b>	<b>100</b>	<b>8.3</b>	<b>56.2</b>	<b>65.8</b>	<b>25.9</b>	<b>75.4</b>
<b>School classification</b>						
Charter school	7.0	10.4	52.5	49.3	25.6	67.8
Traditional public	93.0	8.1	56.5	67.0	26.0	76.0
<b>Community type</b>						
City	30.4	8.1	58.8	68.3	24.6	71.5
Suburban	29.0	6.8	58.8	68.1	26.1	76.8
Town	12.6	9.4	51.5	60.4	31.5	80.9
Rural	28.0	9.4	52.7	63.1	24.8	75.7
<b>School level<sup>1</sup></b>						
Primary	44.6	5.0	64.5	67.4	29.0	74.8
Middle	17.9	7.9	60.0	66.1	27.1	75.5
High	29.9	12.9	44.7	65.7	19.8	76.8
Combined	7.6	9.9	43.8	56.1	29.2	73.0
<b>Student enrollment</b>						
Less than 100	2.0	7.8 <sup>!</sup>	34.8	52.4	38.9	82.4
100–199	3.3	8.3	35.9	55.0	27.0	74.4
200–499	29.0	7.5	54.2	61.9	28.0	73.3
500–749	26.2	7.3	60.2	66.3	26.1	76.3
750–999	14.4	6.9	63.8	70.6	26.8	75.6
1,000 or more	25.1	10.9	54.2	69.4	21.8	76.2
<b>Percent of K–12 students who were approved for free or reduced-price lunches</b>						
0–34	27.2	8.1	51.8	65.2	24.3	77.1
35–49	15.5	8.7	55.1	65.0	25.5	77.0
50–74	29.4	7.4	59.9	67.5	27.1	78.4
75 or more	27.8	9.1	57.5	65.7	26.7	69.3
<b>Region</b>						
Northeast	15.5	7.3	51.5	63.3	30.2	71.7
Midwest	20.6	7.1	47.6	62.4	26.5	77.0
South	47.2	9.4	62.8	68.9	24.2	75.9
West	16.7	7.4	52.3	63.5	26.2	75.3

<sup>!</sup> Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>1</sup> Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

NOTE: Early-career teachers are defined as regular, full-time teachers whose first year of teaching occurred between the 2007–08 and 2011–12 school years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.



## APPENDIX B: STANDARD ERROR TABLES

**Table B-1. Standard errors for table A-1: Percentage distribution of early-career public school teachers indicating how prepared they reported they were for instructional duties during their first year of teaching, by instructional duty: School year 2011–12**

<b>Instructional duty</b>	<b>Well prepared</b>	<b>Not well prepared</b>
Handle a range of classroom management or discipline situations	1.17	1.17
Use a variety of instructional methods	1.25	1.25
Teach your subject matter	1.16	1.16
Use computers in classroom instruction	1.04	1.04
Assess students	1.28	1.28
Differentiate instruction in the classroom	1.27	1.27
Use data from student assessments to inform instruction	1.25	1.25
Meet state content standards	1.17	1.17

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

**Table B-2. Standard errors for table A-2: Percentage of early-career public school teachers reporting they were well prepared for instructional duties in their first year of teaching, by instructional duty and selected school characteristics: School year 2011–12**

School characteristic	Percentage distribution of early-career teachers	Handle a range of classroom management or discipline situations	Use a variety of instructional methods	Teach your subject matter	Use computers in classroom instruction	Assess students	Differentiate instruction in the classroom	Use data from student assessments to inform instruction	Meet state content standards
<b>All public schools</b>	†	1.17	1.25	1.16	1.04	1.28	1.27	1.25	1.17
<b>School classification</b>									
Charter school	0.72	4.47	5.62	6.86	3.69	4.78	3.88	4.00	5.83
Traditional public	0.72	1.16	1.21	1.01	1.13	1.28	1.31	1.38	1.14
<b>Community type</b>									
City	1.20	1.90	2.82	2.69	2.19	2.65	2.61	2.39	2.51
Suburban	1.54	2.58	2.31	1.88	2.36	2.50	2.45	2.57	2.30
Town	0.81	2.99	2.79	2.55	2.60	2.98	2.95	2.98	2.07
Rural	1.20	1.96	1.82	1.69	2.18	2.12	1.99	2.00	1.84
<b>School level</b>									
Primary	1.48	2.25	2.31	1.66	1.84	2.32	2.33	2.49	1.79
Middle	0.78	2.16	2.57	2.33	2.16	2.70	2.51	2.41	2.81
High	1.19	1.77	1.45	1.16	1.49	1.53	1.79	1.65	1.43
Combined	0.73	4.04	4.61	5.89	3.42	4.38	3.71	3.42	4.94
<b>Student enrollment</b>									
Less than 100	0.27	5.57	4.82	4.59	5.29	4.56	5.54	4.83	5.05
100–199	0.36	4.74	4.57	4.90	5.08	6.13	4.84	5.16	5.08
200–499	1.19	2.10	1.95	2.01	2.20	2.44	2.35	2.29	1.99
500–749	1.21	2.63	2.54	2.05	2.23	2.47	2.57	2.95	1.76
750–999	1.34	3.67	4.86	4.35	3.72	4.82	4.28	4.58	5.03
1,000 or more	1.14	1.95	1.97	1.57	1.78	1.89	2.18	1.80	1.64
<b>Percent of K–12 students who were approved for free or reduced-price lunches</b>									
0–34	0.98	2.16	1.96	2.02	2.32	2.20	1.96	2.25	1.87
35–49	1.01	2.69	2.24	2.26	2.59	2.28	2.52	2.59	1.91
50–74	1.21	2.46	2.19	1.72	1.98	2.27	2.52	2.45	1.91
75 or more	1.37	2.39	2.97	2.66	2.28	2.58	2.62	2.34	2.99
<b>Region</b>									
Northeast	0.88	3.85	4.02	4.93	3.99	4.00	3.69	3.66	5.01
Midwest	1.05	2.25	1.62	1.49	1.75	2.00	2.45	2.21	1.82
South	1.66	1.94	1.98	1.60	1.72	1.98	2.09	2.00	1.85
West	0.97	2.53	2.55	2.30	2.59	2.72	2.67	2.46	2.12

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

**Table B-3. Standard errors for table A-3: Percentage distribution of early-career public school teachers indicating whether they had additional support during their first year of teaching, by support: School year 2011–12**

<b>Support</b>	<b>Yes</b>	<b>No</b>
Reduced teaching schedule or number of preparations	0.50	0.50
Common planning time with teachers in your subject	1.27	1.27
Seminars or classes for beginning teachers	1.25	1.25
Extra classroom assistance (e.g., teacher aides)	1.19	1.19
Regular supportive communication with your principal, other administrators, or department chair	1.06	1.06

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.

**Table B-4. Standard errors for table A-4: Percentage of early-career public school teachers reporting receiving additional support during their first year of teaching, by kind of support and selected school characteristics: School year 2011–12**

School characteristic	Percentage distribution of early-career teachers	Reduced teaching schedule or number of preparations	Common planning time with teachers in your subject	Seminars or classes for beginning teachers	Extra classroom assistance (e.g., teacher aides)	Regular supportive communication with your principal, other administrators, or department chair
<b>All public schools</b>	†	<b>0.50</b>	<b>1.27</b>	<b>1.25</b>	<b>1.19</b>	<b>1.06</b>
<b>School classification</b>						
Charter school	0.72	2.14	4.36	4.40	4.45	3.31
Traditional public	0.72	0.54	1.32	1.28	1.32	1.10
<b>Community type</b>						
City	1.20	1.10	2.76	2.48	2.21	2.53
Suburban	1.54	1.01	2.31	2.52	2.34	2.30
Town	0.81	1.76	2.84	2.84	2.91	2.03
Rural	1.20	1.10	2.24	2.23	1.95	1.59
<b>School level</b>						
Primary	1.48	0.82	2.29	2.27	2.32	2.03
Middle	0.78	0.88	2.04	2.32	1.85	1.88
High	1.19	1.14	1.69	1.67	1.29	1.51
Combined	0.73	1.93	3.44	3.50	2.98	2.94
<b>Student enrollment</b>						
Less than 100	0.27	2.83	4.99	6.95	5.47	3.63
100–199	0.36	2.50	5.68	5.69	4.55	4.44
200–499	1.19	1.25	2.26	2.35	2.24	2.25
500–749	1.21	1.00	2.38	2.43	2.05	2.02
750–999	1.34	1.34	4.09	3.82	3.39	3.32
1,000 or more	1.14	1.17	2.12	1.87	1.64	1.78
<b>Percent of K–12 students who were approved for free or reduced-price lunches</b>						
0–34	0.98	1.08	2.15	2.07	1.65	2.09
35–49	1.01	1.14	3.02	2.61	2.54	2.43
50–74	1.21	0.88	2.37	2.59	2.30	1.85
75 or more	1.37	1.42	2.47	3.12	2.43	2.56
<b>Region</b>						
Northeast	0.88	1.57	3.37	2.98	3.32	3.21
Midwest	1.05	0.96	2.23	2.54	2.04	1.77
South	1.66	0.94	1.87	2.06	1.94	1.67
West	0.97	0.99	2.66	2.28	2.39	2.07

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.