

Certified Teacher Demographics by Preparation Route 2007-2011

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 three-dimensional bar graph below highlights results by race and ethnicity for academic year 2010-11.

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

Results

- Overall, more than four-fifths 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 university undergraduate route produced the largest percentage of female teachers, and the out-of-state route, white teachers.
- In fiscal year 2010-2011, the number of Other teachers declined, while teachers of Two or More Ethnicities increased.
- Since fiscal year 2004-05, the alternative route has produced the largest number of certified teachers.

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																					
2010-11	12,571	8,803	70.0	3,768	30.0	1,613	12.8	6,994	55.6	3,376	26.9	325	2.6	71	0.56	11	0.09	121	0.96	60	0.48
2009-10	13,070	9,131	69.9	3,939	30.1	1,776	13.6	7,262	55.6	3,407	26.1	310	2.4	60	0.46	3	0.02	73	0.56	179	1.37
2008-09	13,416	9,678	72.1	3,738	27.9	1,964	14.6	7,136	53.2	3,691	27.5	301	2.2	65	0.48	1	0.01	82	0.61	176	1.31
2007-08	13,714	9,928	72.4	3,786	27.6	2,110	15.4	7,152	52.2	3,868	28.2	276	2.0	66	0.48	6	0.04	71	0.52	165	1.20
2006-07	12,199	8,861	72.6	3,338	27.4	1,805	14.8	6,486	53.2	3,367	27.6	305	2.5	58	0.48	5	0.04	67	0.55	106	0.87
University Post-Baccalaureate																					
2010-11	1,679	1,303	77.6	376	22.4	154	9.2	1,175	70.0	251	14.9	70	4.2	10	0.60	0	0.00	12	0.71	7	0.42
2009-10	1,771	1,353	76.4	418	23.6	176	9.9	1,219	68.8	275	15.5	66	3.7	4	0.23	0	0.00	8	0.45	23	1.30
2008-09	1,953	1,491	76.3	462	23.7	179	9.2	1,336	68.4	329	16.8	66	3.4	8	0.41	0	0.00	7	0.36	28	1.43
2007-08	2,285	1,770	77.5	515	22.5	221	9.7	1,491	65.3	459	20.1	62	2.7	13	0.57	0	0.00	9	0.39	30	1.31
2006-07	2,837	2,189	77.2	648	22.8	294	10.4	1,943	68.5	486	17.1	61	2.2	14	0.49	2	0.07	17	0.60	20	0.70
University Undergraduate																					
2010-11	9,512	7,981	83.9	1,531	16.1	492	5.2	6,008	63.1	2,689	28.2	186	2.0	38	0.40	2	0.02	72	0.76	33	0.35
2009-10	10,394	8,788	84.5	1,606	15.5	569	5.5	6,237	60.0	3,184	30.6	193	1.9	51	0.49	2	0.02	43	0.41	116	1.12
2008-09	10,555	8,974	85.0	1,581	15.0	569	5.4	6,479	61.4	3,158	29.9	167	1.6	42	0.40	2	0.02	35	0.33	104	0.99
2007-08	10,508	8,893	84.6	1,615	15.4	543	5.2	6,579	62.6	3,024	28.8	154	1.5	32	0.30	2	0.02	41	0.39	133	1.27
2006-07	10,243	8,749	85.4	1,494	14.6	549	5.4	6,443	62.9	2,928	28.6	148	1.4	50	0.49	3	0.03	44	0.43	78	0.76

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Out of State																					
2010-11	2,739	2,167	79.1	572	20.9	219	8.0	2,105	76.9	245	8.9	110	4.0	15	0.55	3	0.11	28	1.02	14	0.51
2009-10	3,381	2,729	80.7	652	19.3	260	7.7	2,605	77.0	272	8.0	152	4.5	30	0.89	3	0.09	12	0.35	47	1.39
2008-09	3,716	2,981	80.2	735	19.8	350	9.4	2,790	75.1	337	9.1	139	3.7	32	0.86	0	0.00	16	0.43	52	1.40
2007-08	3,765	3,047	80.9	718	19.1	428	11.4	2,746	72.9	412	10.9	96	2.5	16	0.42	3	0.08	11	0.29	53	1.41
2006-07	3,910	3,170	81.1	740	18.9	438	11.2	2,885	73.8	369	9.4	114	2.9	27	0.69	3	0.08	29	0.74	45	1.15
All Routes *																					
2010-11	26,432	20,194	76.4	6,238	23.6	2,474	9.4	16,231	61.4	6,549	24.8	691	2.6	134	0.51	16	0.06	232	0.88	113	0.43
2009-10	28,542	21,939	76.9	6,603	23.1	2,773	9.7	17,274	60.5	7,125	25.0	718	2.5	144	0.50	8	0.03	136	0.48	365	1.28
2008-09	29,577	23,078	78.0	6,499	22.0	3,059	10.3	17,698	59.8	7,503	25.4	671	2.3	145	0.49	3	0.01	140	0.47	359	1.21
2007-08	30,140	23,531	78.1	6,609	21.9	3,295	10.9	17,868	59.3	7,744	25.7	585	1.9	127	0.42	11	0.04	132	0.44	378	1.25
2006-07	29,159	22,936	78.7	6,223	21.3	3,089	10.6	17,740	60.8	7,136	24.5	627	2.2	148	0.51	13	0.04	157	0.54	249	0.85

* 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 as some teachers have been prepared through more than one route.

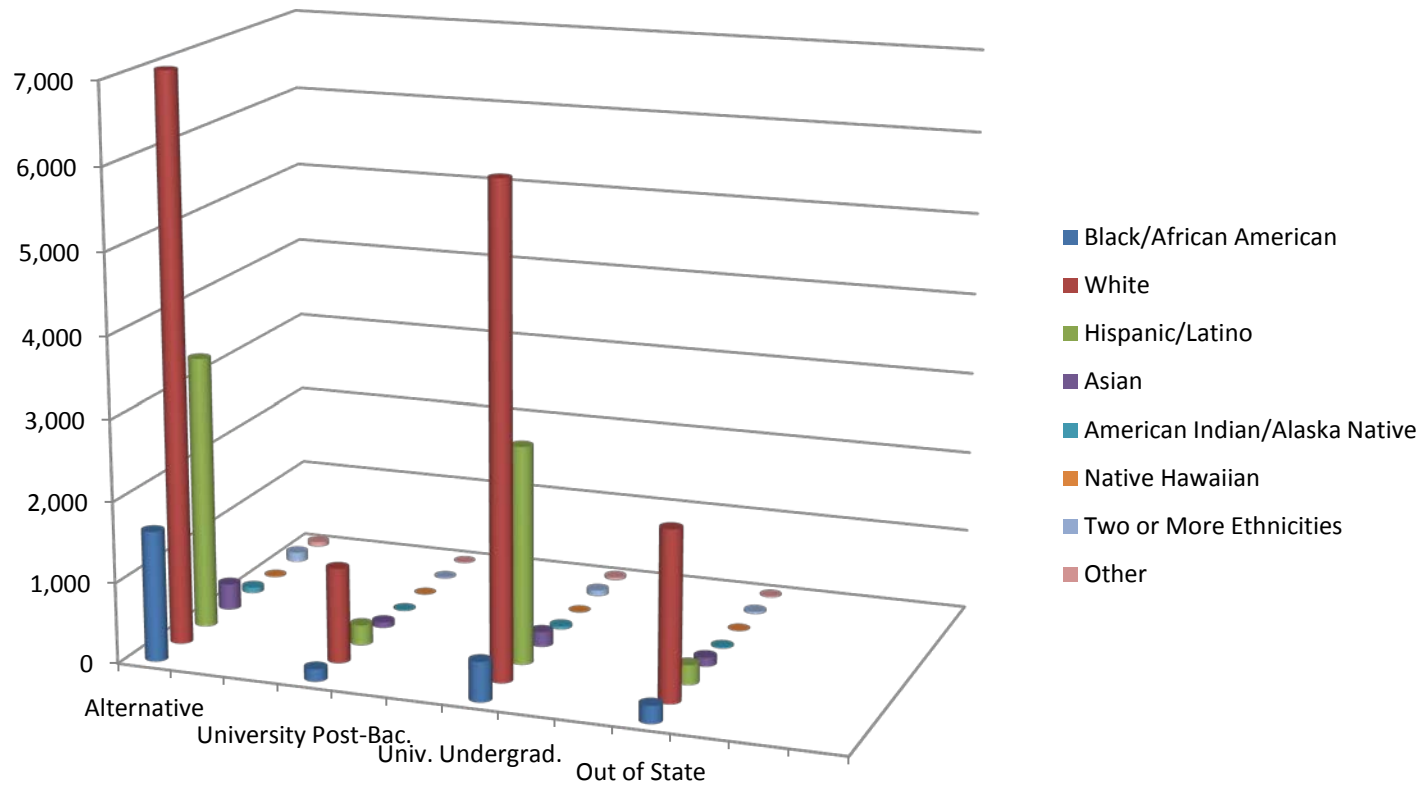
Races and Ethnicities 2010-2011

- 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 teachers, Other, and Native Hawaiian teachers, respectively.
- Conversely, most teachers tended to obtain alternative certifications, followed by university undergraduate, out-of-state, and university post-baccalaureate certifications.
- An exception was Hispanic/Latino teachers, who obtained relatively few out-of-state certificates.

	Alternative	University Post-Bac.	Univ. Undergrad.	Out of State
Black/African American	1,613	154	492	219
White	6,994	1,175	6,008	2,105
Hispanic/Latino	3,376	251	2,689	245
Asian	325	70	186	110
American Indian/Alaska Native	71	10	38	15
Native Hawaiian	11	0	2	3
Two or More Ethnicities	121	12	72	28
Other	60	7	33	14

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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 fiscal years 2006-07 through 2010-11. 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 2010-11 results by route and race-ethnicity was extracted, with routes across the top, to create the three-dimensional bar graph shown above.