

Certified Teacher Demographics by Preparation Route 2012-2016

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 the most recent academic year.

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, just over three-fourths of certified teachers were female, and most were white.
- The alternative route produced the largest percentages of male and black/African American teachers.
- The university undergraduate route produced the largest percentage of Hispanic/Latino teachers, and the out-of-state route, of white teachers.
- In academic year 2013-14, the alternative route surpassed the university undergraduate route and continued to increase in total numbers.
- The alternative route showed increased numbers for both sexes and for white and Hispanic/Latino teachers in each of the past five years.
- In academic year 2015-16, alternative route numbers appeared to decline or level off for Black/African American, Asian, and American Indian/Alaska Native teachers, and for those who reported Two or More Ethnicities.
- For the remaining routes, total numbers appeared to decline or level off in academic year 2015-16.

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																					
2015-16	12,553	8,797	70.1	3,756	29.9	2,046	16.3	6,527	52.0	3,450	27.5	292	2.3	37	0.29	7	0.06	193	1.54	1	0.01
2014-15	12,061	8,385	69.5	3,676	30.5	2,051	17.0	6,175	51.2	3,260	27.0	287	2.4	49	0.41	5	0.04	230	1.91	4	0.03
2013-14	10,606	7,362	69.4	3,244	30.6	1,666	15.7	5,656	53.3	2,823	26.6	236	2.2	35	0.33	6	0.06	184	1.73	0	0.00
2012-13	8,671	5,981	69.0	2,690	31.0	1,247	14.4	4,844	55.9	2,212	25.5	201	2.3	29	0.33	5	0.06	133	1.53	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
University Post-Baccalaureate																					
2015-16	1,082	826	76.3	256	23.7	109	10.1	618	57.1	265	24.5	62	5.7	4	0.37	1	0.09	23	2.13	0	0.00
2014-15	1,182	894	75.6	288	24.4	117	9.9	707	59.8	274	23.2	62	5.2	3	0.25	0	0.00	19	1.61	0	0.00
2013-14	1,088	843	77.5	245	22.5	102	9.4	696	64.0	229	21.0	37	3.4	4	0.37	2	0.18	18	1.65	0	0.00
2012-13	1,042	816	78.3	226	21.7	90	8.6	694	66.6	203	19.5	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
University Undergraduate																					
2015-16	8,366	6,922	82.7	1,444	17.3	505	6.0	4,574	54.7	2,932	35.0	210	2.5	14	0.17	11	0.13	120	1.43	0	0.00
2014-15	9,048	7,388	81.7	1,660	18.3	497	5.5	5,052	55.8	3,122	34.5	205	2.3	28	0.31	7	0.08	137	1.51	0	0.00
2013-14	9,890	8,178	82.7	1,712	17.3	543	5.5	5,657	57.2	3,313	33.5	212	2.1	31	0.31	6	0.06	128	1.29	0	0.00
2012-13	10,308	8,534	82.8	1,774	17.2	577	5.6	6,221	60.4	3,104	30.1	225	2.2	34	0.33	7	0.07	138	1.34	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

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Out of State																					
2015-16	3,643	2,926	80.3	717	19.7	425	11.7	2,596	71.3	411	11.3	121	3.3	20	0.55	5	0.14	65	1.78	0	0.00
2014-15	3,655	2,965	81.1	690	18.9	429	11.7	2,640	72.2	373	10.2	126	3.4	18	0.49	7	0.19	62	1.70	0	0.00
2013-14	3,230	2,627	81.3	603	18.7	350	10.8	2,379	73.7	323	10.0	105	3.3	19	0.59	2	0.06	52	1.61	0	0.00
2012-13	2,694	2,181	81.0	513	19.0	275	10.2	2,042	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
All Routes *																					
2015-16	25,591	19,425	75.9	6,166	24.1	3,081	12.0	14,277	55.8	7,048	27.5	685	2.7	75	0.29	24	0.09	400	1.56	1	0.00
2014-15	25,876	19,566	75.6	6,310	24.4	3,091	11.9	14,529	56.1	7,010	27.1	678	2.6	98	0.38	19	0.07	447	1.73	4	0.02
2013-14	24,643	18,861	76.5	5,782	23.5	2,653	10.8	14,255	57.8	6,667	27.1	583	2.4	88	0.36	16	0.06	381	1.55	0	0.00
2012-13	22,599	17,412	77.0	5,187	23.0	2,179	9.6	13,721	60.7	5,736	25.4	547	2.4	76	0.34	13	0.06	323	1.43	4	0.02
2011-12	20,299	15,677	77.2	4,622	22.8	1,613	7.9	12,939	63.7	4,875	24.0	486	2.4	84	0.41	12	0.06	286	1.41	4	0.02

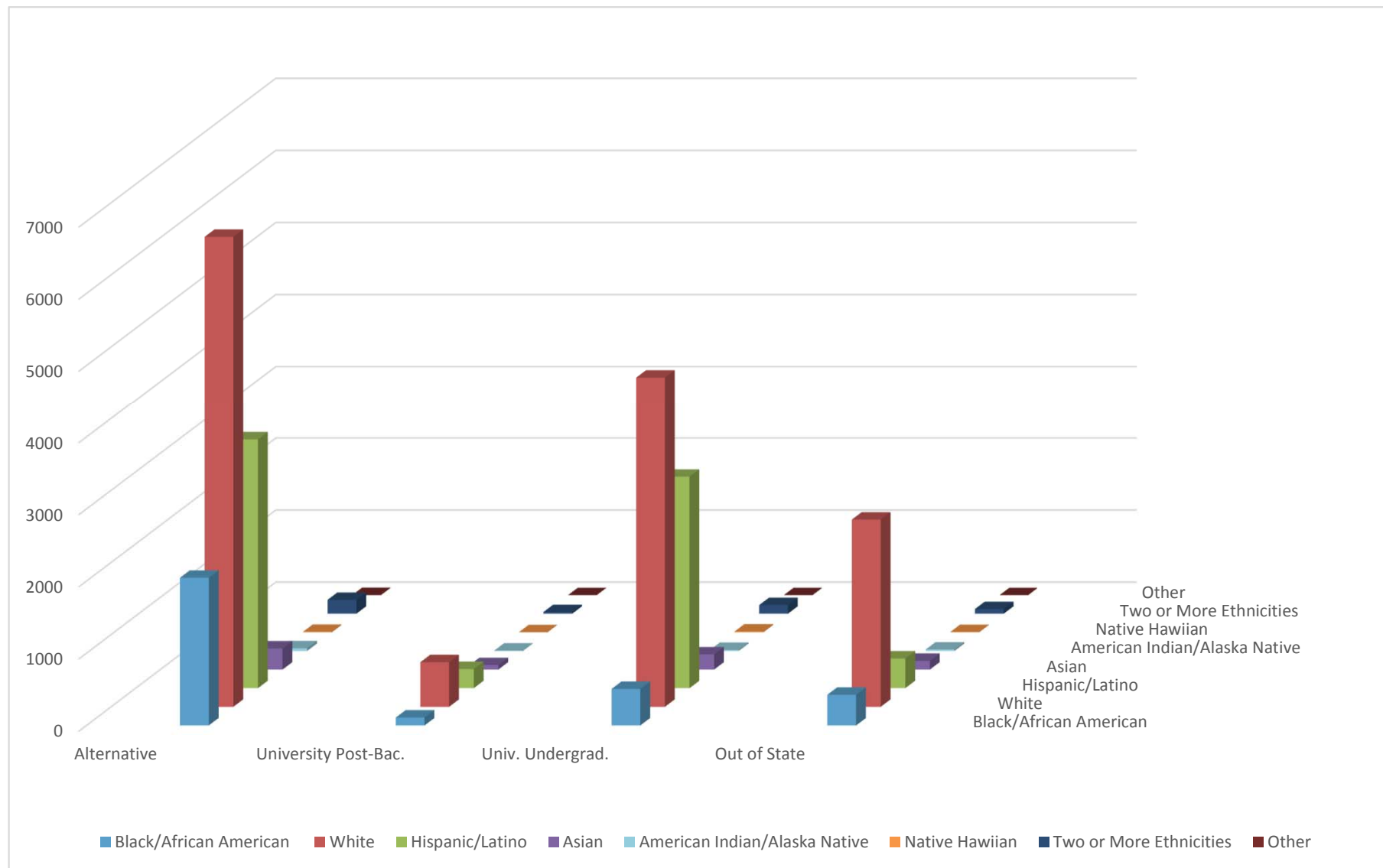
* Results for individual routes may not sum to the total for All Routes, because the total is a count rather than a sum. A sum of routes would produce duplication due to teachers prepared through more than one route.

Races and Ethnicities 2015-2016

- 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.
- With the exception of Native Hawaiians, more teachers of all races and ethnicities obtained alternative certificates than university undergraduate certificates.
- More than four times as many black/African American teachers obtained alternative certificates than university undergraduate certificates.

	Alternative	University Post-Bac.	Univ. Undergrad.	Out of State
Black/African American	2,046	109	505	425
White	6,527	618	4,574	2,596
Hispanic/Latino	3,450	265	2,932	411
Asian	292	62	210	121
American Indian/Alaska Native	37	4	14	20
Native Hawaiian	7	1	11	5
Two or More Ethnicities	193	23	120	65
Other	1	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 2011-12 through 2015-16. 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.