TABLE 1

Identity variables with means and standard errors.

Identity variables	Survey items (0 = not at all 4 = very much so)	Mean/ Frequency	Standard error
Teaching identity (independent variable)	• To what extent do you see yourself as a teacher/educator?	2.35	0.06
STEM Identity* (independent variable)	• To what extent do you see yourself as a biologist, a chemist, a physicist, an Earth scientist, a mathematician, or an engineer? • I see myself as a mathematics or science person.	3.14	0.05
Science/Mathematics teaching identity (dependent variable	• I can see myself as a mathematics or science teacher.	2.45	0.05

Note. * Items were averaged into a single variable.

TABLE 2

Regression models predicting science and mathematics teaching identities and program persistence.

	Model 1: Science and mathematics teaching identities			Model 2: Persistence in science and mathematics teaching programs		
	Estimate	Standard error	Beta (β), significance level	Estimate	Standard error	Odds ratio, significance level
Intercept	-0.17	0.14	ns	-2.67	0.49	0.07***
Teaching identity	0.83	0.03	0.77***	0.80	0.11	2.23***
STEM identity	0.18	0.04	0.12***	0.06	0.14	1.06, ns
Adjusted/Pseudo R^2	0.68			0.14		

Note. *** $p < 0.001$; ns = not significant.