Employment of Certified Teachers 2008-2012

This table shows the number of candidates who have obtained initial standard teaching certificates through each preparation route, followed by the number and percentage who were employed as teachers the following academic year. The table also shows combined results for all routes. Employment as a substitute teacher was not included in the employment percentages.

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

- Teachers prepared through the alternative route had much higher employment rates than those prepared through the remaining routes.
- Employment percentages declined substantially from academic year 2009-10 onward.
- Initially, the declines were smaller for the alternative route than for the remaining routes.
- In academic year 2008-09, the out-of-state and university undergraduate routes showed declines.

	Results for 2007-08			Results for 2008-09			Results for 2009-10			Results for 2010-11			Results for 2011-12		
	2006-07	2007-08	2007-08	2007-08	2008-09	2008-09	2008-09	2009-10	2009-10	2009-10	2010-11	2010-11	2010-11	2011-12	2011-12
Preparation Route	Certified	Employed	Percent												
Alternative	12,199	10,869	89.1	13,714	12,110	88.3	13,418	11,572	86.2	13,076	10,930	83.6	12,584	9,659	76.8
University Post-Bac.	2,837	2,085	73.5	2,285	1,673	73.2	1,953	1,217	62.3	1,772	1,004	56.7	1,685	818	48.5
University Undergrad.	10,245	7,745	75.6	10,511	7,377	70.2	10,569	6,266	59.3	10,406	5,655	54.3	9,571	4,552	47.6
Out of State	3,910	3,015	77.1	3,765	2,727	72.4	3,716	2,417	65.0	3,381	1,985	58.7	2,748	1,476	53.7
All Routes *	29,130	23,667	81.2	30,142	23,785	78.9	29,593	21,436	72.4	28,559	19,529	68.4	26,518	16,469	62.1

^{*} Results for individual routes may not sum to the totals for All Routes because the totals are counts rather than sums. A sum of routes would produce duplication as some teachers have been prepared through more than one route.

Summary of methodology. Five tables were extracted containing identification numbers and preparation routes of educators who obtained a standard teaching certificate for fiscal years 2006-07 through 2010-11. Five additional tables were extracted containing identification numbers of individuals who were employed as teachers for the following academic year. The two sets of tables were combined. For each preparation route, counts of certified teachers and of certified, employed teachers were obtained. Percentages were computed.

From each of the original five tables, a new table was obtained containing identification numbers of teachers prepared through any route. Additional tables were extracted as before, and the process outlined above was repeated. Finally, all results were combined into one table. Only employment as a regular classroom teacher or a special duty teacher was included as teaching employment. Teachers who obtained certification by demonstrating career experience were omitted from the certification data as this process is not considered a preparation route.

Sources: TEA PEIMS data, SBEC Online data Michael C. Ramsay, Ph.D., Research Specialist April 2013