

## Certified Teacher Demographics by Preparation Route 2009-2013

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 fiscal year 2012-13.

**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 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 university undergraduate route produced the largest percentage of female teachers, and the out-of-state route, white teachers.
- Beginning with fiscal year 2010-11, numbers increased for teachers of Two or More Ethnicities, but decreased sharply for the "Other" group.
- In fiscal year 2011-12, the number of certified teachers declined for every route except the university undergraduate route.
- In that fiscal year, the total number for the alternative route showed a large decline, dropping below the university undergraduate route.

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.
<b>Alternative</b>																					
2012-13	8,675	5,990	69.0	2,685	31.0	1,246	14.4	4,852	55.9	2,210	25.5	201	2.3	29	0.33	5	0.06	132	1.52	0	0.00
2011-12	7,312	5,009	68.5	2,303	31.5	861	11.8	4,324	59.1	1,788	24.5	186	2.5	41	0.56	4	0.05	108	1.48	0	0.00
2010-11	12,586	8,783	69.8	3,803	30.2	1,615	12.8	7,003	55.6	3,384	26.9	326	2.6	73	0.58	14	0.11	131	1.04	40	0.32
2009-10	13,077	9,129	69.8	3,948	30.2	1,778	13.6	7,278	55.7	3,412	26.1	305	2.3	66	0.50	5	0.04	102	0.78	131	1.00
2008-09	13,418	9,641	71.9	3,777	28.1	1,952	14.5	7,156	53.3	3,690	27.5	303	2.3	76	0.57	1	0.01	125	0.93	115	0.86
<b>University Post-Baccalaureate</b>																					
2012-13	1,041	818	78.6	223	21.4	90	8.6	693	66.6	203	19.5	42	4.0	3	0.29	0	0.00	10	0.96	0	0.00
2011-12	1,198	924	77.1	274	22.9	82	6.8	850	71.0	196	16.4	45	3.8	4	0.33	0	0.00	20	1.67	1	0.08
2010-11	1,686	1,311	77.8	375	22.2	157	9.3	1,173	69.6	254	15.1	70	4.2	10	0.59	0	0.00	17	1.01	5	0.30
2009-10	1,773	1,351	76.2	422	23.8	179	10.1	1,223	69.0	274	15.5	66	3.7	3	0.17	0	0.00	10	0.56	18	1.02
2008-09	1,955	1,492	76.3	463	23.7	182	9.3	1,338	68.4	331	16.9	69	3.5	6	0.31	0	0.00	13	0.66	16	0.82
<b>University Undergraduate</b>																					
2012-13	10,278	8,504	82.7	1,774	17.3	577	5.6	6,207	60.4	3,090	30.1	224	2.2	35	0.34	7	0.07	136	1.32	2	0.02
2011-12	9,794	8,181	83.5	1,613	16.5	495	5.1	6,228	63.6	2,719	27.8	185	1.9	34	0.35	6	0.06	123	1.26	4	0.04
2010-11	9,585	8,039	83.9	1,546	16.1	495	5.2	6,054	63.2	2,704	28.2	188	2.0	40	0.42	2	0.02	78	0.81	24	0.25
2009-10	10,409	8,797	84.5	1,612	15.5	569	5.5	6,271	60.2	3,174	30.5	194	1.9	55	0.53	3	0.03	64	0.61	79	0.76
2008-09	10,575	8,986	85.0	1,589	15.0	572	5.4	6,509	61.6	3,159	29.9	168	1.6	41	0.39	5	0.05	56	0.53	65	0.61

Source: SBEC Online data

Michael C. Ramsay, Ph.D., Research Specialist

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Out of State																					
2012-13	2,667	2,158	80.9	509	19.1	273	10.2	2,020	75.7	231	8.7	85	3.2	11	0.41	3	0.11	42	1.57	2	0.07
2011-12	2,099	1,657	78.9	442	21.1	183	8.7	1,629	77.6	175	8.3	70	3.3	8	0.38	4	0.19	30	1.43	0	0.00
2010-11	2,747	2,175	79.2	572	20.8	223	8.1	2,109	76.8	245	8.9	109	4.0	15	0.55	4	0.15	31	1.13	11	0.40
2009-10	3,383	2,727	80.6	656	19.4	261	7.7	2,613	77.2	269	8.0	151	4.5	29	0.86	3	0.09	20	0.59	37	1.09
2008-09	3,716	2,981	80.2	735	19.8	352	9.5	2,790	75.1	341	9.2	136	3.7	37	1.00	0	0.00	21	0.57	39	1.05
All Routes *																					
2012-13	22,547	17,372	77.0	5,175	23.0	2,176	9.7	13,694	60.7	5,717	25.4	546	2.4	77	0.34	13	0.06	320	1.42	4	0.02
2011-12	20,303	15,689	77.3	4,614	22.7	1,614	7.9	12,951	63.8	4,868	24.0	484	2.4	87	0.43	13	0.06	281	1.38	5	0.02
2010-11	26,534	20,247	76.3	6,287	23.7	2,486	9.4	16,287	61.4	6,576	24.8	693	2.6	138	0.52	20	0.08	254	0.96	80	0.30
2009-10	28,567	21,941	76.8	6,626	23.2	2,779	9.7	17,335	60.7	7,117	24.9	713	2.5	151	0.53	11	0.04	196	0.69	265	0.93
2008-09	29,601	23,054	77.9	6,547	22.1	3,055	10.3	17,749	60.0	7,509	25.4	674	2.3	158	0.53	6	0.02	215	0.73	235	0.79

\* 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.

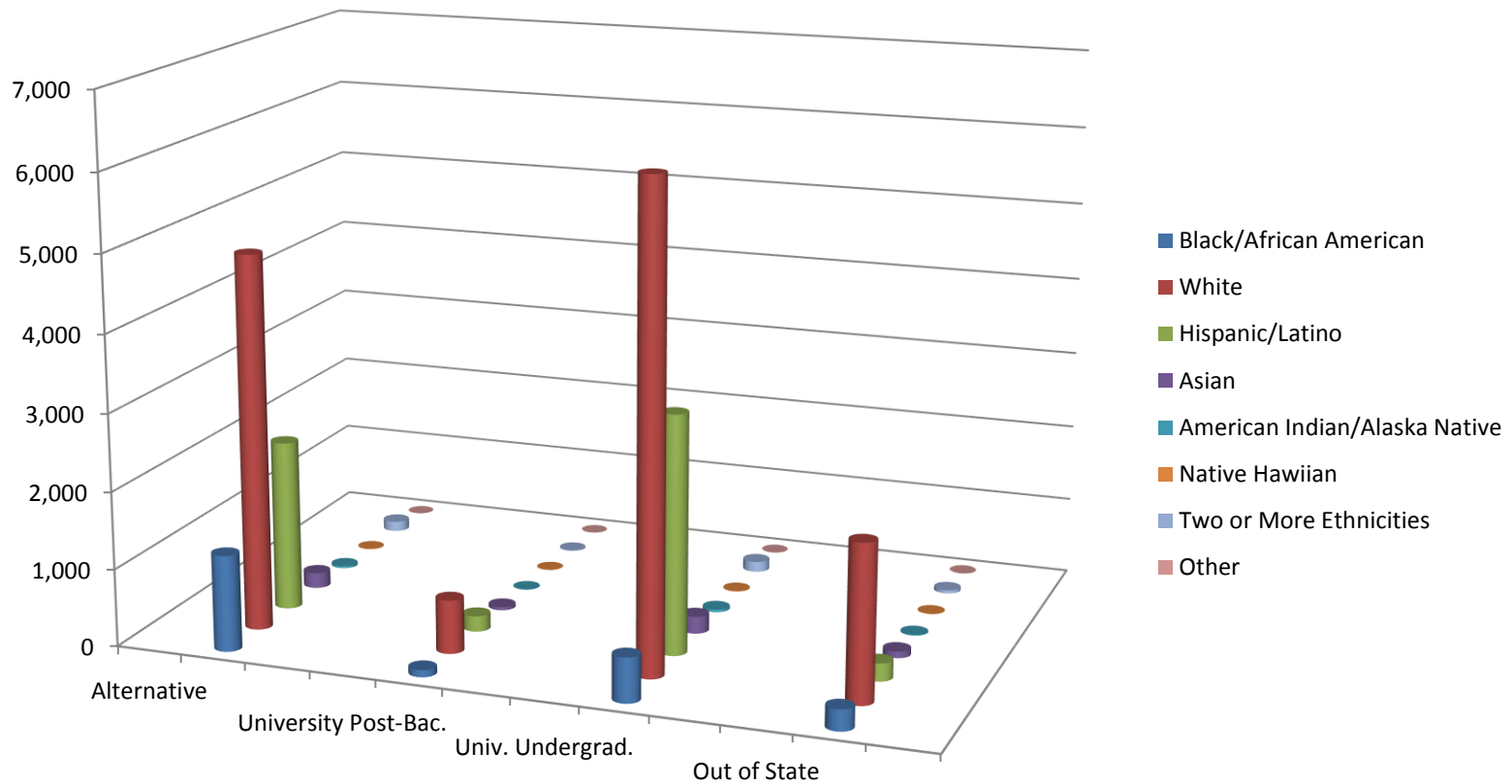
#### Races and Ethnicities 2012-2013

- 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.
- Black/African American teachers obtained more alternative than university undergraduate certificates; white and Hispanic/Latino teachers obtained more 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	1,246	90	577	273
White	4,852	693	6,207	2,020
Hispanic/Latino	2,210	203	3,090	231
Asian	201	42	224	85
American Indian/Alaska Native	29	3	35	11
Native Hawaiian	5	0	7	3
Two or More Ethnicities	132	10	136	42
Other	0	0	2	2

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### Certified Teacher Demographics by Preparation Route 2009-2013



*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 2008-09 through 2012-13. 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 2012-13 results by route and race-ethnicity was extracted, with routes across the top, to create the bar graph shown above.