

## 2. Alignment between student teaching classrooms and future classrooms matter.

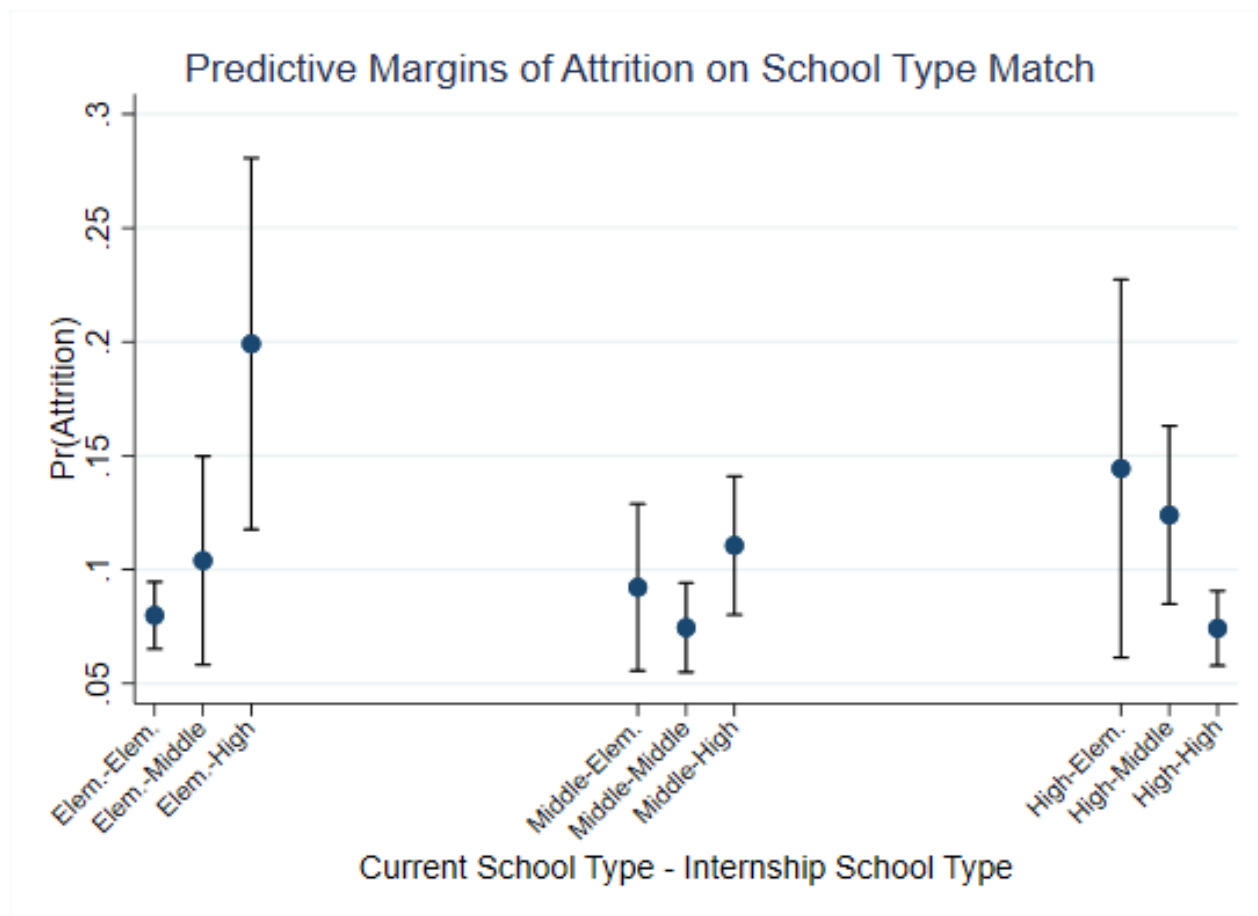


Using a database created of teacher candidates from TELC programs, we investigate the connections between specific teacher preparation experiences (e.g., endorsements, licensure test scores, and student teaching placements) and the likelihood that these candidates enter and leave the state’s public teaching workforce within their first 2 years.

We find large differences in hiring rates over time, as candidates who graduated in the years prior to and during the Great Recession are far less likely to be hired than candidates in recent years.

Finally, teacher candidates hired into the same school type (elementary, middle, or high school) or into schools and classrooms with similar student demographics as their student teaching placement are more likely to stay in the teaching workforce than other candidates who experience less alignment.

### Probability of Attrition Based on School Type Match Between Current and Internship School Type



Goldhaber, D., Krieg, J., & Theobald, R., & Goggins, M. (2020). Front End to Back End: Teacher Preparation, Workforce Entry, and Attrition. CALDER Working Paper No. 246-1220.