

Certified Teacher Demographics by Preparation Route 2010-2014

This table shows the number and percentage of candidates who received initial, standard teaching certificates through each preparation route, broken down by gender and by race or ethnicity. Renewals are not included, nor are temporary credentials such as probationary certificates and permits. The bar graph below the table highlights results by race and ethnicity for academic year 2013-14.

Definitions. An initial teaching certificate is a standard or lifetime teaching certificate issued in a particular academic year to a teacher who was not issued a standard or lifetime teaching certificate in any previous academic year. A standard certificate is a certificate offered since 1998-99 that is renewed every five years.

Results

- Overall, more than three-fourths of certified teachers were female, and most were white.
- The alternative route produced the largest percentage of male and black/African American teachers.
- Both the alternative and university undergraduate routes produced large percentages of Hispanic/Latino teachers.
- The out-of-state route produced the largest percentage of white teachers.
- In academic year 2011-12, the number of certified teachers declined for every route except the university undergraduate route.
- In that academic year, the total number for the alternative route showed a large decline, dropping below the university undergraduate route.
- Beginning in academic year 2012-13, total numbers increased for the alternative and out-of-state routes. Numbers for both sexes and for most races and ethnicities also increased for these routes.

Year	Total	Female		Male		Black/African American		White		Hispanic/Latino		Asian		American Indian/ Alaska Native		Nat. Hawaiian		Two or More Ethnicities		Other	
		Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Alternative																					
2013-14	10,615	7,366	69.4	3,249	30.6	1,663	15.7	5,666	53.4	2,825	26.6	237	2.2	35	0.33	6	0.06	183	1.72	0	0.00
2012-13	8,679	5,989	69.0	2,690	31.0	1,246	14.4	4,853	55.9	2,213	25.5	201	2.3	29	0.33	5	0.06	132	1.52	0	0.00
2011-12	7,314	5,006	68.4	2,308	31.6	861	11.8	4,325	59.1	1,790	24.5	185	2.5	40	0.55	4	0.05	109	1.49	0	0.00
2010-11	12,587	8,778	69.7	3,809	30.3	1,616	12.8	7,004	55.6	3,386	26.9	326	2.6	75	0.60	14	0.11	131	1.04	35	0.28
2009-10	13,077	9,124	69.8	3,953	30.2	1,776	13.6	7,288	55.7	3,413	26.1	307	2.3	69	0.53	6	0.05	110	0.84	108	0.83
University Post-Baccalaureate																					
2013-14	1,087	838	77.1	249	22.9	103	9.5	695	63.9	228	21.0	37	3.4	4	0.37	2	0.18	18	1.66	0	0.00
2012-13	1,043	818	78.4	225	21.6	90	8.6	694	66.5	204	19.6	42	4.0	3	0.29	0	0.00	10	0.96	0	0.00
2011-12	1,199	925	77.1	274	22.9	82	6.8	851	71.0	196	16.3	45	3.8	4	0.33	0	0.00	20	1.67	1	0.08
2010-11	1,686	1,309	77.6	377	22.4	158	9.4	1,173	69.6	254	15.1	70	4.2	10	0.59	0	0.00	17	1.01	4	0.24
2009-10	1,774	1,353	76.3	421	23.7	179	10.1	1,223	68.9	276	15.6	66	3.7	3	0.17	0	0.00	12	0.68	15	0.85
University Undergraduate																					
2013-14	9,852	8,147	82.7	1,705	17.3	538	5.5	5,642	57.3	3,297	33.5	212	2.2	31	0.31	6	0.06	126	1.28	0	0.00
2012-13	10,310	8,531	82.7	1,779	17.3	577	5.6	6,226	60.4	3,103	30.1	225	2.2	34	0.33	7	0.07	136	1.32	2	0.02
2011-12	9,801	8,186	83.5	1,615	16.5	495	5.1	6,234	63.6	2,719	27.7	185	1.9	34	0.35	6	0.06	124	1.27	4	0.04
2010-11	9,593	8,045	83.9	1,548	16.1	496	5.2	6,061	63.2	2,707	28.2	188	2.0	40	0.42	2	0.02	79	0.82	20	0.21
2009-10	10,413	8,800	84.5	1,613	15.5	564	5.4	6,287	60.4	3,169	30.4	195	1.9	53	0.51	3	0.03	81	0.78	61	0.59

Source: SBEC Online data

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Out of State																					
2013-14	3,198	2,599	81.3	599	18.7	349	10.9	2,350	73.5	320	10.0	105	3.3	20	0.63	2	0.06	52	1.63	0	0.00
2012-13	2,689	2,174	80.8	515	19.2	275	10.2	2,037	75.8	234	8.7	85	3.2	11	0.41	3	0.11	42	1.56	2	0.07
2011-12	2,098	1,654	78.8	444	21.2	183	8.7	1,628	77.6	175	8.3	70	3.3	8	0.38	4	0.19	30	1.43	0	0.00
2010-11	2,750	2,175	79.1	575	20.9	224	8.1	2,110	76.7	245	8.9	110	4.0	15	0.55	4	0.15	31	1.13	11	0.40
2009-10	3,384	2,726	80.6	658	19.4	261	7.7	2,616	77.3	272	8.0	149	4.4	27	0.80	3	0.09	23	0.68	33	0.98
All Routes *																					
2013-14	24,581	18,801	76.5	5,780	23.5	2,645	10.8	14,220	57.8	6,649	27.0	584	2.4	89	0.36	16	0.07	378	1.54	0	0.00
2012-13	22,605	17,412	77.0	5,193	23.0	2,178	9.6	13,730	60.7	5,737	25.4	547	2.4	76	0.34	13	0.06	320	1.42	4	0.02
2011-12	20,312	15,689	77.2	4,623	22.8	1,614	7.9	12,958	63.8	4,870	24.0	483	2.4	86	0.42	13	0.06	283	1.39	5	0.02
2010-11	26,545	20,246	76.3	6,299	23.7	2,490	9.4	16,295	61.4	6,581	24.8	694	2.6	140	0.53	20	0.08	255	0.96	70	0.26
2009-10	28,573	21,940	76.8	6,633	23.2	2,772	9.7	17,364	60.8	7,118	24.9	714	2.5	150	0.52	12	0.04	226	0.79	217	0.76

* Results for individual routes may not sum to the total for All Routes, because the total is a count rather than a sum. A sum of routes would produce duplication due to teachers prepared through more than one route.

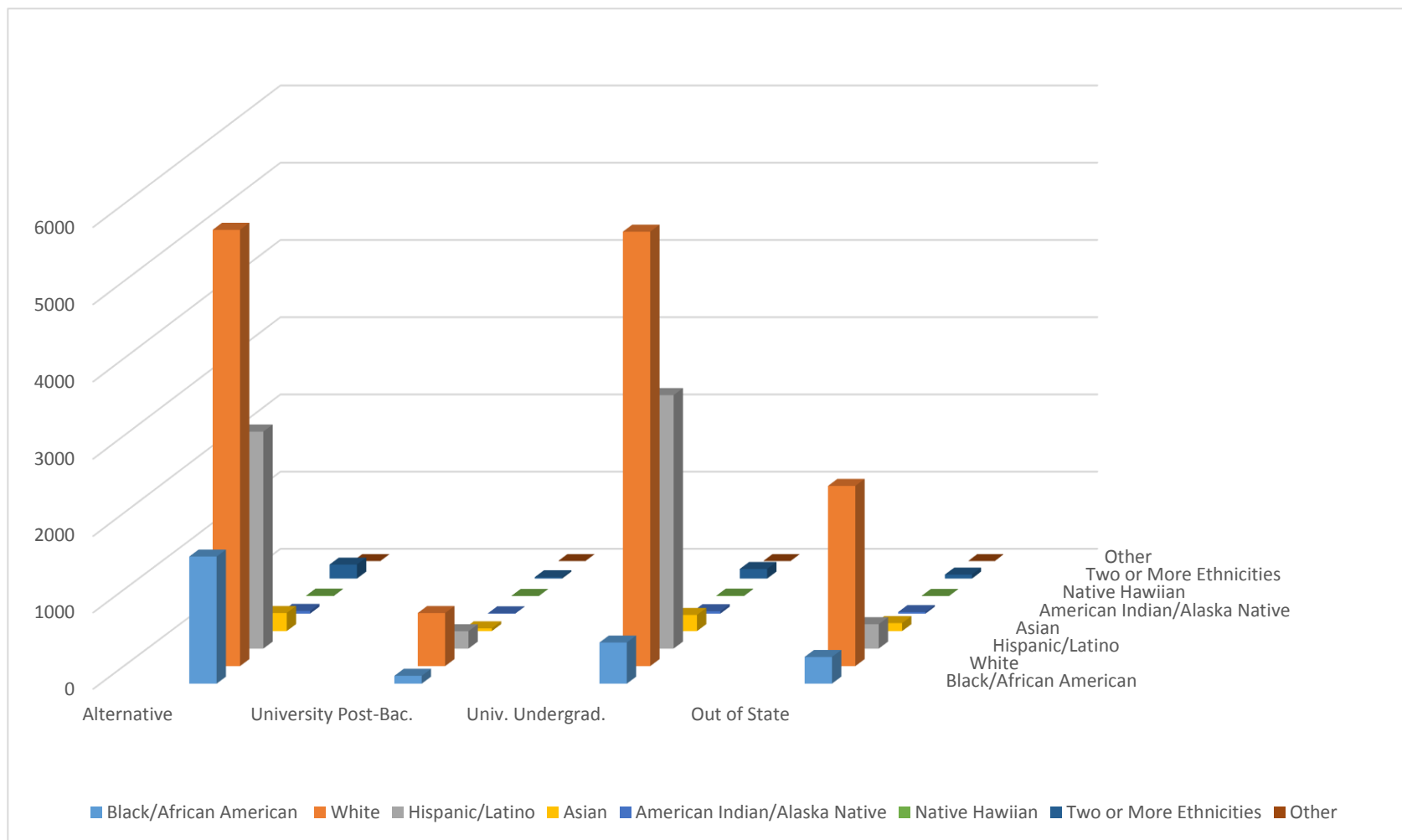
Races and Ethnicities 2013-2014

- Numerically, all routes tended to show the same pattern: white teachers predominated, followed by Hispanic/Latino, black/African American, Asian, Two or More Ethnicities, American Indian/Alaska Native, Native Hawaiian, and Other, respectively.
- An exception was the Out-of-State route, which produced relatively few Hispanic/Latino teachers.
- Many more black/African American teachers obtained alternative than university undergraduate certificates; more Hispanic/Latino teachers obtained university undergraduate certificates. The remaining races and ethnicities were about evenly divided between these routes or showed small numbers.

	Alternative	University Post-Bac.	Univ. Undergrad.	Out of State
Black/African American	1,663	103	538	349
White	5,666	695	5,642	2,350
Hispanic/Latino	2,825	228	3,297	320
Asian	237	37	212	105
American Indian/Alaska Native	35	4	31	20
Native Hawaiian	6	2	6	2
Two or More Ethnicities	183	18	126	52
Other	0	0	0	0

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Summary of methodology. Five tables were extracted containing identification numbers, preparation route codes, genders, and races or ethnicities of individuals obtaining an initial standard teaching certificate for academic years 2009-10 through 2013-14. For each year and preparation route, a total of all teachers was obtained, together with counts by gender and race or ethnicity. Each count was then taken as a percentage of the corresponding total.

Then, five additional tables were extracted containing identification numbers, genders, and races or ethnicities of teachers prepared through any route. The process outlined above was repeated to obtain overall results for all routes. The two sets of results were combined into one table. Finally, a separate table containing only 2013-14 results by route and race-ethnicity was extracted, with routes across the top, to create the bar graph shown above.