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### Keeping Our Best? A Survival Analysis Examining a Measure of Pre-Service Teacher Quality and Teacher Attrition

Abstract: Preparing, recruiting and retaining high-quality teachers into the profession has been a concern of policy makers and practitioners for some time (Goldring et al., 2014). Teacher attrition is problematic and costly for schools and districts (Barnes, 2007; Levy, 2012). However, relatively few studies have investigated the relationship between teacher quality and teacher attrition. In this study we analyze data from an apprenticeship style teacher preparation program to understand the relationship between a measure of pre-service teacher quality - student teachers' observational scores - and their decisions to (1) enter into the profession, and (2) stay in the profession within the first two years after graduation. We find that more qualified student teachers are more likely to enter into the profession and stay in the profession, even after controlling for student teachers' demographic characteristics and accounting for differences among their schools and school districts.

保持最佳状态？探究教师质量和教师流失之生存分析

内容摘要：培养、招聘并留住高质量的教师已然成为政策决策者和相关从业者的担忧 (Goldring et al., 2014)。教师流失对于学校和学区来说是一个很大的问题并且代价很高 (Barnes, 2007; Levy, 2012)。然而，很少研究关注教师质量和教师流失之间的关系。在本文中，我分析的数据来自一个学徒型教师培养项目。数据分析的目的是了解教师质量，即教师观察分数，和他们进入教师行业并且在入职后的前两年内留下的决定之间的关系。即使在控制了诸如教师个人背景特征以及学校和学区的差异之后，我发现在高质量的教师更加倾向于进入教师行业并且在教师的岗位上坚持下去。