

Certified Teacher Demographics by Preparation Route 2014-2018

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 shows results by race and ethnicity for the most recent academic year.

Definitions and notes. 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. With the 2017-18 report, procedures for identifying out-of-state teachers were updated to adjust for changes in the database. Values may differ slightly from those in previous reports.

Results

- For all routes combined, just over three-fourths of certified teachers were female, and a majority 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.
- More teachers were certified through the alternative route than the university undergraduate route in all academic years shown. In the last three academic years, the number of teachers produced through the alternative route was approximately 50% of the total for All Routes.
- For each of the four routes and for all routes combined, total numbers declined in academic year 2017-18.

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																					
2017-18	11,683	8,266	70.8	3,417	29.2	1,957	16.8	5,900	50.5	3,277	28.0	303	2.6	23	0.20	9	0.08	210	1.80	4	0.03
2016-17	13,601	9,586	70.5	4,015	29.5	2,326	17.1	6,888	50.6	3,791	27.9	296	2.2	47	0.35	7	0.05	243	1.79	3	0.02
2015-16	12,552	8,819	70.3	3,733	29.7	2,044	16.3	6,530	52.0	3,446	27.5	292	2.3	37	0.29	7	0.06	195	1.55	1	0.01
2014-15	12,066	8,389	69.5	3,677	30.5	2,052	17.0	6,176	51.2	3,257	27.0	288	2.4	52	0.43	4	0.03	231	1.91	6	0.05
2013-14	10,611	7,366	69.4	3,245	30.6	1,665	15.7	5,661	53.4	2,826	26.6	236	2.2	34	0.32	6	0.06	181	1.71	2	0.02
University Post-Baccalaureate																					
2017-18	746	557	74.7	189	25.3	79	10.6	446	59.8	154	20.6	37	5.0	2	0.27	1	0.13	27	3.62	0	0.00
2016-17	1,032	777	75.3	255	24.7	112	10.9	605	58.6	229	22.2	60	5.8	1	0.10	1	0.10	24	2.33	0	0.00
2015-16	1,078	822	76.3	256	23.7	109	10.1	614	57.0	265	24.6	62	5.8	4	0.37	1	0.09	23	2.13	0	0.00
2014-15	1,182	893	75.5	289	24.5	117	9.9	708	59.9	273	23.1	62	5.2	3	0.25	0	0.00	19	1.61	0	0.00
2013-14	1,090	843	77.3	247	22.7	102	9.4	697	63.9	230	21.1	37	3.4	4	0.37	2	0.18	18	1.65	0	0.00
University Undergraduate																					
2017-18	8,097	6,731	83.1	1,366	16.9	396	4.9	4,383	54.1	2,962	36.6	197	2.4	19	0.23	2	0.02	138	1.70	0	0.00
2016-17	8,310	6,943	83.5	1,367	16.5	470	5.7	4,498	54.1	2,996	36.1	205	2.5	31	0.37	3	0.04	107	1.29	0	0.00
2015-16	8,392	6,947	82.8	1,445	17.2	502	6.0	4,592	54.7	2,937	35.0	212	2.5	14	0.17	11	0.13	122	1.45	2	0.02
2014-15	9,051	7,392	81.7	1,659	18.3	497	5.5	5,057	55.9	3,125	34.5	205	2.3	27	0.30	7	0.08	133	1.47	0	0.00
2013-14	9,893	8,187	82.8	1,705	17.2	542	5.5	5,652	57.1	3,320	33.6	210	2.1	29	0.29	6	0.06	133	1.34	0	0.00

Certified Teacher Demographics by Preparation Route 2014-2018

Out of State																					
2017-18	3,441	2,809	81.6	632	18.4	407	11.8	2,431	70.6	382	11.1	129	3.7	23	0.67	3	0.09	65	1.89	1	0.03
2016-17	3,635	2,961	81.5	674	18.5	400	11.0	2,610	71.8	385	10.6	136	3.7	19	0.52	5	0.14	80	2.20	0	0.00
2015-16	3,682	2,955	80.3	727	19.7	430	11.7	2,621	71.2	416	11.3	121	3.3	20	0.54	5	0.14	68	1.85	1	0.03
2014-15	3,670	2,983	81.3	687	18.7	429	11.7	2,649	72.2	379	10.3	126	3.4	18	0.49	7	0.19	62	1.69	0	0.00
2013-14	3,235	2,629	81.3	606	18.7	349	10.8	2,384	73.7	322	10.0	105	3.2	19	0.59	2	0.06	54	1.67	0	0.00
All Routes *																					
2017-18	23,927	18,329	76.6	5,598	23.4	2,834	11.8	13,136	54.9	6,767	28.3	664	2.8	67	0.28	15	0.06	439	1.83	5	0.02
2016-17	26,517	20,214	76.2	6,303	23.8	3,304	12.5	14,564	54.9	7,384	27.8	696	2.6	98	0.37	16	0.06	452	1.70	3	0.01
2015-16	25,650	19,495	76.0	6,155	24.0	3,081	12.0	14,319	55.8	7,054	27.5	686	2.7	75	0.29	24	0.09	407	1.59	4	0.02
2014-15	25,899	19,591	75.6	6,308	24.4	3,092	11.9	14,545	56.2	7,015	27.1	679	2.6	100	0.39	18	0.07	444	1.71	6	0.02
2013-14	24,658	18,876	76.6	5,781	23.4	2,650	10.7	14,262	57.8	6,677	27.1	581	2.4	85	0.34	16	0.06	384	1.56	2	0.01

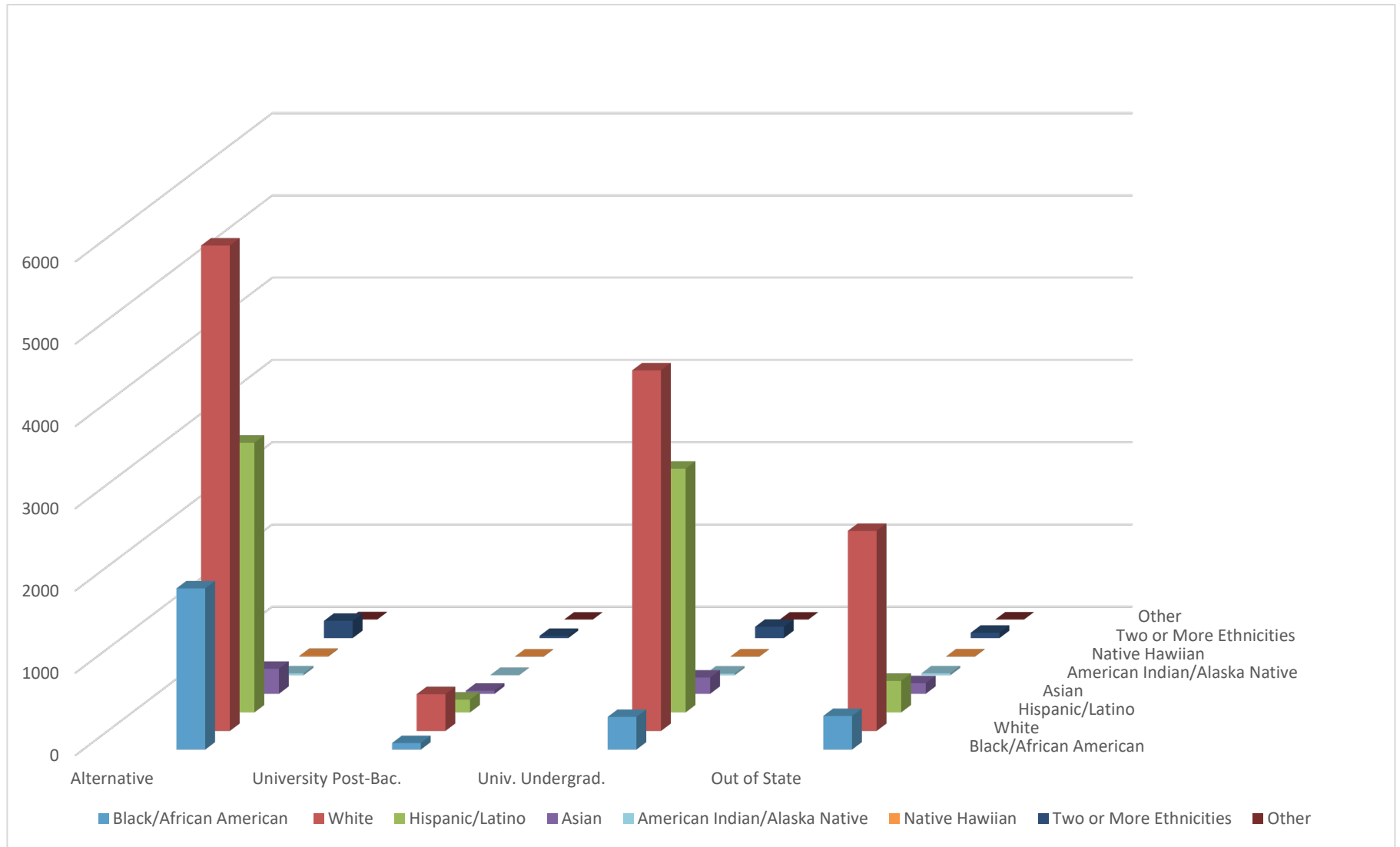
* Results for individual routes may not sum to the total for All Routes, because the total is a count rather than a sum. A sum of routes would produce duplication due to teachers prepared through more than one route.

Races and Ethnicities 2017-2018

- Numerically, all routes tended to show the same pattern: white teachers were most common, followed by Hispanic/Latino, black/African American, Asian, Two or More Ethnicities, American Indian/Alaska Native, Native Hawaiian, and Other, respectively.
- The exception was the Out-of-State route, which produced relatively few Hispanic/Latino teachers.
- More teachers of all races and ethnicities obtained alternative certificates than university undergraduate certificates.
- Nearly five times as many black/African American teachers obtained certificates through the alternative route as through the undergraduate route.

	Alternative	University Post-Bac.	Univ. Undergrad.	Out of State
Black/African American	1,957	79	396	407
White	5,900	446	4,383	2,431
Hispanic/Latino	3,277	154	2,962	382
Asian	303	37	197	129
American Indian/Alaska Native	23	2	19	23
Native Hawaiian	9	1	2	3
Two or More Ethnicities	210	27	138	65
Other	4	0	0	1

Certified Teacher Demographics by Preparation Route 2014-2018



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 2013-14 through 2017-18. 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 computed as a percentage of the corresponding total.