ABOUT THE ORIGINAL STUDY

Greener than ever? A look at the newest teachers in our public schools

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Why It Matters

A growing share of first-year teachers increases the importance of preparation and early-career support. This article describes how the newest teachers and their school placements have changed and discusses implications for practice.

Data and Sample

This practice-oriented article draws on nationally representative Schools and Staffing Survey and National Teacher and Principal Survey data from 1988–2018. It provides descriptive trends and recommendations rather than an evaluation of a new intervention.

Key Findings

- First-year teachers grew from roughly 3% to roughly 7% of the public school teaching workforce over the period described.
- New teachers' backgrounds, credentials, assignments, and pathways changed, creating varied support needs.
- New teachers were increasingly likely to serve students of color, making preparation and support in diverse school contexts especially important.

Policy Implications

- Make principals active participants in induction through regular contact, observation, and constructive feedback.
- Protect opportunities for mentoring and collaboration and tailor support to new special educators, teachers of color, and alternative-route entrants.
- Pair recruitment commitments to underserved communities with preparation for culturally relevant instruction and supportive school conditions.

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