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<sup>24</sup> This number is estimated using national averages of teachers who leave their current positions but do not move to another district. It is a lower value than total state turnover available through NYSED data because teachers who move to another district are already certified and therefore do not need to be counted among the numbers who should be prepared through residencies to meet hiring needs. The total number of teachers in New York (212,200) multiplied by the national leaver rate (8%) yields an estimate of 16,976 newly certified teachers the system needs each year. (See “The Condition of Education: Teacher Turnover—Stayers, Movers, and Leavers Indicator,” November 2015, [https://nces.ed.gov/programs/coe/indicator\\_slc.asp](https://nces.ed.gov/programs/coe/indicator_slc.asp))

<sup>25</sup> These calculations use NYSED publicly available data on the numbers of inexperienced teachers—those with 4 or fewer years teaching—and turnover rates of teachers in the state who leave before 5 years. These data are not perfectly aligned, but national data indicate that turnover between year 4 and year 5 is a very small proportion of early career turnover, so the calculations are reasonable for the purposes in this white paper.

<sup>26</sup> Richard Ingersoll, Lisa Merrill, and Henry May, “What Are the Effects of Teacher Education and Preparation on Beginning Teacher Attrition?,” Research Report (Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania, July 2014), <http://bit.ly/2CTxU4t>; Learning Policy Institute, “What’s the Cost of Teacher Turnover?”; Mariana Haynes, Ann Maddock, and Liam Goldrick, “On the Path to Equity: Improving the Effectiveness of Beginning Teachers” (Washington, D.C.: Alliance for Excellent Education, July 17, 2014).

<sup>27</sup> Bacharach, Heck, and Dahlberg, “Changing the Face of Student Teaching through Coteaching”; DeMoss and Brennan, “Making Teacher Preparation Policy Work: Lessons from and for New York.”

<sup>28</sup> “An Expert Report Submitted for Consideration in *Nyser v. State of New York*”; Karen DeMoss, “Dollars and Sense: Funding Sustainable, Quality Teacher Preparation” (New York, NY: Prepared To Teach, Bank Street College of Education, May 2021).

<sup>29</sup> Cardichon et al., “Inequitable Opportunity to Learn.”