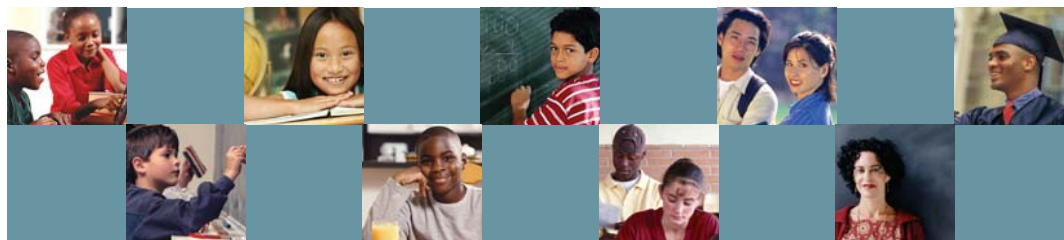


the condition of education 2006



INDICATOR 37

Elementary/Secondary School Teaching Among Recent College Graduates

The indicator and corresponding tables are taken directly from *The Condition of Education 2006*. 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 2006*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2006071>) or contact ED PUBs at 1-877-4ED-PUBS.

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U.S. Department of Education, National Center for Education Statistics. (2006). *The Condition of Education 2006*, NCES 2006-071, Washington, DC: U.S. Government Printing Office.

Teachers

Elementary/Secondary School Teaching Among Recent College Graduates

Overall, the proportion of bachelor's degree recipients who had taught at the kindergarten through 12th-grade level within a year of graduation or who had prepared to teach but not taught remained steady during the 1990s.

Twelve percent of 1999–2000 bachelor's degree recipients taught in a K–12 school within a year of graduation, up from 10 percent for their 1992–93 counterparts. However, the earlier graduates were more likely than the later ones to have prepared to teach¹ but not taught (5 vs. 3 percent). As a result, the overall proportion who had either taught or prepared to teach but not taught was the same for both cohorts (15 percent).

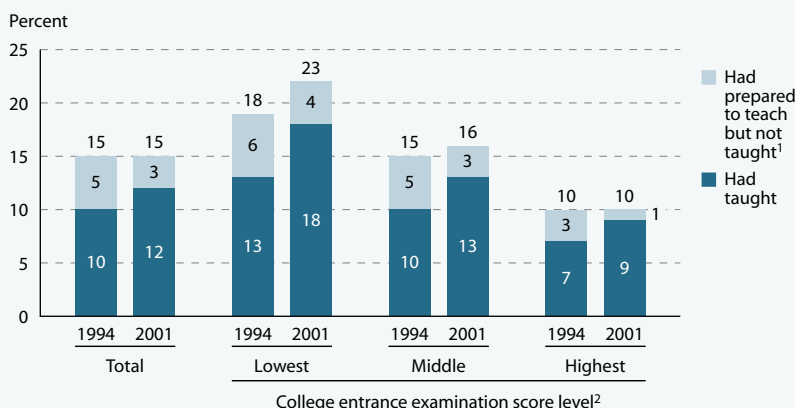
Among education majors, the 1999–2000 graduates showed a greater inclination than the 1992–93 graduates to teach: 80 percent of education majors graduating in 1999–2000 had either taught within a year or prepared to teach but not taught, compared with 71 percent of their 1992–93 counterparts (see supplemental table 37-1).

Teachers' academic qualifications have been measured using college entrance examination (CEE) scores (SAT or ACT) or grade point averages (GPAs), although both measures have limitations (NCES 2005-161). Not everyone takes a CEE, and even if they do, their scores do not capture their college performance because

the tests are taken before students enter college. GPAs measure academic performance in college, but grades are not standardized within or among institutions. The proportion of graduates who had either taught or prepared to teach but not taught increased between 1992–93 and 1999–2000 for those with the lowest CEE scores² (from 18 to 23 percent), but not for those with CEE scores in the middle range (15 to 16 percent) or at the highest level (10 percent in both years). There was no measurable change for graduates at any specific GPA level.

Among 1999–2000 graduates who had taught within a year of graduation, 66 percent taught first in an elementary school, 30 percent in a secondary school, and 4 percent in a combined school (see supplemental table 37-2). To place this in context, 63 percent of all teachers in 1999–2000 taught in elementary schools, 31 percent in secondary schools, and 7 percent in combined schools.³ Teachers with the highest CEE scores were more likely to have taught in a secondary school (48 percent) than were those with scores at the middle and lower levels (32 and 25 percent, respectively) (see supplemental table 37-2).

TEACHING AMONG RECENT COLLEGE GRADUATES: Percentage of 1992–93 and 1999–2000 bachelor's degree recipients who had taught in a K–12 school and who had prepared to teach but not taught, by college entrance examination score: 1994 and 2001



¹“Prepared to teach” means either that graduates were certified or that they had completed a teacher education program or student teaching assignment but were not yet certified.

² Graduates' CEE scores are either the combined SAT score (sum of the SAT verbal and math scores) or the ACT composite score converted to an estimated SAT combined score. The three levels of scores represent the bottom fourth, middle half, and top fourth. Twenty-two percent of 1993 and 31 percent of 2000 bachelor's degree recipients did not have scores.

³ U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey (SASS), previously unpublished tabulation (January 2006).

NOTE: “Taught” excludes instructional aides and long- and short-term substitute teachers. See supplemental note 3 for more information on college entrance examination scores, grade point averages, and undergraduate major categories.

SOURCE: Henke, R.R., Peter, K., Li, X., and Geis, S. (2005). *Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001* (NCES 2005-161), tables 13 and 14. Data from U.S. Department of Education, National Center for Education Statistics, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).

FOR MORE INFORMATION:

Supplemental Note 3
Supplemental Tables 37-1,
37-2

NCES 2005-161



Elementary/Secondary School Teaching Among Recent College Graduates

Table 37-1. Percentage distribution of the K–12 teaching status of 1992–93 and 1999–2000 bachelor's degree recipients, by selected undergraduate characteristics: 1994 and 2001

Undergraduate characteristic	1994				2001			
	Taught	Total	Had not taught		Taught	Total	Had not taught	
			Had prepared ¹	Had not prepared			Had prepared ¹	Had not prepared
Total	10.1	89.9	4.9	85.0	12.2	87.8	2.9	84.9
Sex								
Male	5.8	94.2	2.9	91.3	7.6	92.5	2.1	90.4
Female	13.7	86.3	6.6	79.7	15.7	84.3	3.6	80.7
Race/ethnicity ²								
White	10.4	89.6	5.5	84.1	12.4	87.6	3.0	84.6
Black	8.7	91.3	2.3!	89.0	12.9	87.1	3.2	83.9
Hispanic	14.3	85.7	2.5!	83.2	18.8	81.2	2.9!	78.3
Asian/Pacific Islander	3.0!	97.0	2.2!	94.8	2.4	97.6	1.6!	95.9
American Indian	10.8!	89.2	2.6!	86.6	7.4!	92.6	6.0!	86.6
Type of institution where degree earned								
Public non-doctorate-granting	13.3	86.7	7.7	79.0	17.3	82.7	3.8	78.9
Public doctorate-granting	9.6	90.4	3.5	86.9	10.6	89.5	2.3	87.2
Private not-for-profit non-doctorate-granting	9.3	90.7	5.5	85.2	14.2	85.8	3.9	82.0
Private not-for-profit doctorate-granting	7.8	92.2	3.9	88.3	9.1	90.9	2.7	88.3
College entrance examination score ³								
Lowest level	12.5	87.5	5.5	82.0	18.4	81.6	4.2	77.5
Middle level	10.3	89.7	5.0	84.7	13.1	86.9	2.9	84.0
Highest level	7.4	92.6	3.1	89.5	8.6	91.4	1.2	90.2
Did not take test	9.8	90.2	5.8	84.4	9.6	90.4	3.2	87.3
Cumulative undergraduate GPA								
Less than 2.25	5.1!	94.9	1.1!	93.8	8.9	91.1	4.4!	86.7
2.25–2.74	6.7	93.3	2.3	91.1	8.8	91.2	2.6	88.6
2.75–3.24	9.6	90.4	4.6	85.8	12.4	87.6	3.0	84.6
3.25–3.74	11.4	88.6	5.8	82.8	13.6	86.5	2.7	83.7
3.75 or higher	13.0	87.0	7.2	79.8	14.1	85.9	3.3	82.6
Undergraduate field of study ⁴								
Business and management	1.7	98.3	0.7!	97.6	1.2!	98.8	0.8!	98.0
Education	47.5	52.5	24.0	28.6	66.5	33.5	13.0	20.5
Humanities	10.8	89.2	4.3	84.9	16.8	83.2	2.9	80.3
Mathematics, computer science, natural sciences	6.2	93.8	2.1	91.7	5.5	94.5	1.8	92.7
Social sciences	4.5	95.5	2.9	92.7	9.1	90.9	2.6	88.3
Other	2.8	97.2	2.1	95.1	4.4	95.6	1.9	93.7

! Interpret data with caution (estimates are unstable).

¹ "Prepared" means either that graduates were certified or that they had completed a teacher education program or student teaching assignment but were not yet certified.

² American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

³ The CEE score is graduates' SAT combined score, derived as either the sum of SAT verbal and math scores or ACT composite score converted to an estimated SAT combined score. The three levels of scores represent the bottom fourth, middle half, and top fourth.

⁴ See supplemental note 3 for a list of fields included in each category.

NOTE: Detail may not sum to totals because of rounding. "Taught" excludes instructional aides and long- and short-term substitute teachers. Included in the total but not shown separately are graduates who did not fall into the racial/ethnic categories shown in the table and graduates of private for-profit institutions.

SOURCE: Henke, R.R., Peter, K., Li, X., and Geis, S. (2005). *Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001* (NCES 2005-161), tables 13 and 14. Data from U.S. Department of Education, National Center for Education Statistics, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).

Elementary/Secondary School Teaching Among Recent College Graduates

Table 37-2. Among 1999–2000 bachelor's degree recipients who had taught in a K–12 school, percentage distribution by sector and level of first teaching job and selected undergraduate characteristics: 2001

Undergraduate characteristic	Sector		Level ¹		
	Public	Private	Elementary	Secondary	Combined
Total	90.8	9.2	65.8	30.0	4.2
Sex					
Male	90.1	9.9	52.8	39.8	7.4
Female	91.1	8.9	70.3	26.7	3.1
Race/ethnicity ²					
White	89.7	10.3	64.5	31.5	4.0
Black	98.9	1.1!	71.5	25.3	3.3!
Hispanic	93.1	6.9!	72.6	22.1	5.2!
Asian/Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Type of institution where degree earned					
Public non-doctorate-granting	96.1	3.9!	72.3	25.4	2.3!
Public doctorate-granting	94.9	5.1	61.9	34.5	3.6
Private not-for-profit non-doctorate-granting	80.7	19.3	65.8	26.6	7.6
Private not-for-profit doctorate-granting	80.4	19.6	61.3	34.8	3.9!
College entrance examination score ³					
Lowest level	91.3	8.7	70.7	25.1	4.2!
Middle level	90.0	10.0	64.3	31.8	3.9!
Highest level	84.1	15.9	47.6	47.7	4.7!
Did not take test	94.6	5.4	70.5	25.1	4.4!
Cumulative undergraduate GPA					
Less than 2.25	‡	‡	‡	‡	‡
2.25–2.74	91.5	8.5!	66.1	29.1	4.8!
2.75–3.24	90.5	9.6	67.7	27.8	4.6!
3.25–3.74	91.8	8.2	64.4	32.5	3.2
3.75 or higher	89.8	10.2	63.1	32.0	5.0!
Undergraduate field of study ⁴					
Business and management	‡	‡	‡	‡	‡
Education	90.6	9.4	78.0	18.5	3.5
Humanities	91.2	8.8	56.0	42.5	1.5!
Mathematics, computer science, natural sciences	91.3	8.7!	51.2	45.9	2.9!
Social sciences	91.0	9.0	51.6	34.0	14.5
Other	88.5	11.5!	47.7	49.7	2.6!

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Elementary schools have a grade 6 or lower or “ungraded” students and no grade higher than the 8th; secondary schools have a grade 7 or higher and no grade lower than the 7th (including “ungraded” students); and combined schools have grades ranging from below grade 7 to above grade 8.

² American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

³ The CEE score is graduates’ SAT combined score, derived as either the sum of SAT verbal and math scores or ACT composite score converted to an estimated SAT combined score. The three levels of scores represent the bottom fourth, middle half, and top fourth.

⁴ See *supplemental note 3* for a list of fields included in each category.

NOTE: Detail may not sum to totals because of rounding. “Taught” excludes instructional aides and long- and short-term substitute teachers. Included in the total but not shown separately are graduates who did not fall into the racial/ethnic categories shown in the table and graduates of private for-profit institutions.

SOURCE: Henke, R.R., Peter, K., Li, X., and Geis, S. (2005). *Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001* (NCES 2005-161), tables 8 and 9. Data from U.S. Department of Education, National Center for Education Statistics, 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Elementary/Secondary School Teaching Among Recent College Graduates

Table S37. Standard errors for the percentage of 1992–93 and 1999–2000 bachelor’s degree recipients who had taught in a K–12 school and who had prepared to teach but not taught, by college entrance examination score: 1994 and 2001

	Had taught	Had prepared to teach but not taught	Total
Total			
1994	0.4	0.3	0.6
2001	0.4	0.2	0.4
College entrance examination score level			
Lowest			
1994	0.8	0.7	1.0
2001	1.2	0.6	1.2
Middle			
1994	0.5	0.4	0.6
2001	0.6	0.3	0.6
Highest			
1994	0.6	0.5	0.8
2001	0.8	0.2	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).

Elementary/Secondary School Teaching Among Recent College Graduates

Table S37-1. Standard errors for the percentage distribution of the K–12 teaching status of 1992–93 and 1999–2000 bachelor's degree recipients, by selected undergraduate characteristics: 1994 and 2001

Undergraduate characteristic	1994				2001			
	Taught	Total	Had not taught		Taught	Total	Had not taught	
			Had prepared	Had not prepared			Had prepared	Had not prepared
Total	0.42	0.42	0.33	0.57	0.39	0.39	0.21	0.40
Sex								
Male	0.50	0.50	0.38	0.52	0.49	0.49	0.24	0.53
Female	0.61	0.61	0.50	0.86	0.59	0.59	0.30	0.58
Race/ethnicity								
White	0.52	0.52	0.37	0.67	0.43	0.43	0.24	0.46
Black	1.34	1.34	0.73	1.66	1.79	1.79	0.83	2.17
Hispanic	2.87	2.87	0.84	3.00	2.67	2.67	0.96	2.77
Asian/Pacific Islander	1.25	1.25	1.10	1.66	0.63	0.63	0.59	0.68
American Indian	3.86	3.86	1.77	4.30	3.86	3.86	3.34	4.65
Type of institution where degree earned								
Public non-doctorate-granting	0.87	0.87	0.73	1.04	1.19	1.19	0.53	1.27
Public doctorate-granting	0.68	0.68	0.44	0.81	0.59	0.59	0.24	0.60
Private not-for-profit non-doctorate-granting	0.93	0.93	0.71	1.16	0.87	0.87	0.58	0.93
Private not-for-profit doctorate-granting	0.72	0.72	0.89	1.02	0.72	0.72	0.45	0.77
College entrance examination score								
Lowest level	0.81	0.81	0.68	1.01	1.23	1.23	0.61	1.22
Middle level	0.54	0.54	0.35	0.62	0.62	0.62	0.31	0.63
Highest level	0.62	0.62	0.54	0.83	0.83	0.83	0.24	0.83
Did not take test	1.10	1.10	0.79	1.25	0.73	0.73	0.43	0.82
Cumulative undergraduate GPA								
Less than 2.25	2.06	2.06	0.61	2.05	2.25	2.25	1.56	3.11
2.25–2.74	0.82	0.82	0.40	0.98	0.93	0.93	0.55	0.97
2.75–3.24	0.52	0.52	0.43	0.65	0.80	0.80	0.37	0.78
3.25–3.74	0.63	0.63	0.53	0.86	0.67	0.67	0.26	0.75
3.75 or higher	1.33	1.33	1.08	1.71	1.07	1.07	0.56	1.16
Undergraduate field of study								
Business and management	0.36	0.36	0.27	0.49	0.37	0.37	0.33	0.54
Education	1.90	1.90	1.62	1.93	2.08	2.08	1.34	1.90
Humanities	0.87	0.87	0.83	1.32	1.32	1.32	0.55	1.41
Mathematics, computer science, natural sciences	0.64	0.64	0.41	0.80	0.59	0.59	0.37	0.55
Social sciences	0.68	0.68	0.56	0.90	0.81	0.81	0.45	0.94
Other	0.56	0.56	0.59	0.82	0.68	0.68	0.40	0.82

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01). Retrieved September 20, 2005, from http://nces.ed.gov/das/library/tables_listings/2005161.asp.

Elementary/Secondary School Teaching Among Recent College Graduates

Table S37-2. Standard errors for among 1999–2000 bachelor's degree recipients who had taught in a K–12 school, percentage distribution by sector and level of first teaching job and selected undergraduate characteristics: 2001

Undergraduate characteristic	Sector		Level		
	Public	Private	Elementary	Secondary	Combined
Total	1.10	1.10	1.54	1.48	0.66
Sex					
Male	2.27	2.27	4.08	4.12	1.94
Female	1.27	1.27	1.45	1.53	0.75
Race/ethnicity					
White	1.35	1.35	1.94	1.81	0.76
Black	0.82	0.82	7.94	7.52	2.50
Hispanic	3.41	3.41	5.90	5.22	3.32
Asian/Pacific Islander	†	†	†	†	†
American Indian	†	†	†	†	†
Type of institution where degree earned					
Public non-doctorate-granting	1.44	1.44	2.93	2.86	0.88
Public doctorate-granting	1.22	1.22	2.47	2.36	0.97
Private not-for-profit non-doctorate-granting	3.25	3.25	3.20	3.08	1.88
Private not-for-profit doctorate-granting	4.91	4.91	5.66	5.77	1.51
College entrance examination score					
Lowest level	2.14	2.14	3.27	2.89	1.57
Middle level	1.81	1.81	2.68	2.49	1.23
Highest level	4.25	4.25	6.00	5.98	2.40
Did not take test	1.60	1.60	3.76	3.33	1.71
Cumulative undergraduate GPA					
Less than 2.25	†	†	†	†	†
2.25–2.74	3.48	3.48	5.75	5.39	2.03
2.75–3.24	2.30	2.30	3.24	2.90	1.59
3.25–3.74	1.69	1.69	2.73	2.38	0.84
3.75 or higher	2.30	2.30	4.07	4.09	2.25
Undergraduate field of study					
Business and management	†	†	†	†	†
Education	1.62	1.62	1.78	1.63	0.74
Humanities	2.54	2.54	5.25	5.13	0.91
Mathematics, computer science, natural sciences	3.58	3.58	6.54	6.30	1.78
Social sciences	2.31	2.31	5.49	5.49	4.18
Other	4.77	4.77	8.33	8.24	2.01

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01). Retrieved September 20, 2005, from http://nces.ed.gov/das/library/tables_listings/2005161.asp.