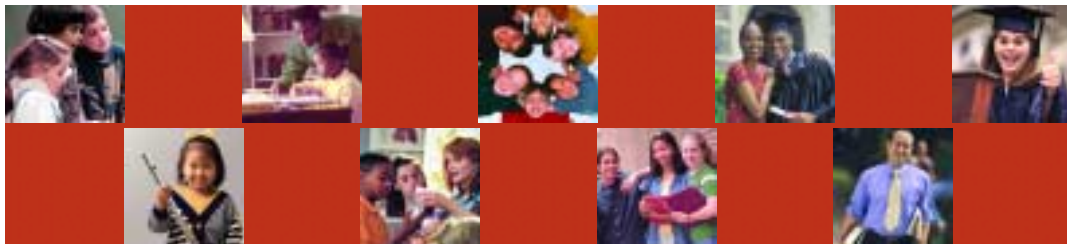


the condition of education 2003



INDICATOR 29

Beginning Teachers

The indicator and corresponding tables are taken directly from *The Condition of Education 2003*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2003*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003067>) or contact ED PUBs at 1-877-4ED-PUBS.

Suggested Citation:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2003*, NCES 2003-067, Washington, DC: U.S. Government Printing Office, 2003.



Teachers

Beginning Teachers

Private schools and schools with high minority enrollments are more likely to employ teachers with 3 or fewer years of teaching experience than are public schools and schools with low minority enrollments.

This indicator examines the distribution of beginning teachers (i.e., those with 3 or fewer years of experience) by various teacher characteristics and across different types of schools. Looking at the characteristics of beginning teachers provides some indication of the demographic profile of the nation's future teacher population. Examining their distribution across schools provides a measure of inequalities in student learning opportunities because, as indicated by research, teachers in the early years of their teaching careers are typically less effective than more experienced teachers (Murnane and Phillips 1981). This research suggests that there is discernible improvement in teacher effectiveness (as measured by student achievement scores) each year for a teacher's first few years of teaching; however, there is little evidence of significant improvement after about 5 years of teaching.

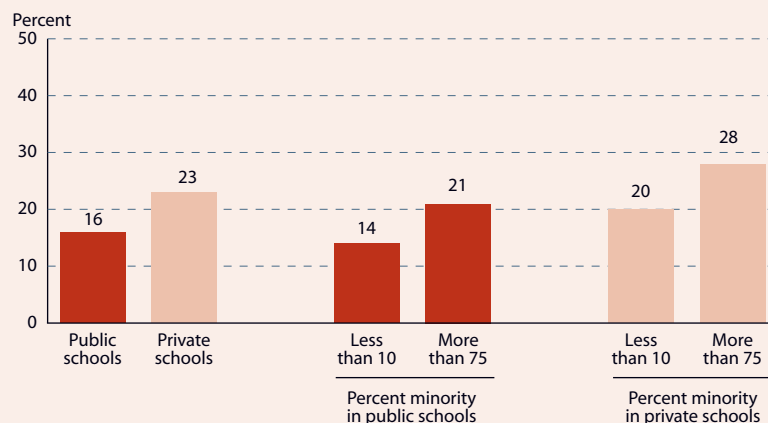
Among full-time teachers, approximately 16 percent of public school teachers were beginning teachers in 1999–2000, compared with 23 percent of private school teachers. Beginning teachers were evenly distributed by sex. There was no detectable

difference in the proportions of male and female teachers who were beginning teachers in public and private schools. Beginning teachers were not, however, evenly distributed by race/ethnicity. Compared with White teachers, a greater proportion of Black and Hispanic teachers in public and private schools were beginning teachers, as were a greater proportion of Asian/Pacific Islander teachers in public schools (see supplemental table 29-1).

Beginning teachers were also not evenly distributed across all schools. Public and private schools with the highest percentages of minority students and those with the highest percentages of limited-English proficient (LEP) students were more likely to employ beginning teachers than schools with the lowest percentages of minority students and those with the lowest percentages of LEP students. Furthermore, public schools with the highest percentages of low-income students (those eligible for free or reduced-price lunch) were more likely to employ beginning teachers than were schools with the lowest percentages of such students (see supplemental tables 29-2 and 29-3).

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire, Charter Teacher Questionnaire, and Private Teacher Questionnaire" and "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

TEACHING EXPERIENCE: Percentage of full-time school teachers with 3 or fewer years of teaching experience, by control of school and by schools with the lowest and highest minority enrollments: 1999–2000



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Tables
29-1, 29-2, 29-3
Murnane and Phillips 1981

Beginning Teachers

Table 29-1. Percentage distributions of full-time public and private school teachers according to years of teaching experience, by selected teacher characteristics: 1999–2000

Teacher characteristic	Number of teachers	Average experience (in years)	5 or fewer years			More than 5 years			Total
			3 or fewer years	4–5 years	Total	6–9 years	10–19 years	20 or more years	
Public school teachers									
Total	2,742,000	14.8	16.0	9.1	25.0	14.1	25.6	35.3	75.0
Sex									
Male	700,000	15.3	16.7	9.3	26.0	14.0	21.7	38.3	74.0
Female	2,042,000	14.6	15.7	9.0	24.7	14.2	26.9	34.2	75.3
Race/ethnicity ¹									
American Indian	23,000	14.2	17.8	6.1	23.9	13.9	32.2	30.0	76.1
Asian/Pacific Islander	44,000	12.1	21.6	13.9	35.5	16.3	22.9	25.2	64.5
Black	214,000	14.6	18.9	10.3	29.2	12.8	21.9	36.1	70.8
White	2,303,000	15.1	14.9	8.7	23.6	13.9	26.1	36.3	76.4
Hispanic	157,000	11.0	26.0	11.8	37.8	18.2	22.3	21.7	62.2
Have master's degree									
Yes	1,248,000	18.0	6.3	5.5	11.8	12.6	28.4	47.1	88.2
No	1,443,000	12.0	24.2	12.2	36.4	15.4	23.0	25.2	63.6
Private school teachers									
Total	366,000	12.4	22.7	9.7	32.4	15.7	28.1	23.8	67.6
Sex									
Male	86,000	13.1	23.6	9.7	33.3	15.8	23.8	27.1	66.7
Female	280,000	12.2	22.4	9.8	32.1	15.7	29.4	22.8	67.9
Race/ethnicity ¹									
American Indian	2,000	13.7	20.1!	2.8!	22.9!	18.0!	34.4!	24.6!	77.1
Asian/Pacific Islander	6,000	11.5	27.6	9.1!	36.8	18.9	23.2	21.1	63.2
Black	14,000	10.1	32.1	15.9	47.9	9.8!	27.3	14.9	52.1
White	327,000	12.7	21.8	9.4	31.2	15.9	28.0	24.9	68.8
Hispanic	17,000	9.3	30.5	13.2	43.7	15.6	30.8	9.9	56.3
Have master's degree									
Yes	120,000	16.0	11.9	7.5	19.4	13.3	31.4	35.9	80.6
No	219,000	10.9	27.1	10.3	37.5	16.8	27.2	18.6	62.5

!Interpret data with caution (estimates are unstable).

¹American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: See *supplemental note 1* for more information on race/ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire, Charter Teacher Questionnaire, and Private Teacher Questionnaire" and "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

Beginning Teachers

Table 29-2. Percentage distributions of full-time public school teachers according to years of teaching experience, by selected school characteristics: 1999–2000

School characteristic	Number of teachers	Average experience (in years)	5 or fewer years		Total	More than 5 years			Total
			3 or fewer years	4–5 years		6–9 years	10–19 years	20 or more years	
Total	2,742,000	14.8	16.0	9.1	25.0	14.1	25.6	35.3	75.0
Grade level taught									
K–5	1,221,000	14.5	15.9	9.2	25.1	14.6	26.1	34.1	74.9
6–8	650,000	14.7	16.4	9.1	25.5	13.7	25.5	35.2	74.5
9–12	856,000	15.2	15.7	8.9	24.6	13.8	24.7	36.9	75.4
Enrollment									
Less than 300	275,000	14.7	16.1	8.5	24.5	13.6	26.9	34.9	75.5
300–999	1,595,000	14.8	15.5	9.1	24.7	14.3	25.8	35.2	75.3
1,000 or more	638,000	14.8	17.1	9.5	26.5	13.6	24.2	35.6	73.5
Location									
Central city	747,000	14.8	16.7	8.3	25.0	13.9	25.8	35.3	75.0
Urban fringe/large town	1,372,000	14.6	16.4	10.0	26.4	14.1	25.2	34.3	73.6
Rural/small town	623,000	15.1	14.1	8.0	22.1	14.4	26.3	37.2	77.9
Region									
Northeast	545,000	16.4	13.9	7.3	21.2	12.5	24.9	41.3	78.8
Midwest	646,000	15.6	14.2	9.3	23.4	13.1	23.8	39.6	76.6
South	1,035,000	13.9	17.1	8.9	25.9	15.6	26.7	31.8	74.1
West	516,000	13.7	18.2	11.1	29.2	14.1	26.3	30.3	70.8
Percent minority									
Less than 10	906,000	15.6	13.9	8.5	22.4	13.4	25.1	39.1	77.6
10–24	505,000	15.0	14.2	8.8	23.1	13.4	28.2	35.3	76.9
25–49	496,000	14.7	15.5	8.8	24.4	14.5	25.7	35.4	75.6
50–75	345,000	14.2	17.7	9.4	27.0	14.5	26.4	32.1	73.0
More than 75	482,000	13.4	21.0	10.4	31.4	15.4	23.1	30.1	68.6
Percent of students eligible for free or reduced-price lunch									
Less than 15	442,000	15.7	14.9	8.6	23.5	12.7	24.6	39.3	76.5
15–29	557,000	15.1	14.3	9.1	23.3	14.4	25.8	36.5	76.7
30–49	666,000	14.9	15.6	8.9	24.5	13.7	25.9	35.9	75.5
50–74	440,000	14.1	16.5	10.0	26.4	15.0	26.1	32.4	73.6
75 or more	363,000	13.7	19.7	9.6	29.3	14.9	25.1	30.7	70.7
Percent of students with limited English proficiency									
Less than 1	1,427,000	15.3	14.8	8.4	23.2	13.3	26.1	37.4	76.8
1–10	671,000	14.6	15.8	10.3	26.1	14.5	24.8	34.6	73.9
More than 10	410,000	13.3	20.6	9.7	30.3	16.2	24.8	28.7	69.7

NOTE: See supplemental note 1 for more information on location and region. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire and Charter Teacher Questionnaire" and "Public School Questionnaire and Charter School Questionnaire," 1999–2000.

Beginning Teachers

Table 29-3. Percentage distributions of full-time private school teachers according to years of teaching experience, by selected school characteristics: 1999–2000

School characteristic	Number of teachers	Average experience (in years)	5 or fewer years			More than 5 years			Total
			3 or fewer years	4–5 years	Total	6–9 years	10–19 years	20 or more years	
Total	366,000	12.4	22.7	9.7	32.4	15.7	28.1	23.8	67.6
Grade level taught									
K–5	153,000	12.2	22.1	9.6	31.7	16.0	30.5	21.8	68.3
6–8	87,000	12.2	24.5	10.9	35.5	14.5	26.6	23.4	64.5
9–12	117,000	13.2	21.8	8.9	30.6	16.1	25.5	27.7	69.4
Enrollment									
Less than 300	172,000	11.5	25.1	11.8	36.9	15.6	27.1	20.4	63.1
300–999	131,000	13.4	19.6	8.2	27.9	16.3	27.8	28.1	72.1
1,000 or more	22,000	14.5	15.3	5.6	20.9	15.8	34.2	29.1	79.1
Location									
Central city	174,000	12.6	22.5	8.8	31.3	14.9	29.3	24.4	68.7
Urban fringe/large town	151,000	12.5	21.9	10.7	32.6	16.3	26.7	24.4	67.4
Rural/small town	41,000	11.5	26.2	10.0	36.2	16.8	27.9	19.2	63.8
Region									
Northeast	92,000	13.5	22.6	7.8	30.4	12.7	29.9	27.0	69.6
Midwest	92,000	13.1	20.8	10.1	31.0	14.9	27.0	27.2	69.0
South	123,000	11.4	23.4	11.2	34.6	18.4	27.2	19.8	65.4
West	59,000	11.8	24.1	9.2	33.3	15.9	28.9	21.9	66.7
Percent minority									
Less than 10	198,000	13.1	20.5	9.0	29.5	14.9	29.7	25.8	70.5
10–24	82,000	11.9	21.4	11.9	33.4	18.0	26.9	21.8	66.6
25–49	39,000	12.2	28.5	8.7	37.1	14.0	23.0	25.8	62.9
50–75	18,000	10.1	29.9	8.6	38.5	16.7!	31.1	13.7	61.5
More than 75	28,000	11.3	28.4	11.0	39.3	16.0	25.6	19.1	60.7
Percent of students with limited English proficiency									
Less than 1	291,000	12.7	21.7	9.8	31.5	15.3	28.7	24.5	68.5
1–10	27,000	11.2	23.6	11.5	35.1	21.9	22.4	20.6	65.0
More than 10	6,000	9.6	41.5	11.7!	53.1	14.5!	15.6!	16.8!	46.9

!Interpret data with caution (estimates are unstable).

NOTE: See *supplemental note 1* for more information on location and region. Data for free or reduced-price lunch eligibility are not shown due to high rates of nonresponse. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Private Teacher Questionnaire" and "Private School Questionnaire," 1999–2000.

Beginning Teachers

Table S29. Standard errors for the percentage of full-time school teachers with 3 or fewer years of teaching experience, by control of school and by schools with the lowest and highest minority enrollments: 1999–2000

School characteristics	3 or fewer years
Public school total	0.3
Private school total	0.6
Percent minority in public schools	
Less than 10	0.3
More than 75	0.8
Percent minority in private schools	
Less than 10	0.7
More than 75	1.9

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire, Charter Teacher Questionnaire, and Private Teacher Questionnaire" and "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

Beginning Teachers

Table S29-1. Standard errors for the percentage distributions of full-time public and private school teachers according to years of teaching experience, by selected teacher characteristics: 1999–2000

Teacher characteristic	Number of teachers	Average experience (in years)	5 or fewer years			More than 5 years			Total
			3 or fewer years	4–5 years	Total	6–9 years	10–19 years	20 or more years	
Public school teachers									
Total	20,300	0.09	0.30	0.26	0.37	0.26	0.35	0.39	0.37
Sex									
Male	10,200	0.15	0.52	0.37	0.58	0.43	0.48	0.62	0.58
Female	16,600	0.10	0.36	0.32	0.45	0.30	0.40	0.46	0.45
Race/ethnicity									
American Indian	1,800	0.64	2.20	0.91	2.44	2.14	2.81	3.51	2.44
Asian/Pacific Islander	2,500	0.46	2.27	2.00	2.76	1.78	2.57	2.20	2.76
Black	6,000	0.28	1.12	0.98	1.31	0.93	1.27	1.40	1.31
White	17,500	0.09	0.28	0.25	0.37	0.27	0.37	0.41	0.37
Hispanic	6,200	0.34	1.69	1.09	1.87	1.28	1.71	1.60	1.87
Have master's degree									
Yes	14,500	0.12	0.27	0.29	0.40	0.38	0.48	0.57	0.40
No	15,700	0.11	0.46	0.35	0.51	0.37	0.45	0.48	0.51
Private school teachers									
Total	8,800	0.13	0.55	0.35	0.56	0.50	0.61	0.58	0.56
Sex									
Male	3,300	0.29	1.11	0.68	1.25	1.03	1.08	1.18	1.25
Female	6,700	0.14	0.64	0.41	0.68	0.58	0.68	0.66	0.68
Race/ethnicity									
American Indian	300	1.58	7.39	1.96	7.45	7.51	7.56	5.50	7.45
Asian/Pacific Islander	500	0.81	3.02	1.87	3.12	2.81	3.36	3.36	3.12
Black	1,200	0.72	3.57	2.41	3.45	2.28	3.32	2.43	3.45
White	7,900	0.14	0.58	0.37	0.59	0.53	0.61	0.64	0.59
Hispanic	1,400	0.50	3.09	1.84	3.55	2.75	4.12	1.70	3.55
Have master's degree									
Yes	4,100	0.25	0.70	0.62	0.96	0.85	1.26	1.22	0.96
No	5,200	0.14	0.70	0.49	0.73	0.69	0.75	0.63	0.73

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire, Charter Teacher Questionnaire, and Private Teacher Questionnaire" and "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

Beginning Teachers

Table S29-2. Standard errors for the percentage distributions of full-time public school teachers according to years of teaching experience, by selected school characteristics: 1999–2000

School characteristic	Number of teachers	Average experience (in years)	5 or fewer years			More than 5 years			Total
			3 or fewer years	4–5 years	Total	6–9 years	10–19 years	20 or more years	
Total	20,300	0.09	0.30	0.26	0.37	0.26	0.35	0.39	0.37
Grade level taught									
K–5	14,500	0.14	0.55	0.43	0.65	0.46	0.57	0.63	0.65
6–8	19,000	0.19	0.59	0.52	0.73	0.58	0.69	0.80	0.73
9–12	11,700	0.09	0.30	0.22	0.35	0.26	0.39	0.40	0.35
Enrollment									
Less than 300	8,000	0.18	0.62	0.54	0.77	0.68	0.88	0.82	0.77
300–999	23,000	0.10	0.40	0.32	0.45	0.34	0.47	0.48	0.45
1,000 or more	16,000	0.18	0.50	0.43	0.62	0.51	0.50	0.74	0.62
Location									
Central city	15,000	0.19	0.66	0.43	0.77	0.56	0.74	0.84	0.77
Urban fringe/large town	18,100	0.12	0.38	0.40	0.53	0.37	0.48	0.47	0.53
Rural/small town	9,900	0.13	0.47	0.33	0.53	0.45	0.57	0.62	0.53
Region									
Northeast	8,100	0.24	0.60	0.43	0.65	0.59	0.78	1.11	0.65
Midwest	9,200	0.16	0.47	0.40	0.61	0.42	0.56	0.73	0.61
South	12,900	0.11	0.47	0.37	0.53	0.45	0.59	0.52	0.53
West	9,100	0.16	0.59	0.58	0.80	0.58	0.77	0.71	0.80
Percent minority									
Less than 10	16,100	0.12	0.34	0.33	0.45	0.35	0.53	0.65	0.45
10–24	14,500	0.18	0.60	0.56	0.72	0.61	0.87	0.91	0.72
25–49	16,900	0.20	0.67	0.53	0.86	0.57	0.70	0.88	0.86
50–75	14,000	0.25	0.79	0.69	0.87	0.89	1.05	1.12	0.87
More than 75	13,500	0.22	0.81	0.70	1.02	0.77	0.84	1.00	1.02
Percent of students eligible for free or reduced-price lunch									
Less than 15	15,200	0.18	0.64	0.49	0.78	0.53	0.78	0.82	0.78
15–29	14,800	0.16	0.44	0.39	0.58	0.57	0.64	0.82	0.58
30–49	17,500	0.16	0.61	0.50	0.74	0.52	0.65	0.72	0.74
50–74	15,700	0.20	0.62	0.57	0.80	0.75	0.79	0.92	0.80
75 or more	12,700	0.24	1.08	0.66	1.07	0.73	0.99	1.13	1.07
Percent of students with limited English proficiency									
Less than 1	20,500	0.09	0.32	0.25	0.37	0.26	0.43	0.46	0.37
1–10	18,800	0.18	0.54	0.57	0.72	0.62	0.61	0.78	0.72
More than 10	13,700	0.29	0.98	0.66	1.15	0.92	0.97	1.21	1.15

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire and Charter Teacher Questionnaire" and "Public School Questionnaire and Charter School Questionnaire," 1999–2000.

Beginning Teachers

Table S29-3. Standard errors for the percentage distributions of full-time private school teachers according to years of teaching experience, by selected school characteristics: 1999–2000

School characteristic	Number of teachers	Average experience (in years)	5 or fewer years			More than 5 years			Total
			3 or fewer years	4–5 years	Total	6–9 years	10–19 years	20 or more years	
Total	8,800	0.13	0.55	0.35	0.56	0.50	0.61	0.58	0.56
Grade level taught									
K–5	3,800	0.18	0.88	0.61	0.97	0.74	0.87	0.78	0.97
6–8	2,400	0.28	1.36	0.83	1.47	0.99	1.34	1.14	1.47
9–12	4,500	0.24	0.91	0.56	1.10	1.00	1.01	0.99	1.10
Enrollment									
Less than 300	5,500	0.22	0.96	0.62	1.03	0.85	0.83	0.91	1.03
300–999	4,200	0.18	0.69	0.43	0.73	0.73	0.97	0.99	0.73
1,000 or more	2,700	0.42	1.82	0.95	2.24	1.93	4.47	2.58	2.24
Location									
Central city	5,100	0.18	0.80	0.47	0.83	0.67	1.02	0.90	0.83
Urban fringe/large town	5,200	0.20	0.81	0.59	0.89	0.85	0.87	0.87	0.89
Rural/small town	2,400	0.48	2.44	1.18	2.28	1.78	1.73	1.80	2.28
Region									
Northeast	3,000	0.25	0.97	0.55	1.22	0.78	1.45	1.12	1.22
Midwest	2,800	0.31	1.34	0.76	1.28	1.05	1.25	1.40	1.28
South	5,300	0.19	0.87	0.74	0.91	0.94	0.95	0.90	0.91
West	2,200	0.35	1.56	0.86	1.70	1.29	1.38	1.41	1.70
Percent minority									
Less than 10	6,100	0.17	0.74	0.45	0.79	0.70	0.74	0.83	0.79
10–24	3,700	0.27	1.18	0.95	1.24	1.06	1.25	1.11	1.24
25–49	2,400	0.40	1.69	1.08	1.71	1.49	1.63	1.77	1.71
50–75	2,100	0.52	3.41	1.56	4.11	3.54	6.06	1.92	4.11
More than 75	2,000	0.49	1.89	1.45	2.13	1.69	2.05	1.84	2.13
Percent of students with limited English proficiency									
Less than 1	6,800	0.15	0.59	0.41	0.61	0.54	0.79	0.71	0.61
1–10	2,400	0.51	2.16	1.36	2.72	1.78	1.89	1.89	2.72
More than 10	1,100	1.11	6.91	3.15	6.36	6.09	4.02	4.46	6.36

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Private Teacher Questionnaire" and "Private School Questionnaire," 1999–2000.