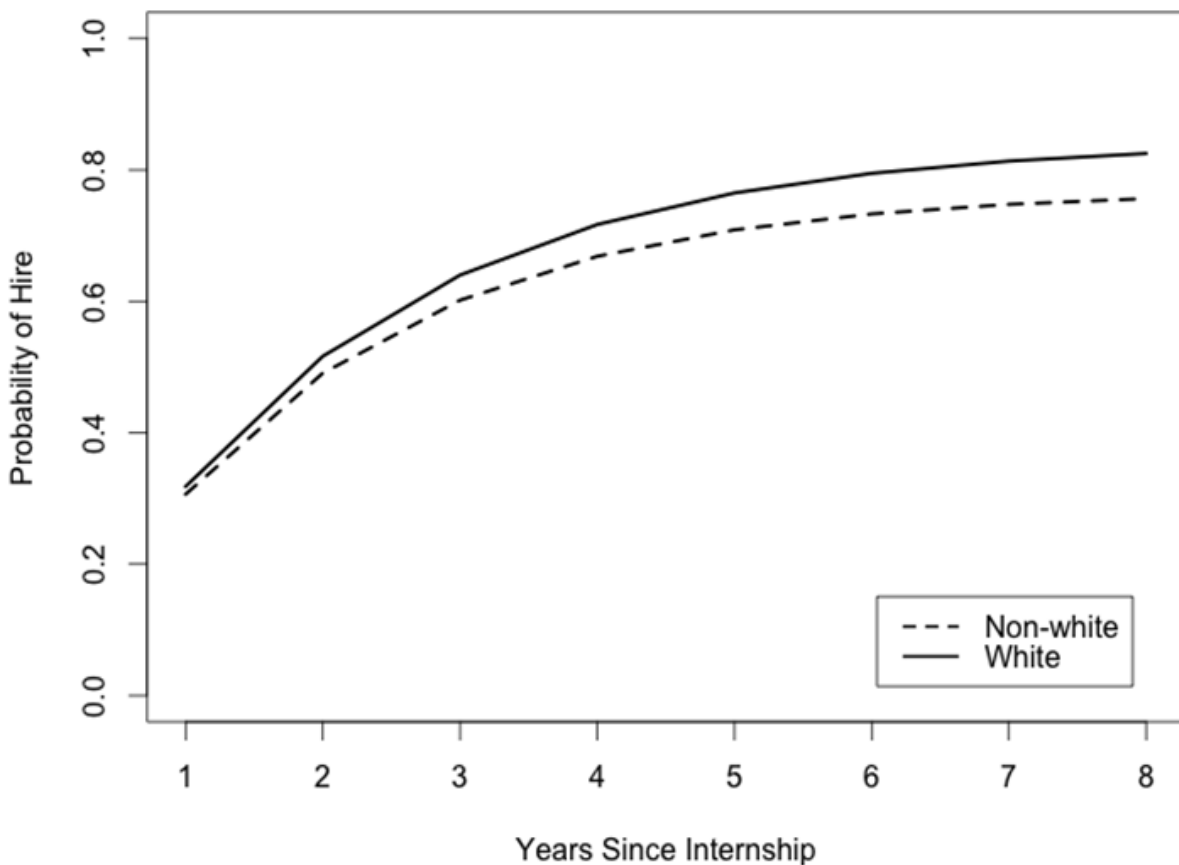


6. There are substantial differences in the probability that different candidates become public K-12 teachers in the state.



We investigated patterns of workforce entry for graduates of the 6 original TELC participating TEPS. By far the greatest predictor of workforce entry is teacher endorsement area; not surprisingly, candidates endorsed to teach in “difficult-to-staff” areas like STEM and special education are more likely to find employment as public school teachers than teacher candidates endorsed in other areas. We also find (and as shown below) that candidates of color are less likely to become public school teachers than white candidates, all else equal.

White and Non-White Teacher Candidate Hiring Probability Since Internship, First 8 Years



Goldhaber, D., Krieg, J., & Theobald, R. (2014). Knocking on the door to the teaching profession? Modeling the entry of prospective teachers into the workforce. *Economics of Education Review*, 42, 106-124.