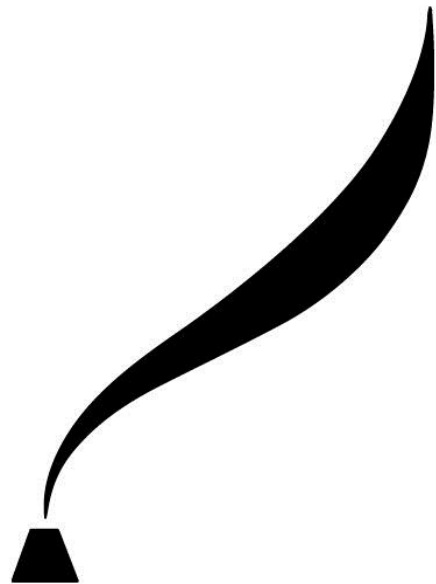


*PROFILE OF
TEACHERS
IN THE U.S. 2011*

C. Emily Feistritzer



NATIONAL CENTER FOR
EDUCATION INFORMATION

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C. Emily Feistritzer

With
Stephen Griffin
Alice Linnajarvi

**NATIONAL CENTER FOR
EDUCATION INFORMATION**

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INTRODUCTION

There are 3.2 million public school teachers educating the nation's 49.4 million children attending public PK-12 schools, according to the U.S. Department's National Center for Education Statistics ([NCES](#)).

NCES Schools and Staffing Surveys also show that, in 2007-08 (the latest year for which these data are published), about 146,500 of these teachers (4.3 percent) were new hires who had never taught before – 92,500 were new college graduates and 54,000 were “delayed entrants (people who had a college degree but had not entered teaching right out of college). [SASS](#)

Who teachers are, where they are coming from and what they think are of great interest to every segment of society. The National Center for Education Information (NCEI) has been studying teachers since 1979. It has conducted five national surveys of teachers -- in 1986, 1990, 1996, 2005 and 2011 – all designed to find out who they are and what they think about a wide array of issues facing the teaching profession and education in general. NCEI's sample surveys of teachers in all years have been drawn from Market Data Retrieval's database of teachers. NCEI's samples of teachers in each year surveyed are drawn to reflect the distribution of teachers by state in the United States.

In 2011, NCEI surveyed 2,500 randomly selected K-12 public school teachers from MDR's database of teachers, November 10, 2010 – June 20, 2011 using a 33-item mail and online survey questionnaire. Usable surveys were completed by 1,076 teachers, representing a 43 percent response rate. This report, ***PROFILE OF TEACHERS IN THE U.S. 2011*** is based on the results of NCEI's 2011 survey of public school teachers in the United States. Many questions asked in the earlier surveys of teachers were also asked in 2011, so comparisons are made between teachers now and in those earlier years.

For the sake of simplicity, a year at the head of a column in this publication refers to public school teachers surveyed by NCEI in that year. In some cases, totals do not add to 100 percent, due to rounding.

We have also included in an appendix tables of responses to the questions in the survey for all respondents, as well as by route to teaching, years' teaching experience, age groups, gender and race.

Many people helped make this project a success. I wish to thank those who helped design the questionnaire, which, thanks to their input, underwent numerous revisions and improvements. I am grateful to the Studer Group who provided support for this project and to Janet Pilcher and Robin Largue for their input and editing all along the way.

Special thanks go to Stephen Griffin of the Florida State University's Center for Interactive Media who came through, once again, with data entry and analysis programs that enabled us to analyze the data thoroughly.

I am most grateful to Alice Linnajarvi whose tireless efforts in generating tables and charts paid off and have made this report so informative and graphic.

Lastly, thanks to all the teachers who took the time to complete the survey and made it possible to provide this informative profile of teachers in the United States.

Emily Feistritzer
July 29, 2011

EXECUTIVE SUMMARY

K-12 public school teachers in the United States are amazingly similar over time. They constitute a unique profession that has self-propagated itself for at least the last half century. But, due to an influx of individuals from non-traditional backgrounds entering teaching through non-traditional preparation programs, the teaching force may be changing.*

One-third of first-time public school teachers hired since 2005 entered the profession through an alternative program other than a college campus-based teacher education program.

The findings throughout this survey illustrate striking differences between this non-traditional population of new teachers and teachers who enter teaching through undergraduate and graduate college campus-based teacher education programs, especially in attitudes concerning current proposed school reform measures and ways to strengthen teaching as a profession, such as:

- Getting rid of tenure for teachers
- Performance-based pay
- Market-driven teacher pay – paying teachers more to teach in high needs schools and high demand subjects
- Recruiting individuals from other careers into teaching and school administration
- Using student achievement to evaluate teacher effectiveness

The findings also show amazing similarities among all teachers surveyed, regardless of their backgrounds, how they prepared to teach, their age, how long they've been teaching and other variables we analyzed the data by. Public school teachers surveyed:

- Strongly support getting rid of incompetent teachers regardless of seniority
- Are generally satisfied with their jobs and various aspects of teaching
- Think they are competent to teach
- Rate their teacher preparation programs highly
- Consider the same things as valuable in developing competence to teach – their own teaching experiences and working with other teachers/colleagues top the list
- Plan to be teaching K-12 five years from now

**In order to teach in a public school in the United States, one has to have at least a bachelor's degree and a certificate from the state in which one is teaching. Teaching has historically drawn its teachers from college graduates who majored in education or at least participated in a college teacher education program that was approved by the state and which culminated in a teaching certificate or at least eligibility to receive one.*

In the mid-1980s a few states started creating "alternative routes to teacher certification" which were designed for the explicit purpose of attracting individuals who already had at least a bachelor's degree – usually in a field other than education – into the teaching profession. Since the mid-1980s, hundreds of such alternative programs have been created and are being implemented in nearly every state. They are now producing about 60,000 new teachers per year. For more information about these programs, visit www.teach-now.org.

Demographics

The proportion of public school teachers who have five or fewer years of teaching experience increased from 18 percent in 2005 to 26 percent in 2011. At the other end of the spectrum, the proportion of teachers with 25 or more years' experience dropped from 27 percent in 2005 to 17 percent in 2011. These newer teachers are considerably more open to proposed reforms in the profession and in American education.

Reversing a trend toward an older teaching force that began in the 1990's, the proportion of teachers under 30 years of age rose dramatically from the 2005 survey to 2011, while the proportion of teachers 50 and older dropped. More than one in five (22 percent) teachers surveyed in 2011 was under the age of 30, compared with only 11 percent in 2005 and in 1996. The proportion of teachers 50 and older dropped from 42 percent in 2005 to 31 percent in 2011. Clearly, the older teachers are retiring and being replaced once again by teachers in their 20s and 30s.

Teaching is still an overwhelmingly female occupation. The profession is also strikingly White, but there is some shift toward more people of color entering the ranks of teaching. Hispanics are the fastest growing non-White group entering teaching.

More than half of public school teachers hold at least a Master's degree. In the overall teaching force, there has been a slight shift in highest degree held. In 2005, a master's degree in education was the highest degree held by nearly half of the teaching force (47 percent); an additional 10 percent held a Master's degree in a field other than education. In 2011, the proportion of the teaching force holding masters' degrees in education as their highest degree was 43 percent; 12 percent held Master's degrees.

The proportion of teachers whose highest degree is a non-education degree rose from 21 percent in 2005 to 27 percent in 2011.

Table 1. Demographic Profile of Teachers in the U.S.

		PUBLIC SCHOOL TEACHERS				
		2011	2005	1996	1990	1986
	N =	1,076	1,028	1,018	2,380	1,144
Age						
	≤29	21	11	11	15	11
	30-39	27	22	21	37	36
	40-49	22	26	44	35	31
	50+	31	42	24	13	22
Gender		%	%	%	%	%
	Male	16	18	26	29	31
	Female	84	82	74	71	69
Race						
	White	84	85	89	92	91
	Black	7	6	7	5	6
	Hispanic	6	4	2	2	2
	Other	4	5	2	1	0
Highest Degree Earned						
	Bachelor's - Education	29	31			
	Bachelor's - Other	15	11			
	Master's - Education	43	47			
	Master's - Other	12	10			
	Doctorate - Education	1	1			
Years of experience						
	1-5	26	18	12	16	8
	6-9	16	14	18	18	16
	10-14	16	16	13	21	24
	15-24	23	25	37	33	37
	25+	17	27	20	12	15

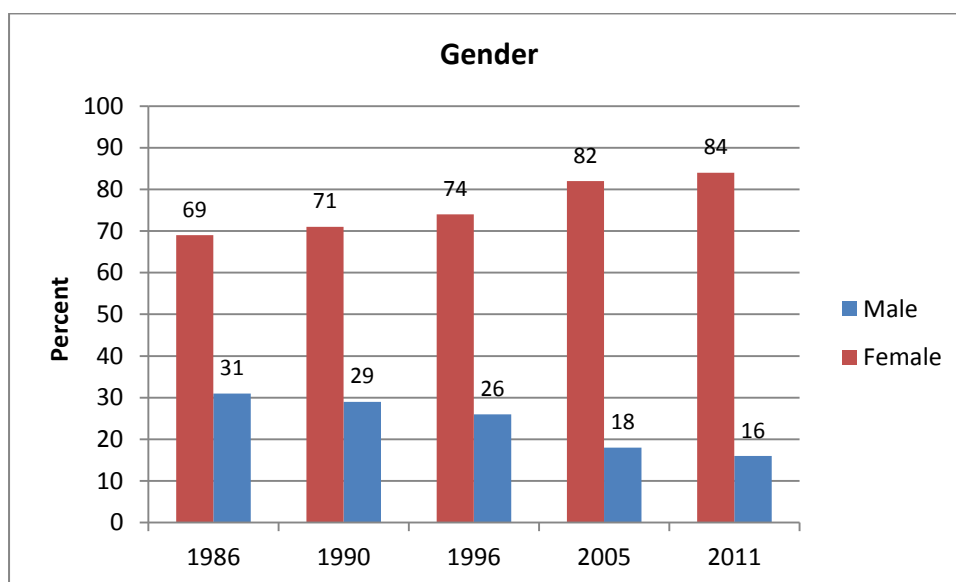
DEMOGRAPHICS

Gender

Despite much attention and some effort to get more males into K-12 teaching, the public school teaching force in the United States continues to get more female. Eighty-four percent of public school teachers are female. This is up from 82 percent in 2005, 74 percent in 1996, 71 percent in 1990 and 69 percent in 1986.

Alternative preparation routes produce a higher proportion of male teachers. Twenty-two percent of teachers coming through alternate routes are men, compared with 16 percent of teachers entering the profession through traditional programs.

Chart 1



Age

The proportion of teachers under 30 years of age rose dramatically from 2005 to 2011, while the proportion of teachers 50 and older dropped reversing a trend toward an older teaching force that began in the 1990's.

More than one in five (22 percent) teachers in 2011 was under the age of 30, compared with only 11 percent in 2005 and in 1996. The proportion of teachers 50 and older dropped from 42 percent in 2005 to 31 percent in 2011. Clearly, the older teachers are retiring and being replaced once again by teachers in their 20s and 30s.

Chart 2

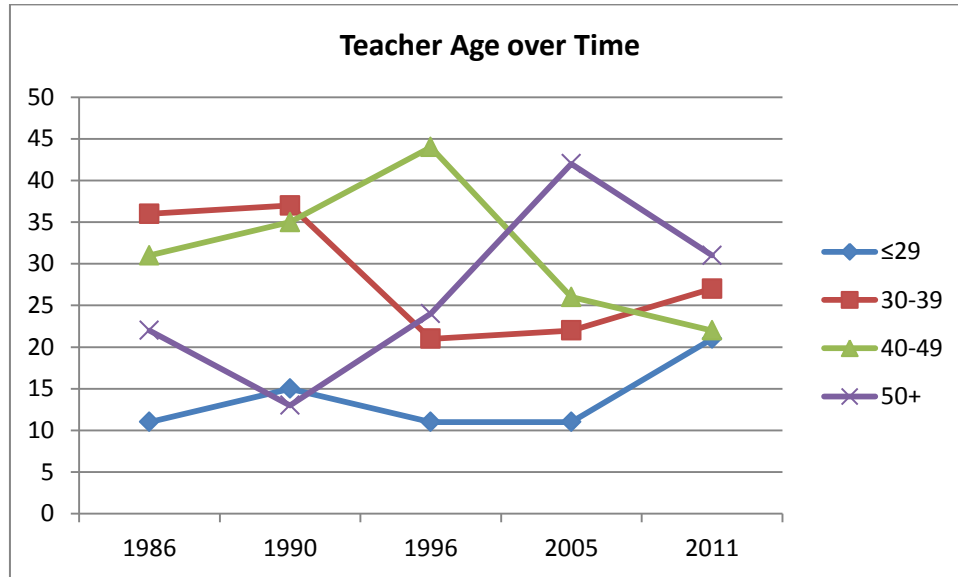


Chart 3

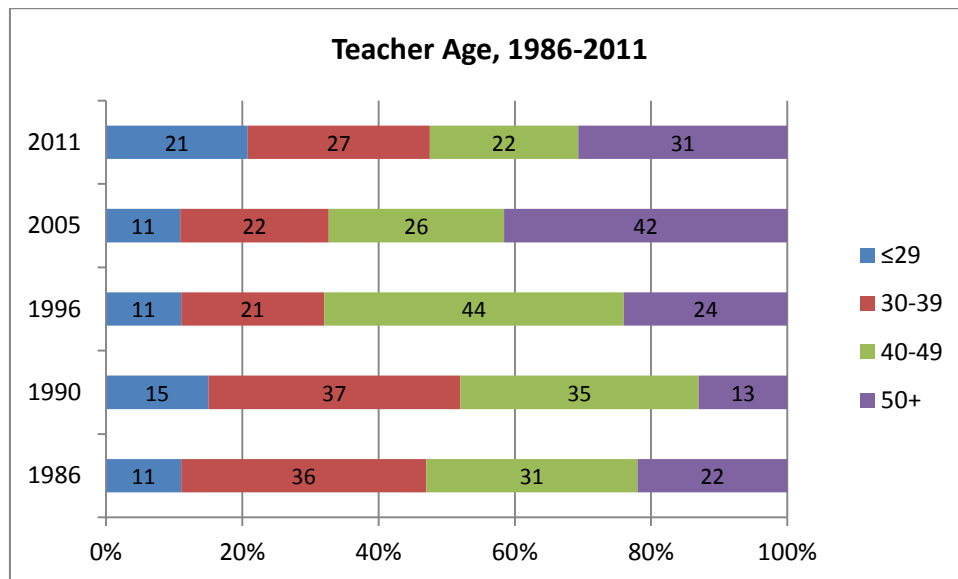


Table 2. Demographics of Public School Teachers by Race 2011

	White	Black	Hispanic	Other
N=	768	62	65	33
	%	%	%	%
Gender				
Female	85	90	78	73
Male	15	10	22	27
Age				
≤29	23	10	30	12
30-39	26	32	38	33
40-49	21	29	17	27
50+	30	30	16	27
Highest Degree Held				
Bachelor's - Education	30	21	32	25
Bachelor's - Other	17	21	30	22
Master's - Education	40	38	19	38
Master's - Other	11	12	16	16
Doctorate - Education	1	5	2	0
Other Advanced Degree	0	3	2	0
Grades Taught				
PK-4	47	38	52	52
5-8	30	28	27	18
9-12	25	33	20	30
Type of Community Taught in				
Rural	24	17	10	15
Town	20	3	19	15
City	28	59	56	45
Suburb	28	20	16	24

Race

There is a slight shift in the teaching force toward more persons of color. The proportion of K-12 teachers who are white has dropped from 91 percent in 1986 to 84 percent in 2011. The fastest growing groups of non-white teachers are persons of Hispanic origin and races other than black. Hispanics also have higher percentages of males entering teaching – 22 percent of Hispanic teachers and 27 percent of teachers who represent races other than White, Black or Hispanic are male (Table 2).

Again, alternate routes are bringing in more minorities than are traditional preparation programs. While 87 percent of teachers who have entered the profession through traditional college, campus-based teacher preparation programs are White, 30 percent of teachers entering through alternative teacher preparation programs are non-White – 15 percent are Hispanic, 11 percent are Black and 4 percent other races (Chart 5).

Chart 4

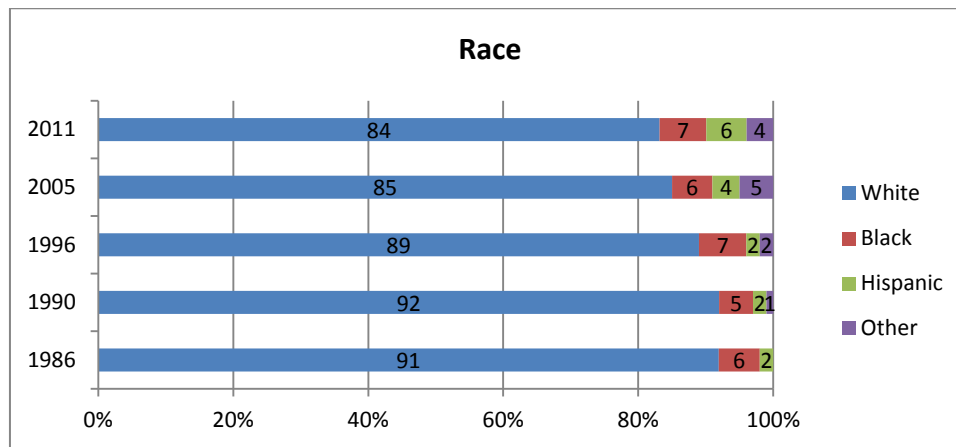
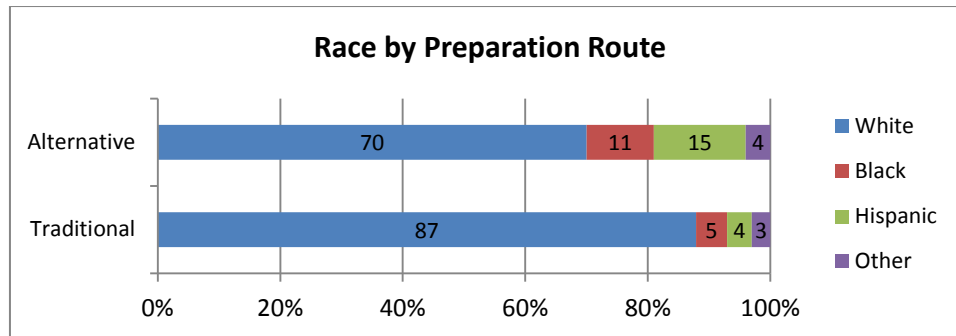


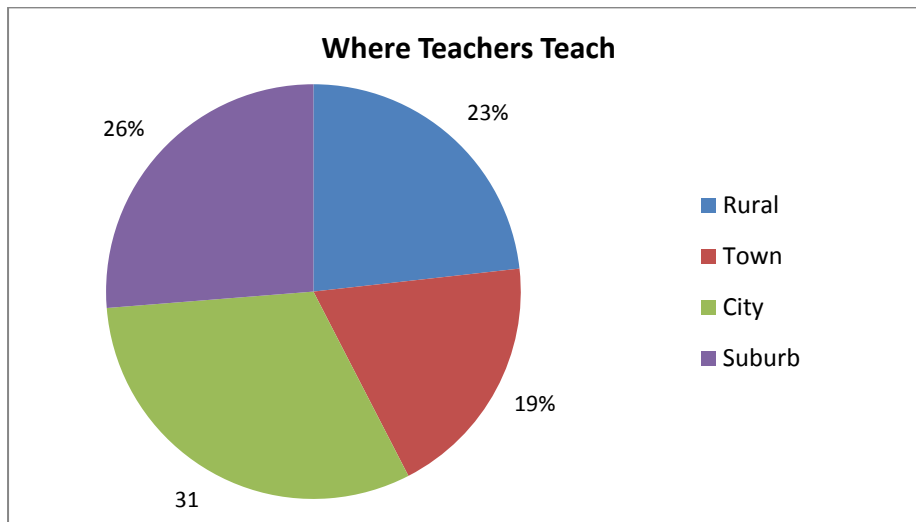
Chart 5



Where Teachers Teach

About one-third (31 percent) of all teachers in our survey teach in cities, 26 percent in suburbs, 19 percent in towns and about one-fourth (23 percent) in rural areas of the country.

Chart 6



White teachers -- who make up 84 percent of the total teaching force -- are fairly evenly distributed across these four types of communities. However, there are dramatic differences in the distribution of teachers by color in different communities. More than half of black and Hispanic teachers are teaching in cities, compared with 28 percent of white teachers who are.

Only 20 percent of black teachers and 16 percent of Hispanics are teaching in suburban communities, compared to 28 percent of white teachers who teach in suburban schools (Table 2).

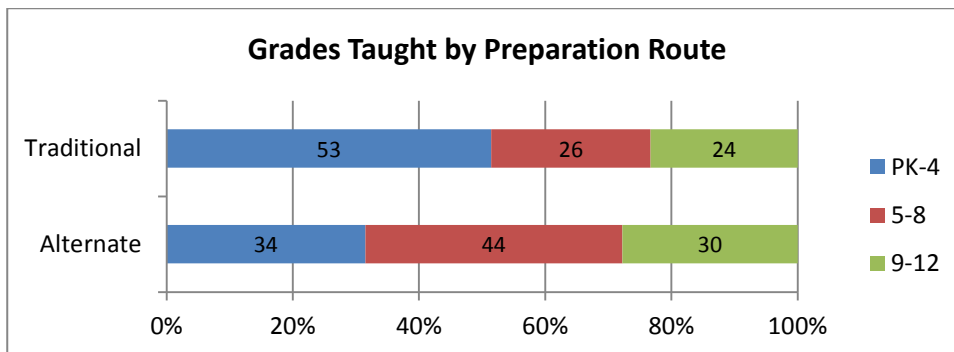
Grade Levels

About half (48 percent) of teachers surveyed in 2011 taught in grades PK-4. A little over one-fourth (26 percent) taught in grades 5-8 and 27 percent taught grades 9-12.

By preparation route, a much smaller percentage of teachers enter elementary school teaching through alternative routes, as shown in Chart 7.

While 53 percent of traditionally prepared teachers teach PK-4 students, only one-third (34 percent) of alternatively prepared teachers teach elementary grades. Three-fourths (74 percent) of teachers entering teaching through alternative routes are teaching in grades 5-8 (44 percent) or grades 9-12 (30 percent).

Chart 7



What Subjects Teachers Teach

Nearly half (48 percent) of teachers prepared through traditional college teacher education programs teach Elementary education. More alternatively prepared teachers are teaching in the high demand subjects – math, science, special education and bilingual education (Chart 8 and Table 3).

Chart 8

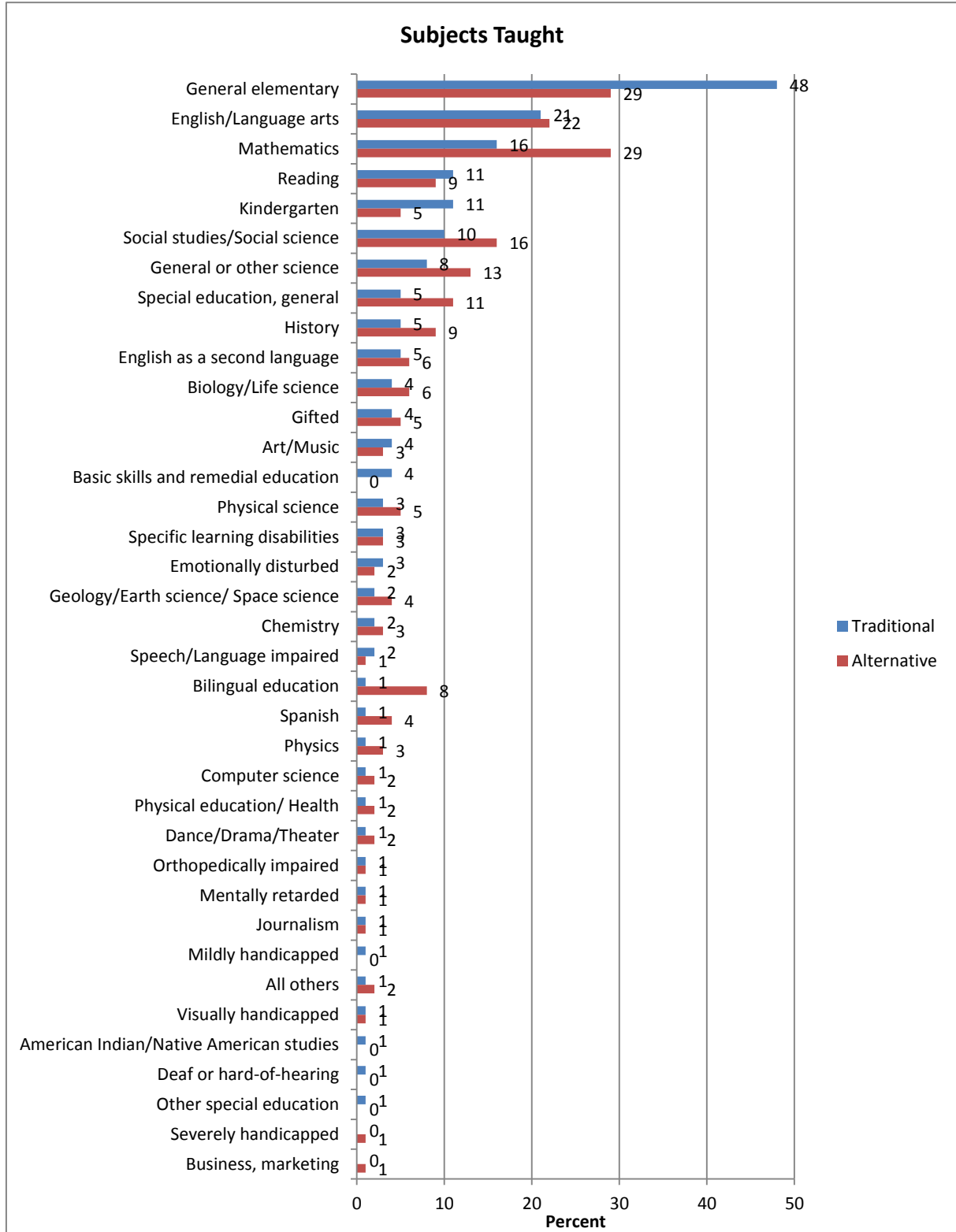


Table 3. Subjects Teachers Teach

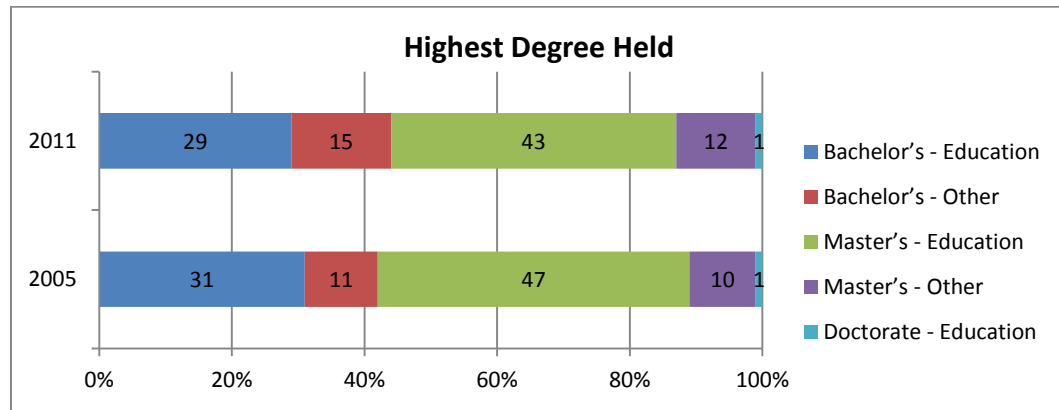
	Traditional	Alternative
	%	%
General elementary	48	29
English/Language arts	21	22
Mathematics	16	29
Reading	11	9
Kindergarten	11	5
Social studies/Social science	10	16
General or other science	8	13
Special education, general	5	11
History	5	9
English as a second language	5	6
Biology/Life science	4	6
Gifted	4	5
Art/Music	4	3
Basic skills and remedial education	4	0
Physical science	3	5
Specific learning disabilities	3	3
Emotionally disturbed	3	2
Geology/Earth science/ Space science	2	4
Chemistry	2	3
Speech/Language impaired	2	1
Bilingual education	1	8
Spanish	1	4
Physics	1	3
Computer science	1	2
Physical education/ Health	1	2
Dance/Drama/Theater	1	2
Orthopedically impaired	1	1
Mentally retarded	1	1
Journalism	1	1
Mildly handicapped	1	0
All others	1	2
Visually handicapped	1	1
American Indian/Native American studies	1	0
Deaf or hard-of-hearing	1	0
Other special education	1	0
Severely handicapped	0	1
Business, marketing	0	1

Highest Academic Degree Held

In the overall teaching force, there has been a slight shift in highest degree held. In 2005, a master's degree in education was the highest degree held by nearly half of the teaching force (47 percent), followed by 31 percent who held a bachelor's degree in education. In 2011, the proportion of the teaching force holding masters' degrees in education as their highest degree was 43 percent, followed by 29 percent who held bachelor's in education degrees.

The proportion of teachers whose highest degree is a non-education degree rose from 21 in 2005 to 27 percent in 2011 (Chart 9).

Chart 9

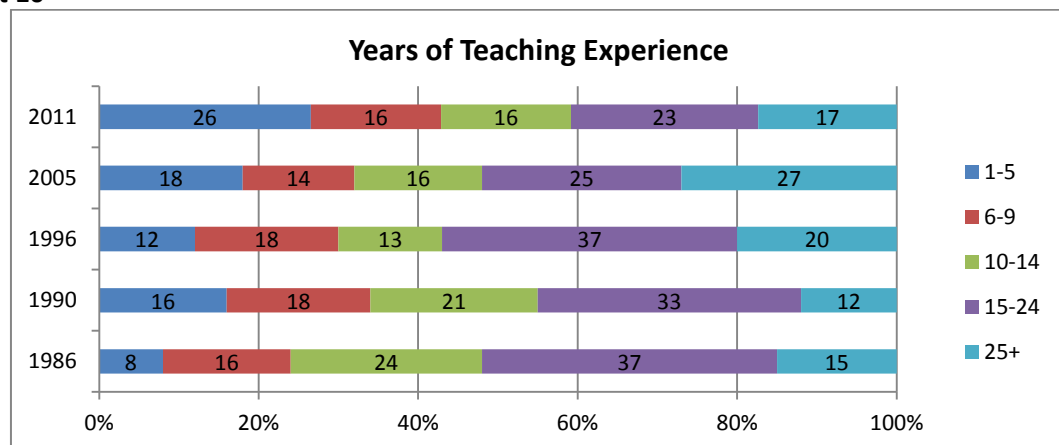


Years of Teaching Experience

The proportion of the K-12 public school teaching force that had 25 or more years of teaching experience almost doubled from the first year we started surveying teachers in 1986 – from 15 percent to 27 percent in 2005, as shown in Chart 10.

However, from 2005 to 2011, that proportion of teachers with 25+ years' experience has dropped to 17 percent, while the proportion of teachers with five or fewer years' experience rose from 18 percent in 2005 to 26 percent in 2011.

Chart 10



The obvious explanation is that older, more experienced teachers are leaving in greater numbers due to retirement, and younger, less experienced teachers are replacing them.

But something else is going on. *The routes these new teachers are taking to enter the profession are different than the traditional college-based education programs their older counterparts took.*

ROUTES TO TEACHING

Popular wisdom has it that the primary source of new teachers in the United States is individuals who get an undergraduate degree in education. But, as NCEI surveys of states and this 2011 survey of teachers show – as well as data from the National Center for Education Statistics – that is no longer the case.

NCES DATA ON EDUCATION DEGREES AND WHO GOES INTO TEACHING

Data from the latest National Center for Education Statistics' Baccalaureate and Beyond (B&B:08/09) Longitudinal Study that looked at the percentage distribution of 2007-08 bachelor's degree recipients by K-12 teaching experience in 2009 indicates that of Bachelor's degree recipients in 2007-08 who majored in education, about 35 percent were not teaching in 2009 – 16.0 percent had prepared to teach but had not taught; 3.7 percent were considering teaching but had not taught or prepared to teach; 15.4 percent had not prepared for teaching or taught, and were not even considering teaching. About half (50.8 percent) had started teaching after receiving their Bachelor's in Education degree and 14.1 percent reported that they had taught or started to teach before completing their bachelor's degree. ([B & B 08/09, Table 8](#))

The 2001 B&B report showed that that about 21 percent of BA recipients in 2000-01 who were teaching during the year following graduation were neither prepared nor certified to teach during their undergraduate studies. Furthermore, the 2001 B & B report showed that of the BA recipients who *were* certified and/or had prepared to teach as part of their undergraduate program in 2000-01, 23 percent were not teaching within a year of graduating.

An older NCES report uses longitudinal data from the 1992-93 Baccalaureate and Beyond Study (B&B: 93/03) to analyze the teaching career choices of 1992-93 Bachelor's degree recipients. As of 2003, 40 percent of Education majors were not teaching at the elementary/secondary level in 1994, 1997, or 2003.

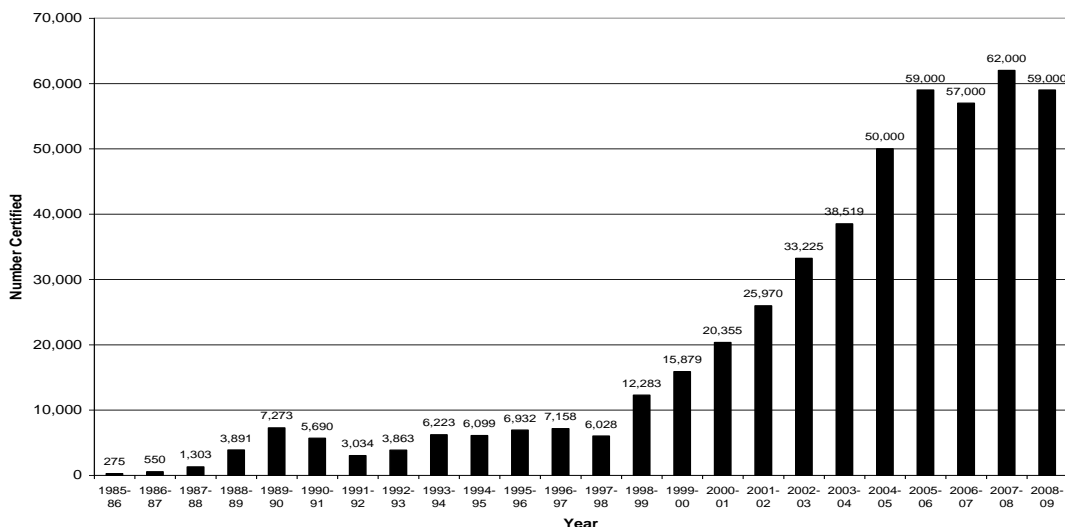
Contribution of Alternative Routes to Teacher Production

The National Center for Education Information (NCEI) has been tracking teacher preparation routes since 1983. Alternative routes to teacher certification began in the mid-1980s and took off in the late 1990s. Alternative routes to teacher certification are state-defined routes through which an individual who already has at least a Bachelor's degree can obtain certification to teach without necessarily having to go back to college and complete a college campus-based teacher education program.

As shown in the figure below, the numbers of teachers obtaining certification through alternative routes have increased substantially in the last decade.

Chart 11

Number of Teachers Certified Through Alternate Routes, 1985-2009



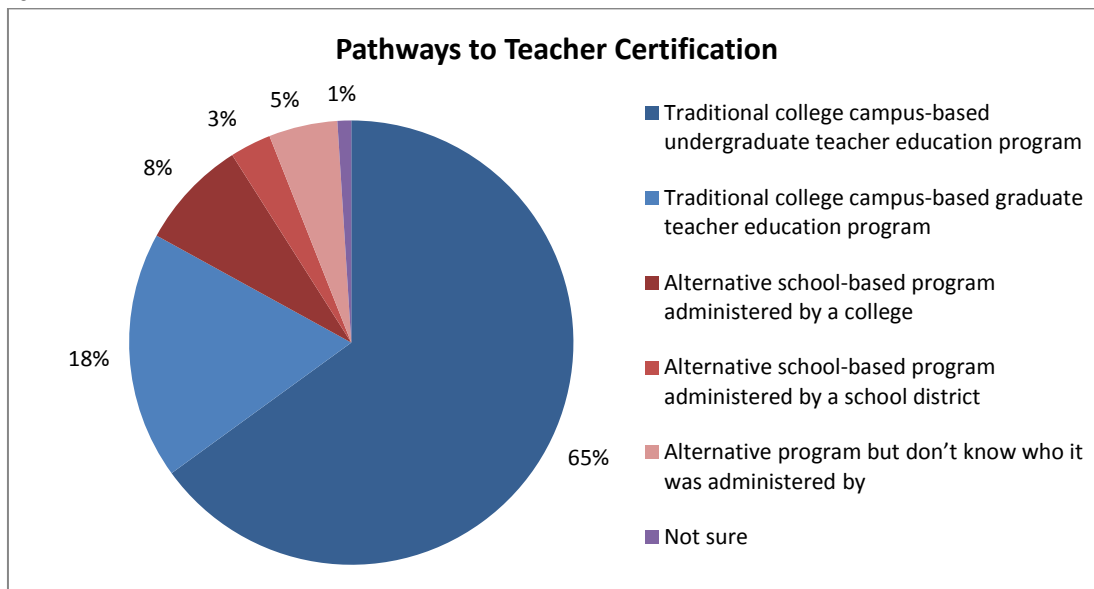
Source: National Center for Education Information. *Alternative Teacher Certification: A State-by-State Analysis 2010*

2011 NCEI TEACHER SURVEY DATA ON TEACHER PREPARATION ROUTES

Composition of Public School Teachers by Route to Teaching

In 2011, about two out of three (65 percent) teachers surveyed had entered the profession through a traditional college-campus-based undergraduate teacher education program and an additional 18 percent had prepared to teach through a traditional graduate teacher education program. Sixteen percent of current public school teachers reported entering teaching through various alternatives to these college-campus-based programs (Chart 12).

Chart 12



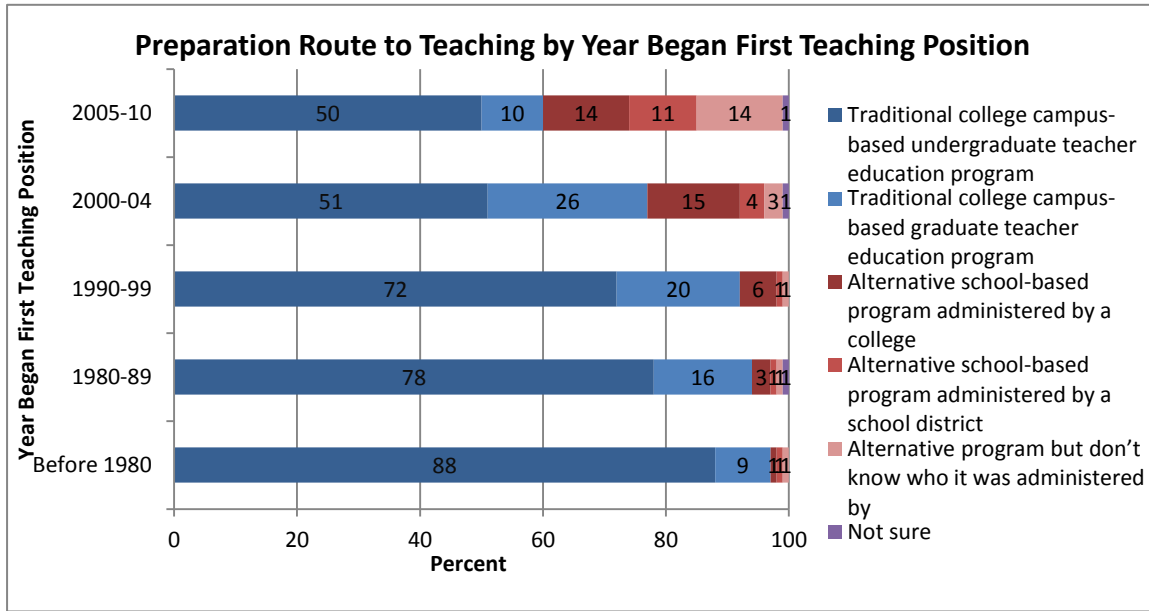
Route to Teaching by Year Began First Teaching Position

Analyses of the survey data by when teachers began their first teaching position shows a striking trend in preparation routes, as shown in Chart 13. Almost all (97 percent) of teachers who entered the profession before 1980 entered through an undergraduate (88 percent) or graduate (9 percent) traditional college, campus-based teacher education program.

The proportion of new teachers hired from the pool of traditional undergraduate programs steadily declined from 1980 to 2005 as the proportion of new hires from traditional graduate programs and alternative routes rose (Chart 13).

The burst of new hires from alternative preparation programs really took off in the last five years, with 4 out of 10 new hires coming from these routes. The proportion of new hires between 2005 and 2010 coming from undergraduate teacher education programs dropped to 50 percent and from graduate college, campus-based teacher education programs to 10 percent.

Chart 13



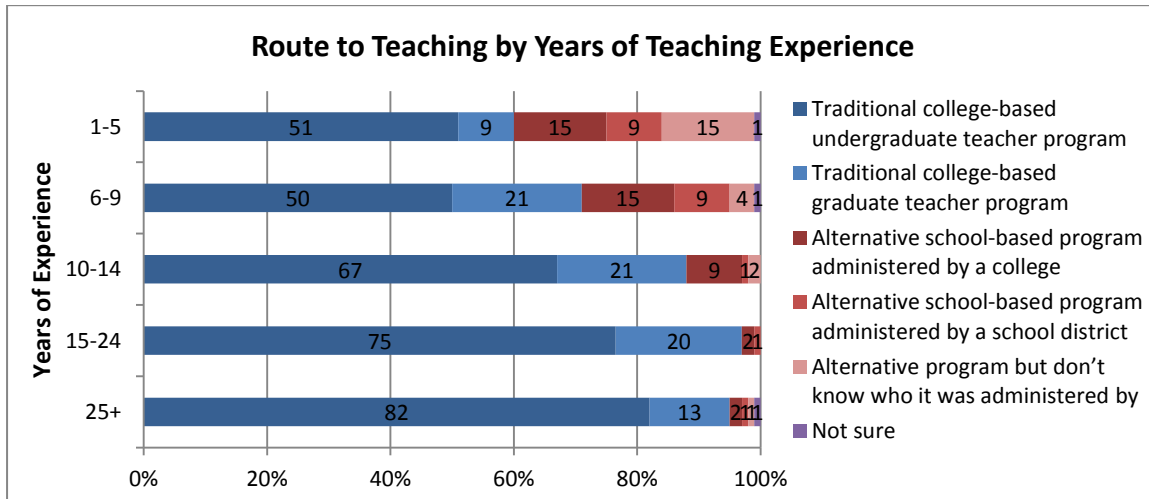
Route to Teaching by Years of Teaching Experience

An analysis of the 2011 teacher survey results by years of experience categories also reveals a noticeable trend away from entry into teaching being almost exclusively through traditional college, campus-based preparation programs. 95 percent of teachers with 25 or more years' experience were prepared to teach through a traditional campus-based undergraduate (82 percent) or graduate (13 percent) teacher education program, as shown in Chart 14.

At the other end of the spectrum, about 4 out of 10 (39 percent) teachers with five or fewer years' teaching experience in 2011 entered teaching through alternative teacher preparation programs.

Chart 14 also illustrates that the trend toward hiring teachers with non-traditional backgrounds started changing about 20 years ago, which coincidentally, was when alternative routes to traditional teacher education programs started taking hold across the states as ways to certify and bring individuals who already had at least a bachelor's degree into teaching. These data illustrate just how significant alternate routes have been in altering the composition of the teaching force.

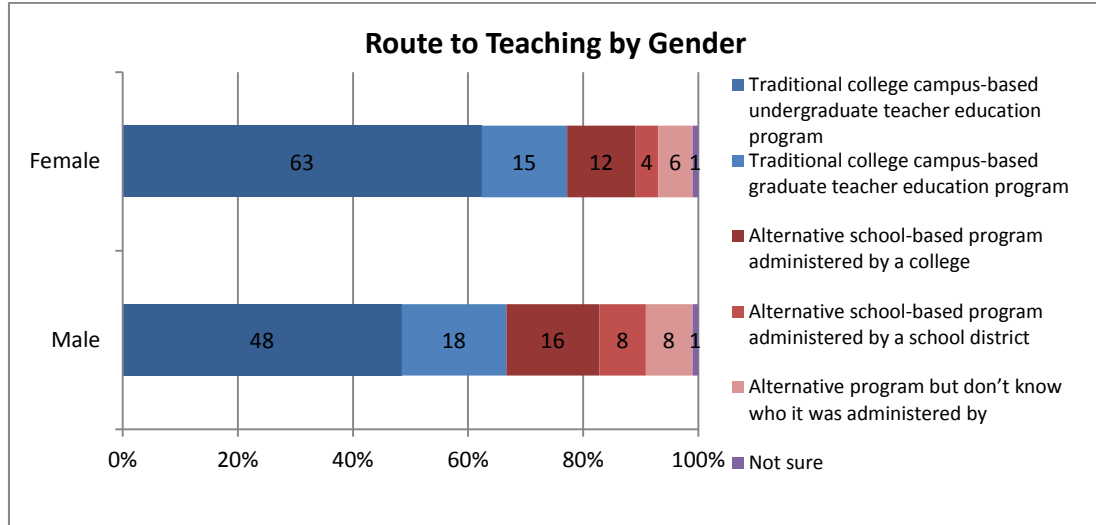
Chart 14



Route to Teaching by Gender

A higher proportion of men than women are entering teaching through alternative routes, as shown in Chart 15. While men constitute only 16 percent of all public school teachers, one-third of them (32 percent) – compared with 22 percent of women – entered teaching through an alternative route to traditional college campus-based teacher education route.

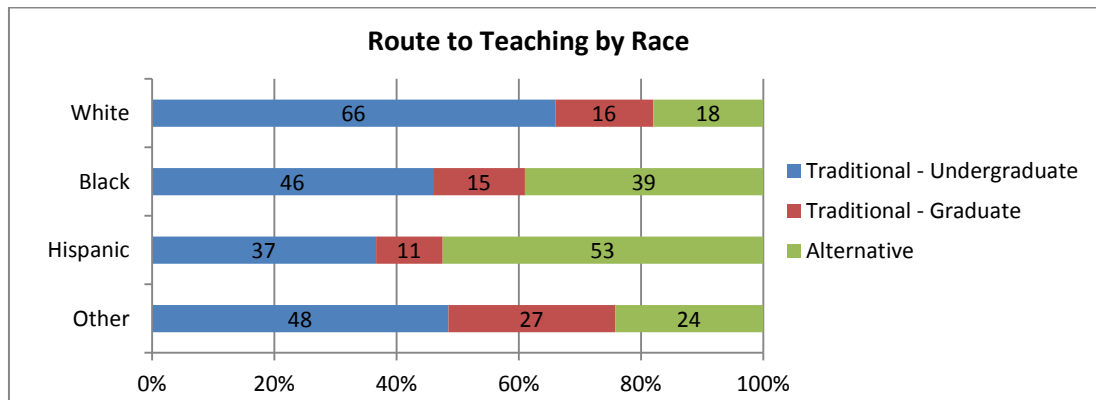
Chart 15



Route to Teaching by Race

Non-whites are entering teaching through alternative routes at higher rates than are white teachers, as shown in Chart 16. While only 18 percent of white teachers entered teaching through alternative routes, more than half (53 percent) of Hispanic teachers, four out of 10 (39 percent) of Black teachers and one-fourth (24 percent) of teachers from all other races entered teaching through alternative routes to college campus-based teacher education programs.

Chart 16



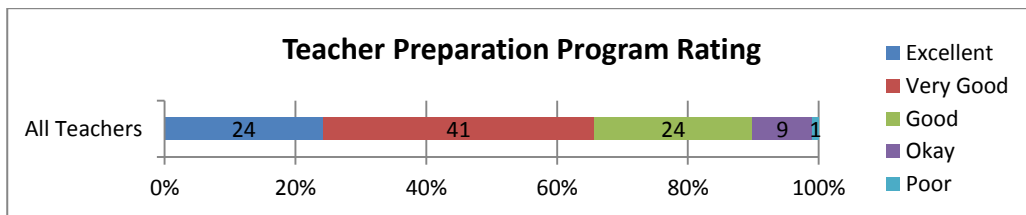
NOTE: These data are self-reported survey data. But, NCEI's analyses of data supplied by state departments of education in each of the states over the last several years corroborate the findings.

There are striking differences – as well as surprising similarities – between teachers who enter the profession through college campus-based programs and alternative routes. Those differences and similarities will be revealed by the survey data analyzed throughout this report.

Rating Teacher Preparation Programs

Teachers are generally satisfied with their preparation programs. About a quarter (24 percent) of all teachers says their preparation program was “Excellent”. Forty-one percent rated their program as “Very Good”, and another 24 percent said it was “Good”. Only 1 percent of all teachers rated their preparation program “Poor” (Chart 17).

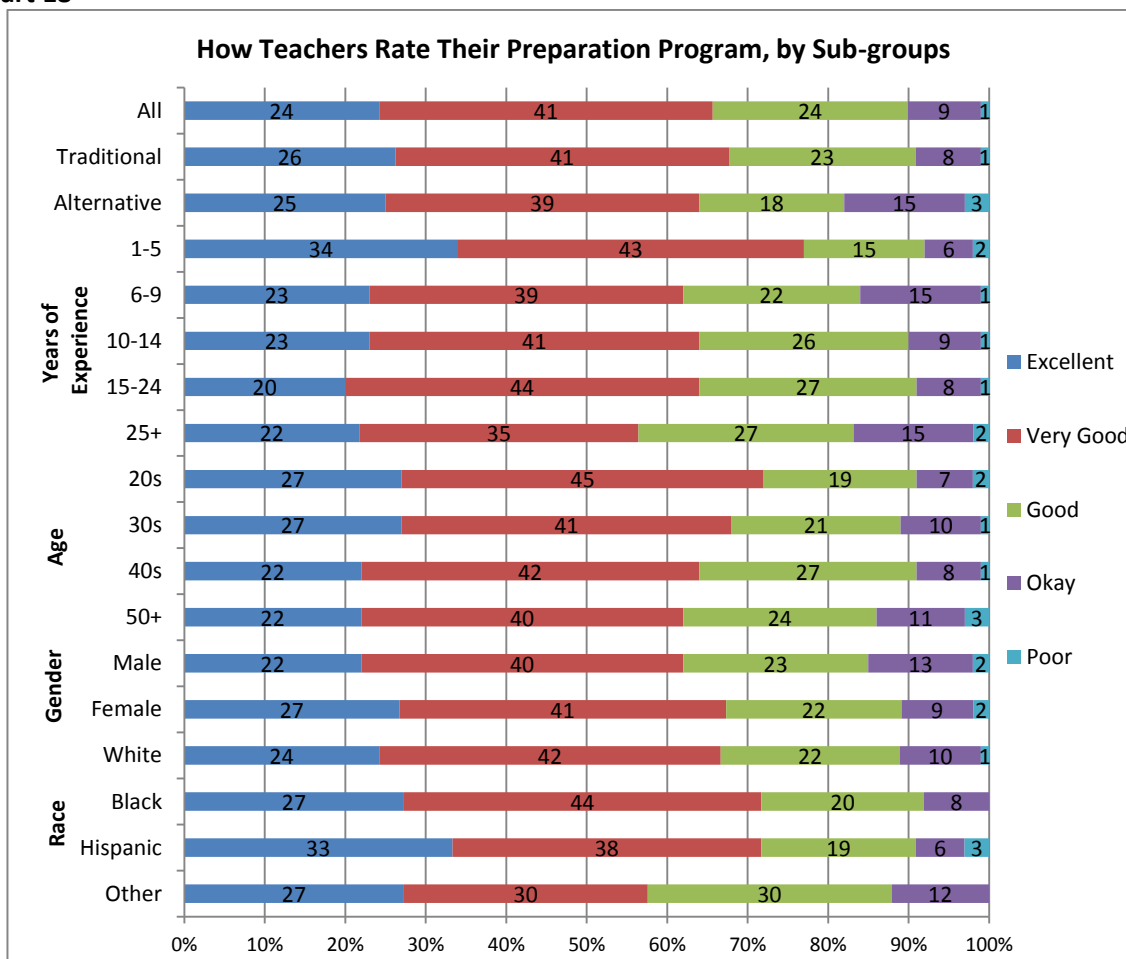
Chart 17



Traditional route teachers rated their preparation programs higher than did alternate route teachers, as shown in Chart 18. Nearly one in five (18 percent) of alternate route teachers, compared with just 9 percent of teachers who entered the profession through college campus-based teacher education programs, said their preparation programs were just “Okay” or “Poor”.

Teachers with 1-5 years of experience gave their program the highest ratings, with a third (34 percent) saying their program was “Excellent” and 43 percent rating it as “Very Good”. By contrast, only 1 in 5 (22 percent) teachers with 25 or more years of experience said their preparation program was “Excellent”, while 35 percent said it was “Very Good”. Fifteen percent of this group said it was just “Okay” and two percent rated their preparation program “Poor”.

Chart 18



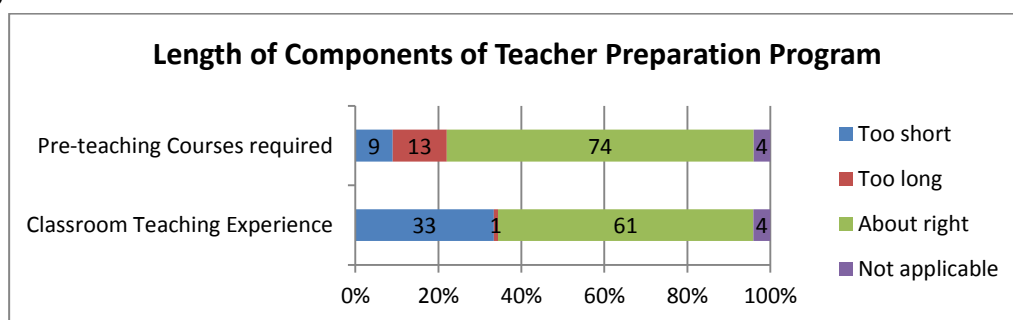
Length of Components of Teacher Preparation Program

There is much discussion in the United States now concerning lengthening the clinical experience in teacher preparation programs. NCEI asked teachers what they thought about the length of their actual classroom teaching experiences and about the length of the pre-teaching courses required in their teacher preparation program.

Three-quarters (74 percent) of teachers surveyed said that the length of pre-teaching courses required by their teacher preparation program was “About right”. Thirteen percent said it was too long, while 9 percent thought it was too short.

One-third third (33 percent) of all teachers said that the classroom teaching component of their teacher preparation program was too short, 61 percent thought it was about right, and only one percent said it was too long.

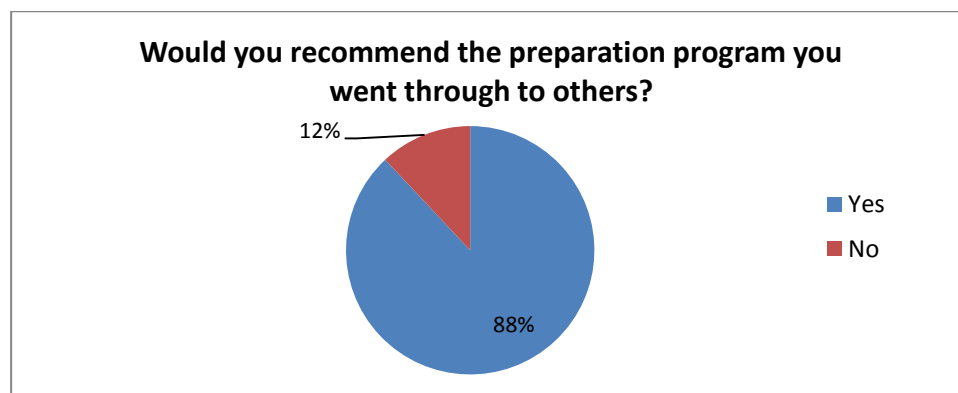
Chart 19



Would Teachers Recommend the Preparation Program They Went Through?

Nearly 9 out of 10 teachers (88 percent) say they would recommend the teacher preparation program they went through to others interested in becoming teachers.

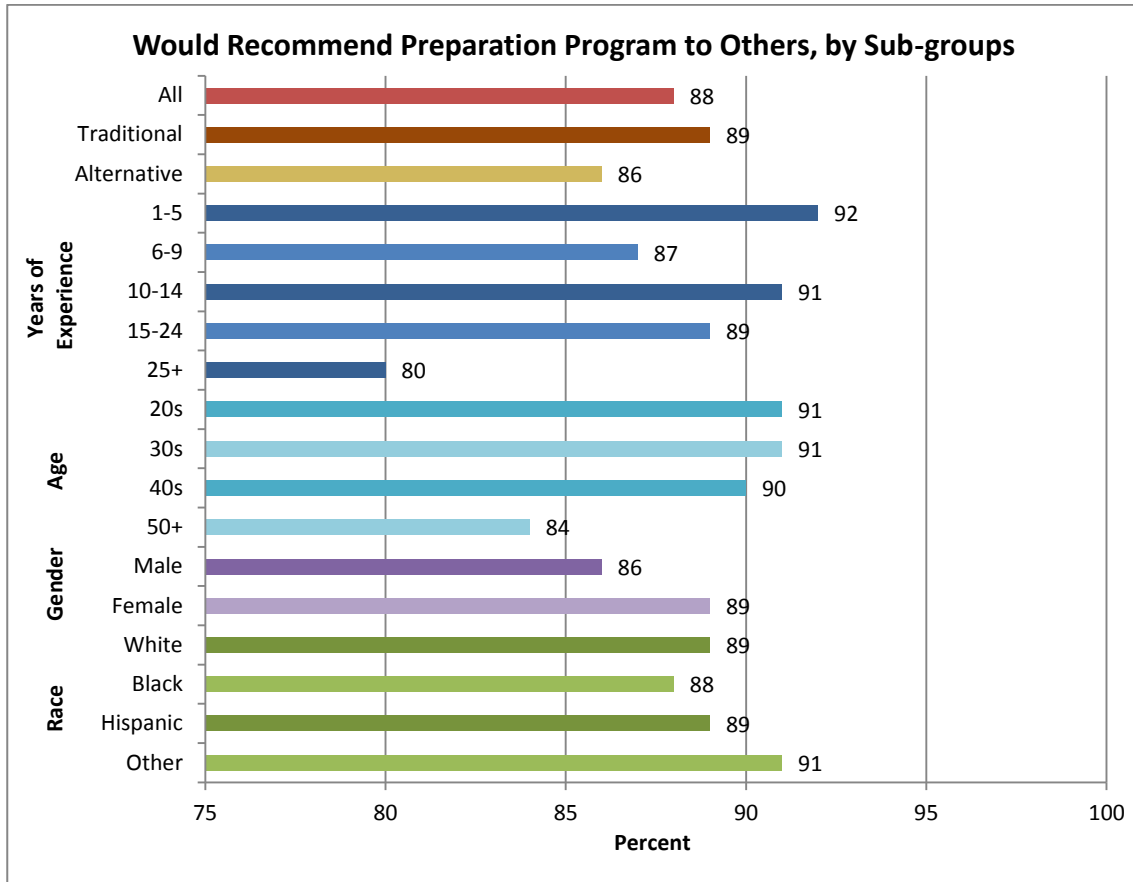
Chart 20



The teachers most likely to recommend their preparation programs are those with 5 or fewer years of experience, at 92 percent. Meanwhile, the people *least* likely to recommend the preparation program they went through to others are those with 25 or more years of experience, at 80 percent (Chart 21). This *might* be interpreted as an indication preparation programs are getting better or it could mean experience rules out in the end and preparation program is a distant memory.

Traditional route teachers seem to recommend their programs more than alternate route teachers. Eighty-nine percent of teachers prepared through traditional college campus-based teacher education programs, compared with 86 percent of those who entered the profession through alternative routes, said they would recommend the program they went through to others interested in becoming teachers. (This is a statistical dead heat.)

Chart 21



Type of Teacher Preparation Program, by Type of Community

There is no significant difference in the ways individuals enter teaching in the various types of communities they teach in. Nor are there any significant differences in the ways teachers in different communities perceive their preparation programs (Charts 22 – 26).

Chart 22

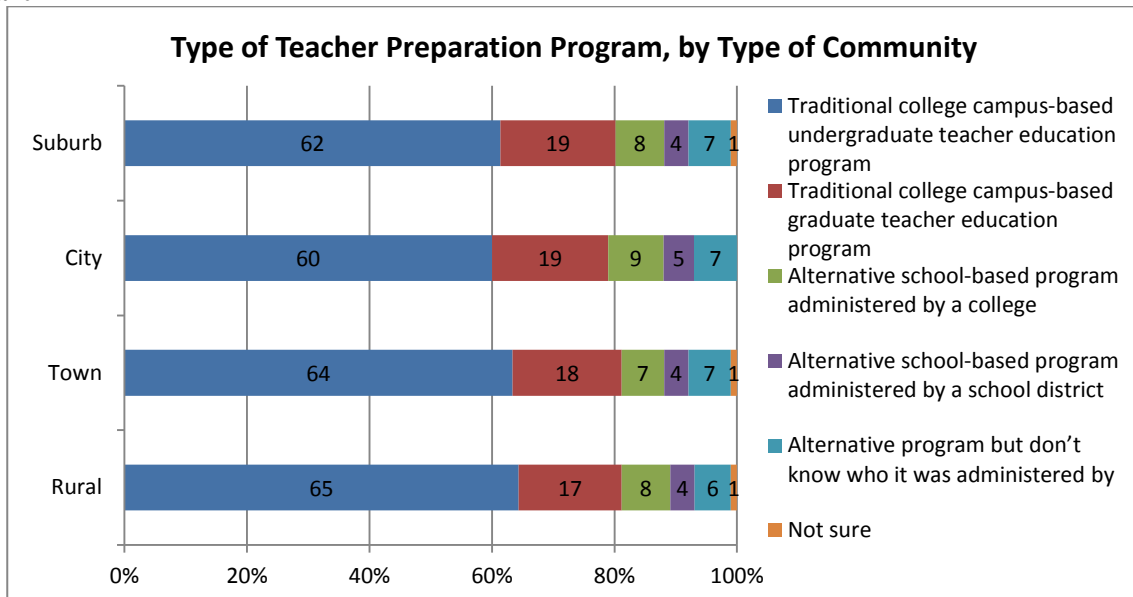


Chart 23

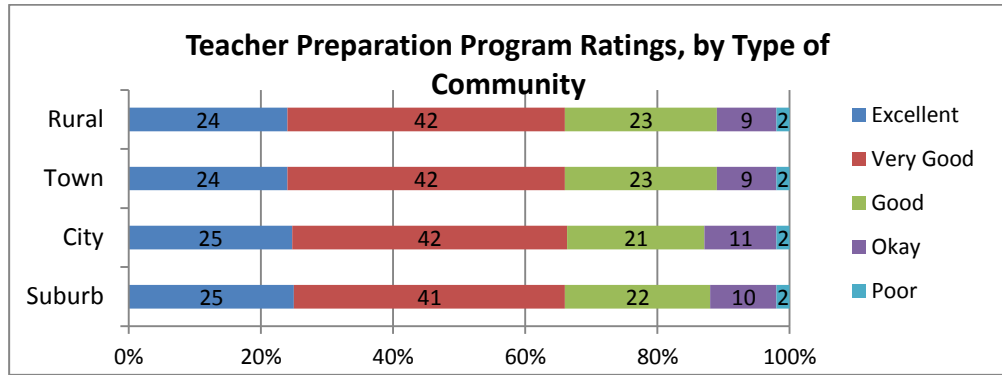


Chart 24

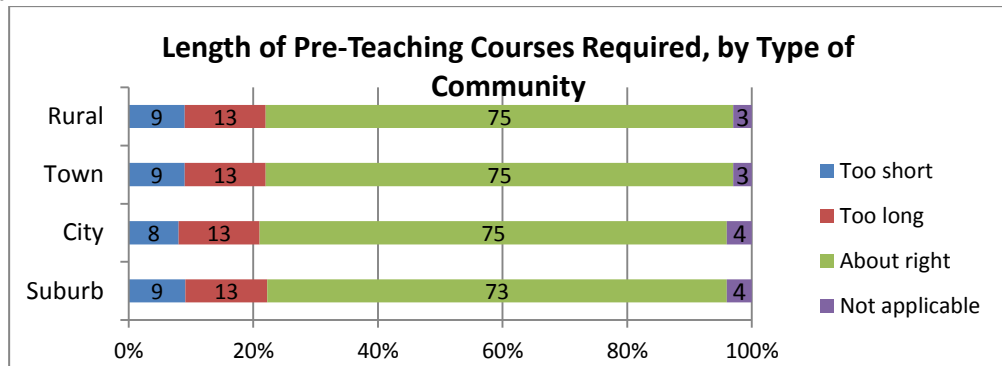


Chart 25

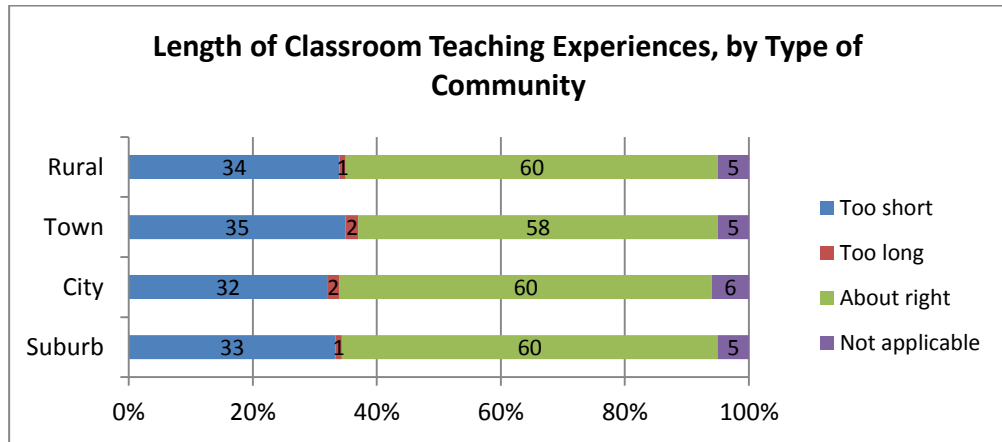
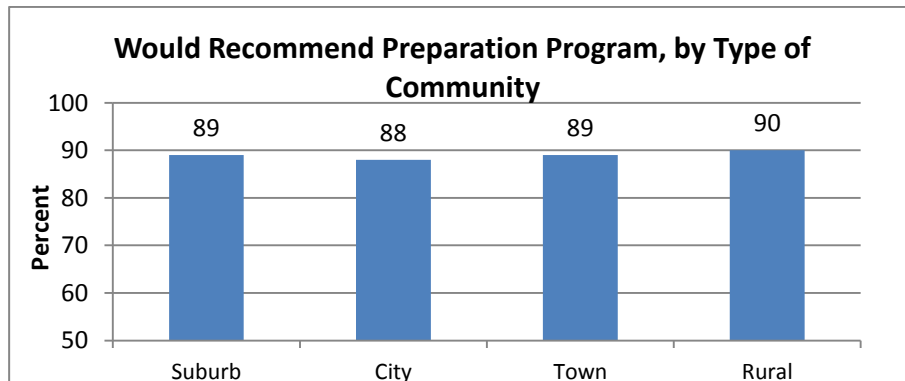


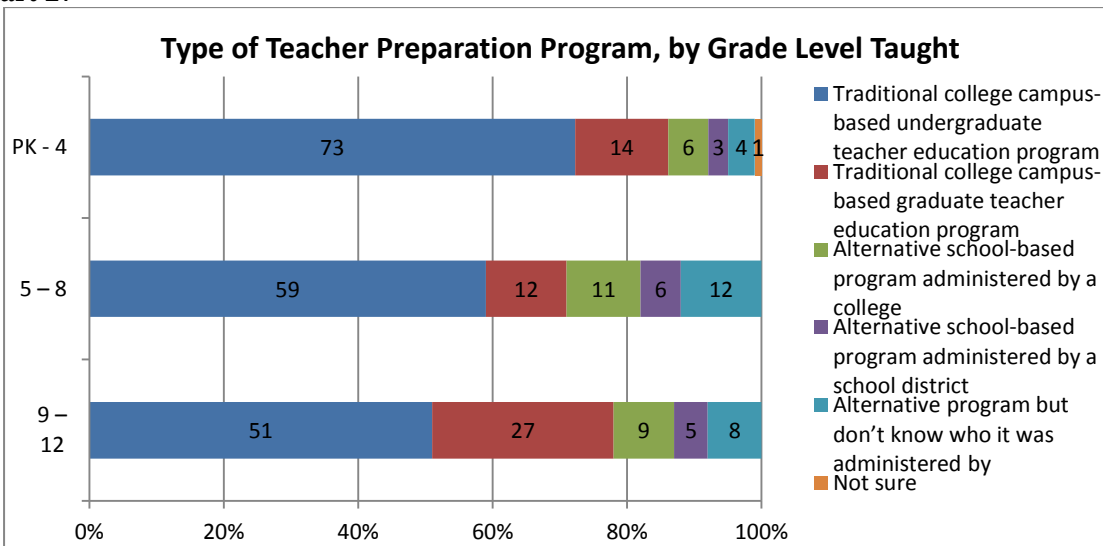
Chart 26



Type of Teacher Preparation Program, by Grade Level Taught

There are differences in the routes individuals take into teaching by the grade levels they teach. Almost three-fourths of PK – 4 teachers entered teaching through traditional routes. About half of high school teachers (grades 9 – 12) entered teaching through alternative routes.

Chart 27



Perceptions of Preparation Routes by Grade Levels Taught

Interestingly enough, teachers teaching difference grade levels reported no significant differences in their perceptions of their preparation programs (Table 4).

Table 4. Preparation Program Ratings by Grade Level Taught

	PK-4	5-8	9-12
Preparation Program Rating	%	%	%
Excellent	25	26	22
Very Good	46	41	37
Good	22	22	25
Okay	7	9	15
Poor	1	2	2
Length of Pre-teaching Courses			
Too short	10	8	9
Too long	15	12	12
About right	74	75	75
Not applicable	2	6	5
Length of Classroom Teaching Experiences			
Too short	35	34	26
Too long	2	1	1
About right	60	58	67
Not applicable	3	8	6
Would recommend program to others			
Yes	89	89	87
No	11	11	13

TEACHER PREPARATION

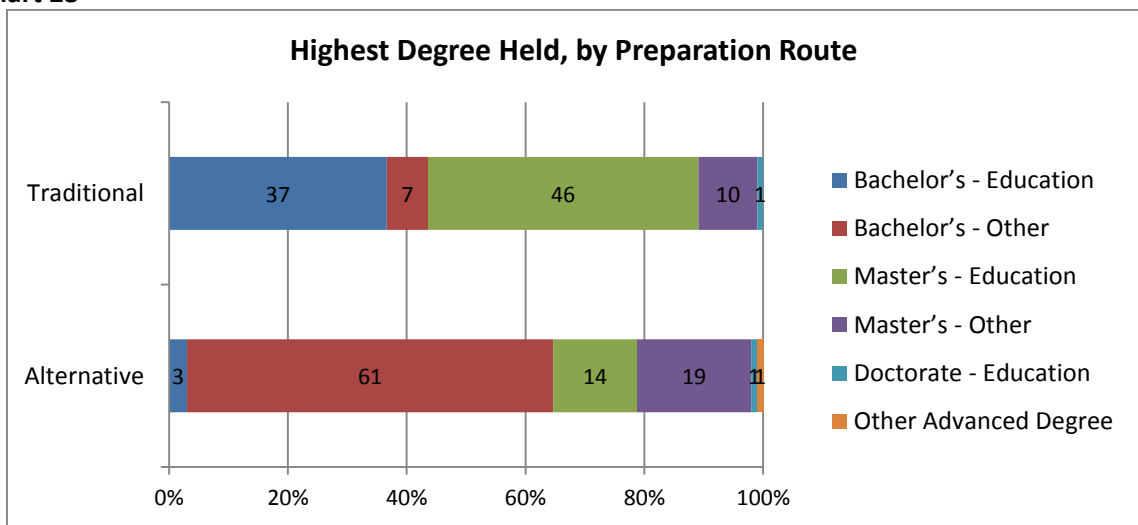
Highest Academic Degree Held

In order to teach in public K-12 schools in the United States, one has to have earned at least a bachelor's degree and hold a teaching certificate in the state in which one is teaching. In 2011, more than half (55 percent) of teachers held a Master's degree, one percent held a doctorate and 44 percent held a Bachelor's degree as the highest degree earned.

By route to teaching, there are dramatic differences in highest degree held by teachers, as shown in Chart 28. For teachers who entered the profession through a traditional college-based route, 46 percent hold a master's in education as their highest degree and 37 percent hold a bachelor's degree in education.

On the other hand, for teachers who entered through alternative routes, 61 percent of alternate route teachers hold as their highest academic degree a bachelor's degree in a field other than education and 19 percent have master's degrees in non-education fields (Chart 28).

Chart 28



The 2005 survey of teachers who entered through alternative routes to teacher certification conducted by NCEI showed that 57 percent of those teachers held a bachelor's degree in a field other than education and 18 percent of them held as their highest degree a master's degree in a non-education field (*PROFILE OF ALTERNATE ROUTE TEACHERS 2005*).

Effectiveness of Aspects of Teacher Preparation Programs

NCEI teacher survey respondents in 2011 were asked to rate the effectiveness of 15 aspects of their teacher preparation programs. Their responses, ranked by “Very effective” are shown in Chart 29 for all teachers, and in Chart 30 for teachers who entered teaching through a traditional college campus-based teacher education program and teachers who entered the profession through alternative routes.

“Discussions with fellow teachers” was seen as most effective in preparing teachers to be effective teachers, followed by “actual teaching part of the program”.

Chart 29

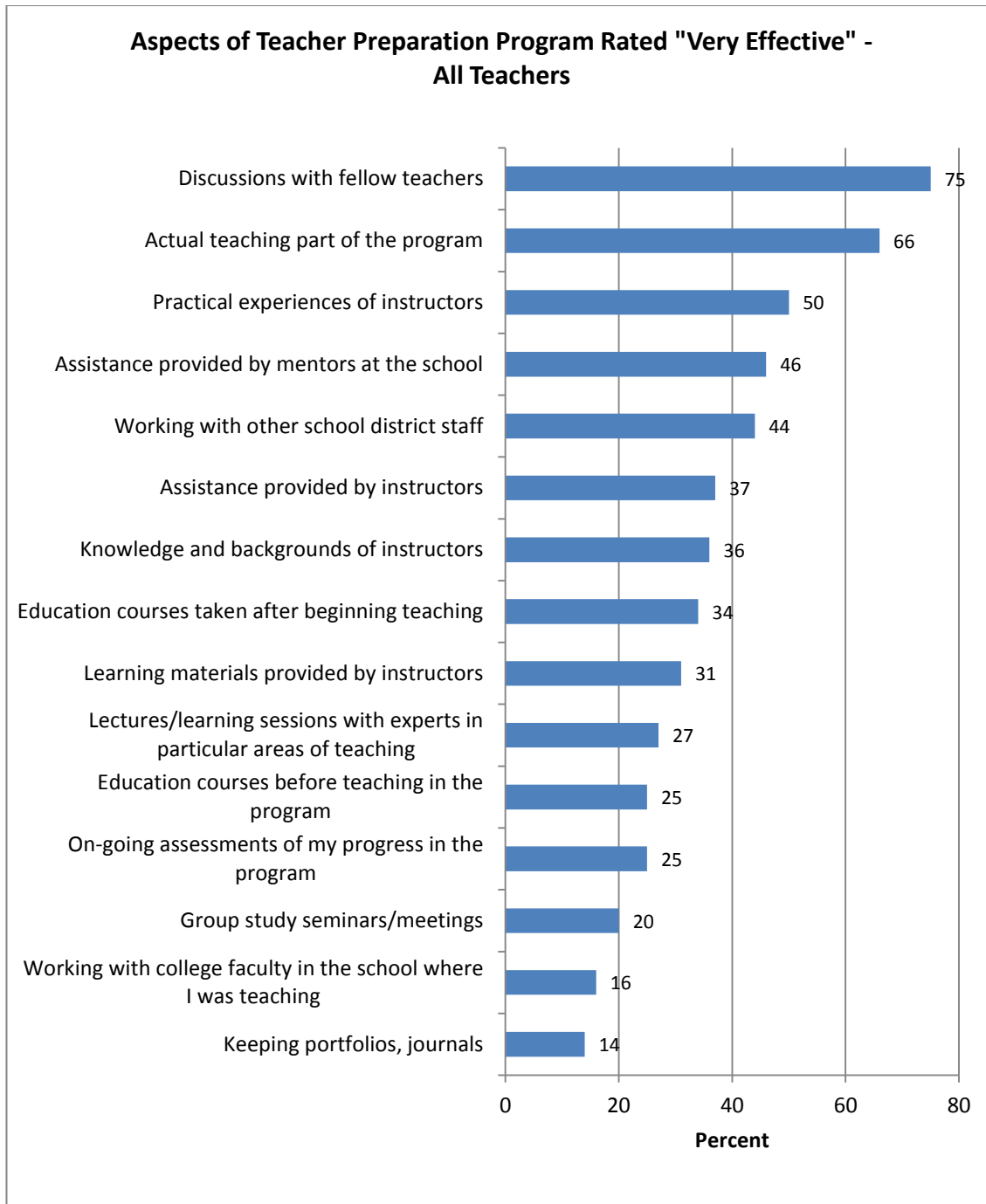
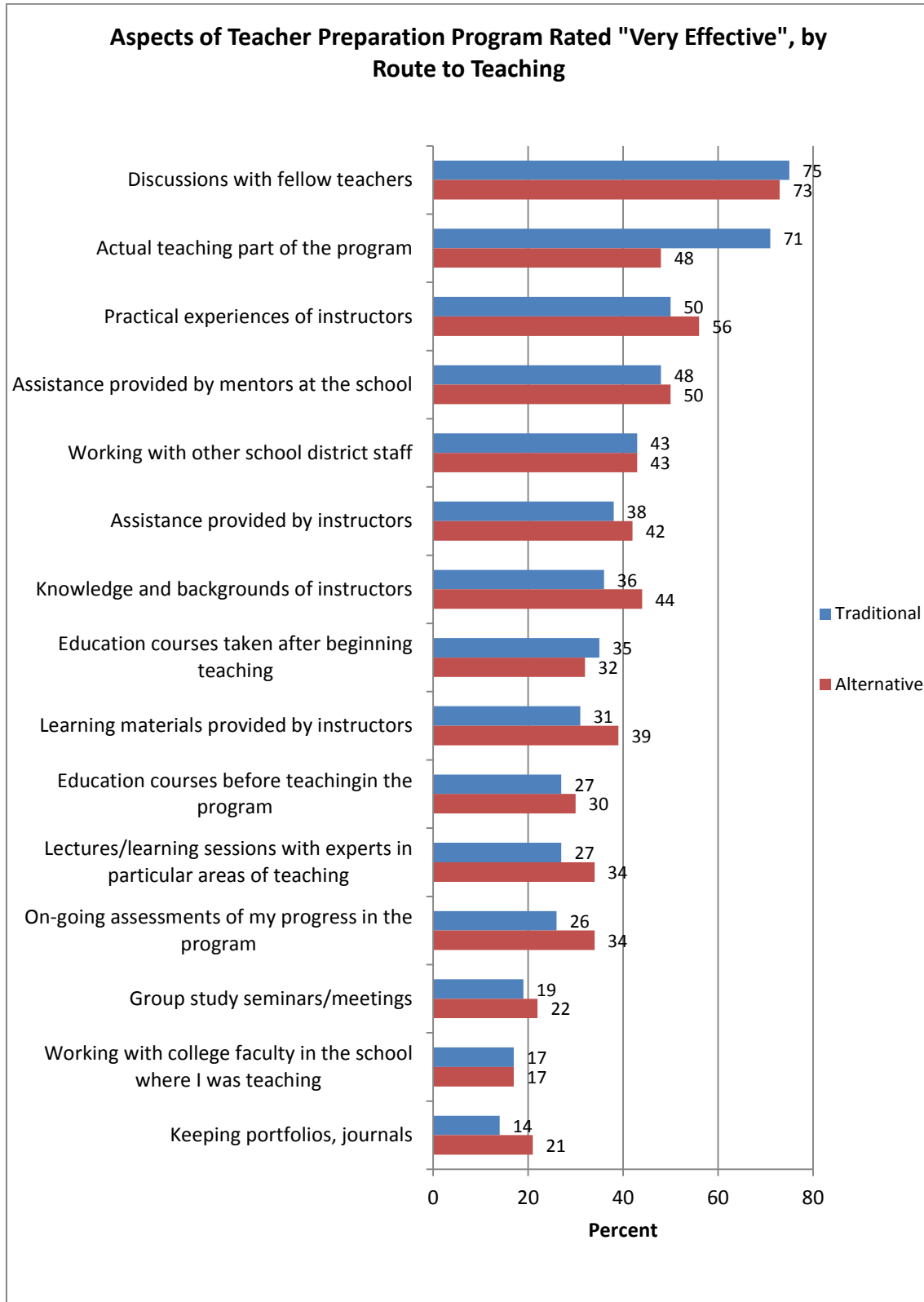


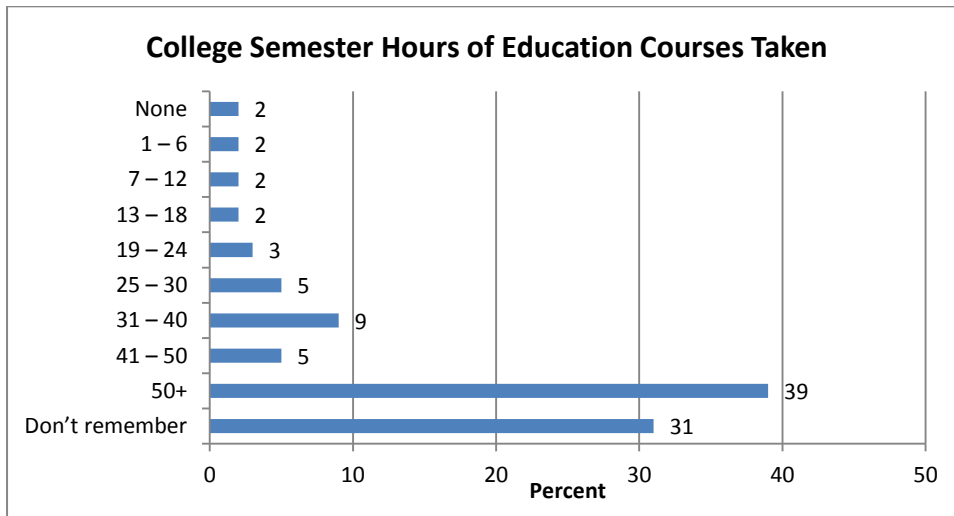
Chart 30



Semester Hours of Education Courses Taken

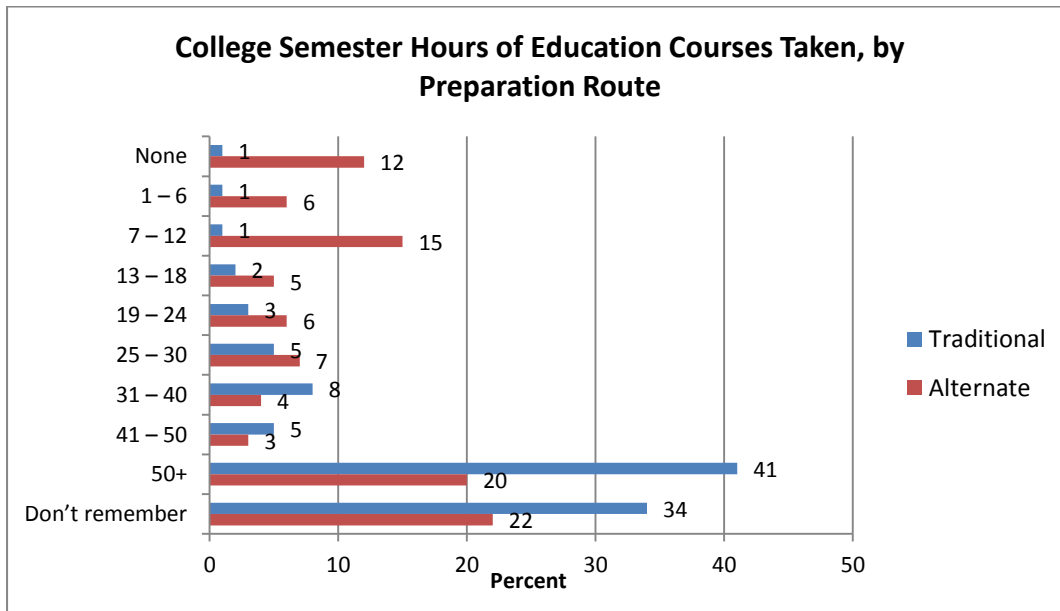
There is a huge range in number of college semester hours of education courses teachers have taken. About 4 in 10 (39 percent) current public school teachers report they have taken 50 or more college semester hours of education courses. An additional 31 percent say they don't remember how many hours of college education courses they have taken. Eleven percent of teachers have taken fewer than 25 college semester hours of education courses (Chart 31).

Chart 31



Of teachers who obtained their teaching certification through an alternative program, 44 percent reported they had taken fewer than 25 hours of education courses, with 12 percent saying they have taken none at all. At the other end of the spectrum, 1 in 5 (20 percent) report having taken 50 or more college semester hours of education courses, compared to over a third (34 percent) of teachers who went through a traditional teacher education program, as shown in Chart 32. More than one-fifth (22 percent) of alternate route teachers and about one-third (34 percent) of traditional route teachers said they don't remember how many semester hours of education courses they have taken.

Chart 32



Perceived competence to teach

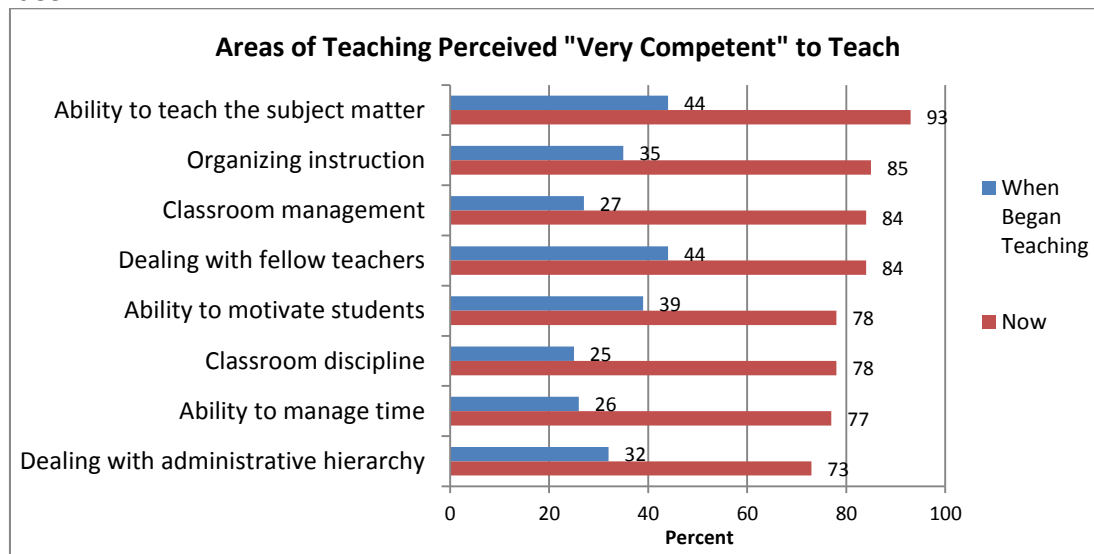
Teachers surveyed were asked to rate how competent they felt they were when they first began teaching and how competent they think they are now in eight areas of teaching.

Of teachers surveyed in 2011, virtually all feel competent in their ability to teach the subject matter. More than nine out of ten (93 percent) teachers now feel “very competent” to teach the subjects they teach – up from 44 percent of teachers who felt “very competent” to teach the subject matter when they first began teaching.

Generally, when they began teaching, about one-fourth to nearly half of teachers reported feeling “very competent” in all eight of the areas of teaching surveyed: ability to teach subject matter (44 percent), ability to motivate students (39 percent), dealing with fellow teachers (44 percent), organizing instruction (35 percent), managing time (26 percent), dealing with the administrative hierarchy (32 percent), classroom management (27 percent) and classroom discipline (25 percent).

How “very competent” teachers feel now in these areas ranged from 73 percent in dealing with the administrative hierarchy to 93 percent in ability to teach subject matter in 2011 (Chart 33).

Chart 33



While feelings of incompetence all but disappear from when teachers first began teaching to now, it is noteworthy that 9 to 28 percent of them felt *incompetent* to deal with these aspects of the profession when they first began teaching:

- Classroom discipline – 24 percent “not very competent” and 4 percent “not at all competent”
- Classroom management – 22 percent “not very competent” and 3 percent “not at all competent”
- Time management – 19 percent “not very competent” and 2 percent “not at all competent”
- Deal with administrative hierarchy – 18 percent “not very competent” and 5 percent “not at all competent”
- Organizing instruction – 14 percent “not very competent” and 2 percent “not at all competent”
- Ability to motivate students – 11 percent “not very competent” and 1 percent “not at all competent”
- Deal with fellow teachers – 10 percent “not very competent” and 2 percent “not at all competent”
- Ability to teach subject matter -- 8 percent “not very competent” and 1 percent “not at all competent”

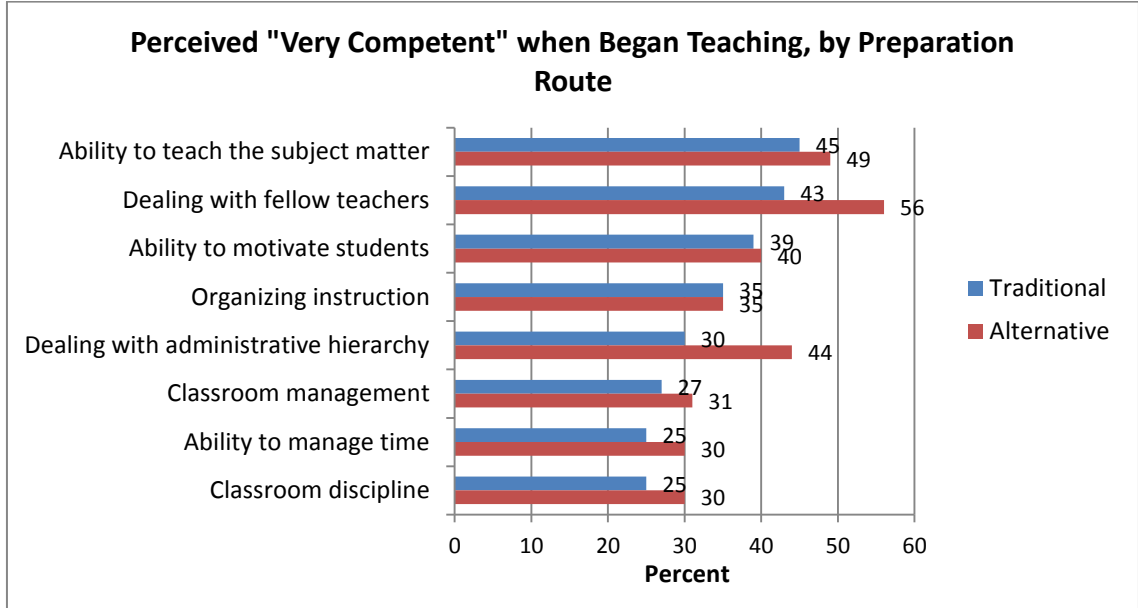
Table 5. Rating Competencies When Began Teaching and Now

	When Began Teaching	Now
	%	%
Ability to teach subject matter		
Very competent	44	93
Somewhat competent	47	7
Not very competent	8	0
Not at all competent	1	0
Not sure	0	0
Ability to motivate students		
Very competent	39	78
Somewhat competent	48	20
Not very competent	11	1
Not at all competent	1	0
Not sure	0	0
Ability to manage time		
Very competent	26	77
Somewhat competent	53	22
Not very competent	19	1
Not at all competent	2	0
Not sure	0	0
Classroom management		
Very competent	27	84
Somewhat competent	49	15
Not very competent	22	1
Not at all competent	3	0
Not sure	0	0
Classroom discipline		
Very competent	25	78
Somewhat competent	48	21
Not very competent	24	1
Not at all competent	4	0
Not sure	0	0
Organizing instruction		
Very competent	35	85
Somewhat competent	49	15
Not very competent	14	0
Not at all competent	2	0
Not sure	0	0
Dealing with fellow teachers		
Very competent	44	84
Somewhat competent	44	15
Not very competent	10	1
Not at all competent	2	0
Not sure	0	0
Dealing with administrative hierarchy		
Very competent	32	73
Somewhat competent	45	24
Not very competent	18	2
Not at all competent	5	1
Not sure	1	0

Perceived Competence to Teach By Preparation Route

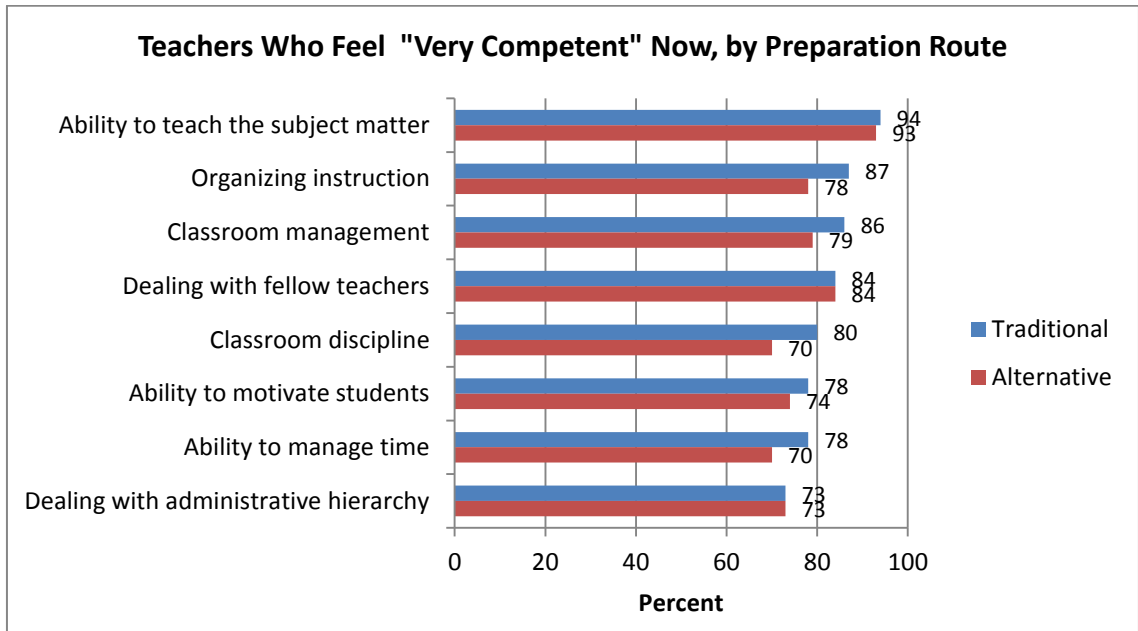
More alternate route teachers reported feeling “very competent” in all eight areas when they *began* teaching than did those prepared through traditional programs, as shown in Chart 34. This is particularly striking in the areas of “dealing with fellow teachers” and “dealing with administrative hierarchy” which could be directly related to the fact that many alternate route teachers come in to teaching from careers and/or life experiences other than being a student.

Chart 34



It is noteworthy that more traditionally prepared teachers report feeling “very competent” now than do alternate route teachers in pedagogical areas of teaching – organizing instruction, classroom management, classroom discipline, motivating students and managing time. It’s hard to say how much of this difference is attributable to years of teaching experience, since two-thirds of alternate route teachers in the sample have been hired in the last five years.

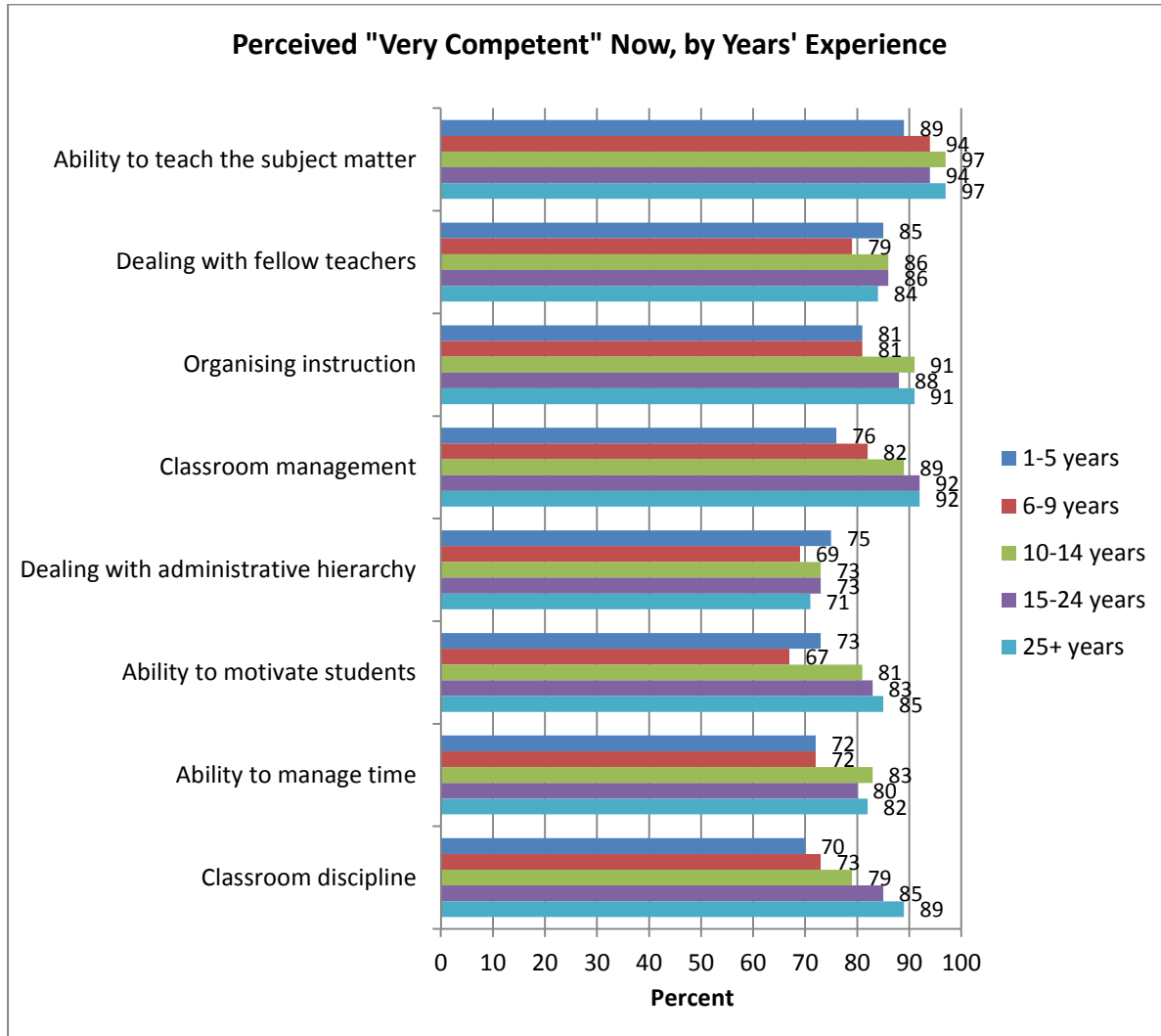
Chart 35



Perceived Competence to Teach by Years of Experience

Experience does seem to matter in most aspects of teaching, especially in managing a classroom, classroom discipline and motivating students, as shown in Chart 36.

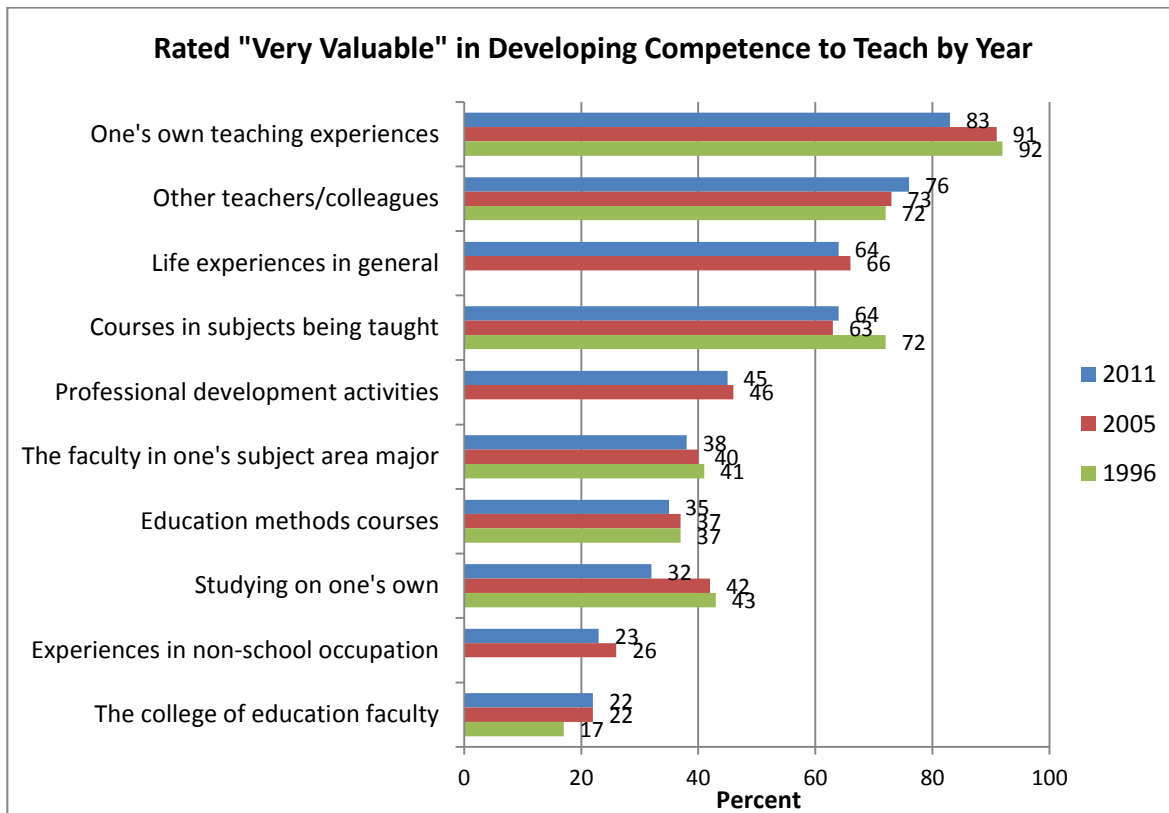
Chart 36



What's Most Valuable in Developing Competence to Teach

NCEI has asked teachers in its 1996, 2005 and 2011 surveys to rate variables on their value in developing competence to teach. There has not been much change in teachers' perceptions of what is most valuable to them in developing competence to teach over time. One's own teaching experiences and working with other teachers/colleagues top the list of variables most valuable in developing competence to teach, followed by subject-area courses and life experiences in general (Chart 37).

Chart 37



No matter how the data are cut, actual experience teaching and working with other teachers rank highest, and education courses and college of education faculty rank toward the bottom. See Chart 38 (by preparation route) and Chart 39 (by number of semester hours of education courses taken).

Not surprisingly, alternate route teachers ranked life experiences in general, experiences in a non-school occupation and studying on one's own more highly than did traditional route teachers. Traditional route teachers, on the other hand, ranked clinical experiences, education courses and education faculty higher. This could be directly related to the kinds of life and preparation experiences each of these groups had before entering teaching.

Eighty-three percent of all teachers in 2011, compared with 92 percent in 1996 and 91 percent in 2005, said their own teaching experience was "very valuable" in their developing competence to teach. Eighty-five percent of teachers who were certified through a traditional teacher education program and 80 percent of those who went through an alternative program consider their own teaching experience "very valuable" in developing competence to teach.

Clinical and field-based experiences are considered "very valuable" by 83 percent of teachers. 87 percent of traditional route teachers agreed with this assessment, compared with 72 percent of alternate route teachers.

About three-quarters (76 percent) of the respondents in 2011 rank other teachers and colleagues

“very valuable”. This compares to 72 percent in 1996 and 73 percent in 2005.

Nearly two-thirds (64 percent) of teachers surveyed in 2011 ranked “life experiences in general” as “very valuable”, compared to 66 percent in 2005. Alternate route teachers considered life experiences more valuable in developing competence to teach than traditional route teachers, with 72 percent of the former and 63 percent of the latter ranking the variable “very valuable”.

Experience in a non-school occupation was considered very or somewhat valuable by 73 percent of teachers. Thirty-eight percent of alternate route teachers ranked the variable “very valuable”, compared to only 21 percent of traditional route teachers.

Table 6. Valuable Criteria in Developing Competence to Teach

	Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Not sure
	%	%	%	%	%
One's own teaching experiences	83	16	1	0	0
Clinical/field-based experiences	83	15	1	0	1
Other teachers/colleagues	76	22	2	0	0
Life experiences in general	64	33	2	1	0
Courses in subjects being taught	64	32	4	0	0
Professional development activities	45	45	9	1	0
The faculty in one's subject area major	38	46	11	2	4
Education methods courses	35	50	12	2	1
Studying on one's own	32	47	18	2	1
Experiences in non-school occupation	23	50	18	4	5
The college of education faculty	22	53	18	3	4

Chart 38

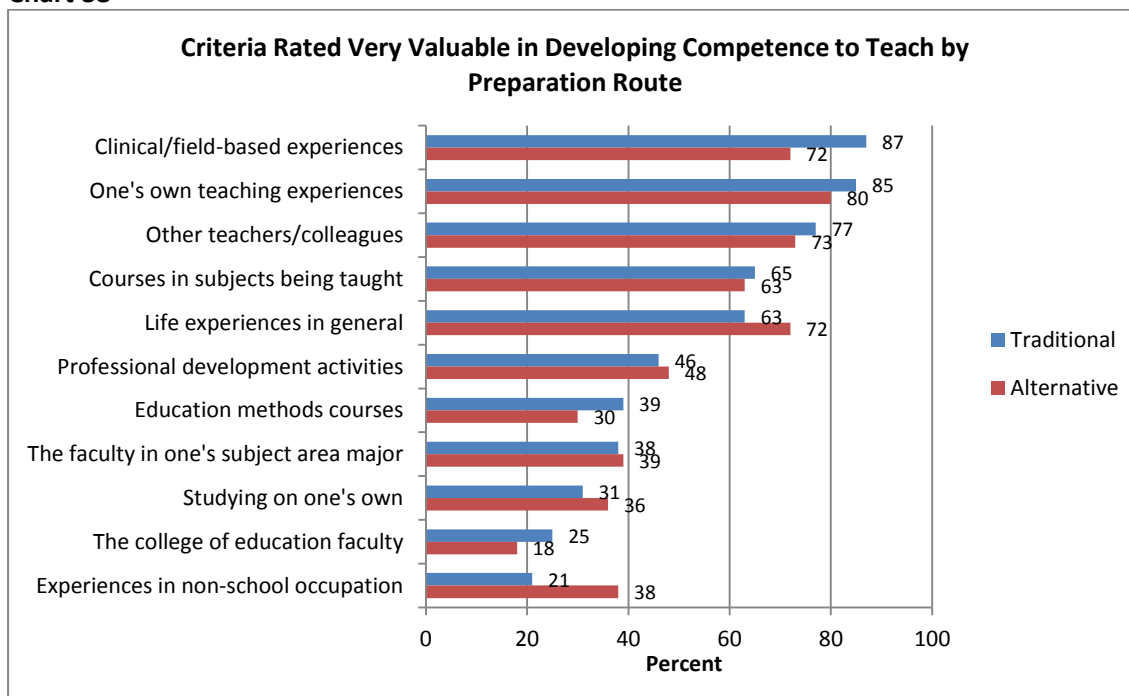
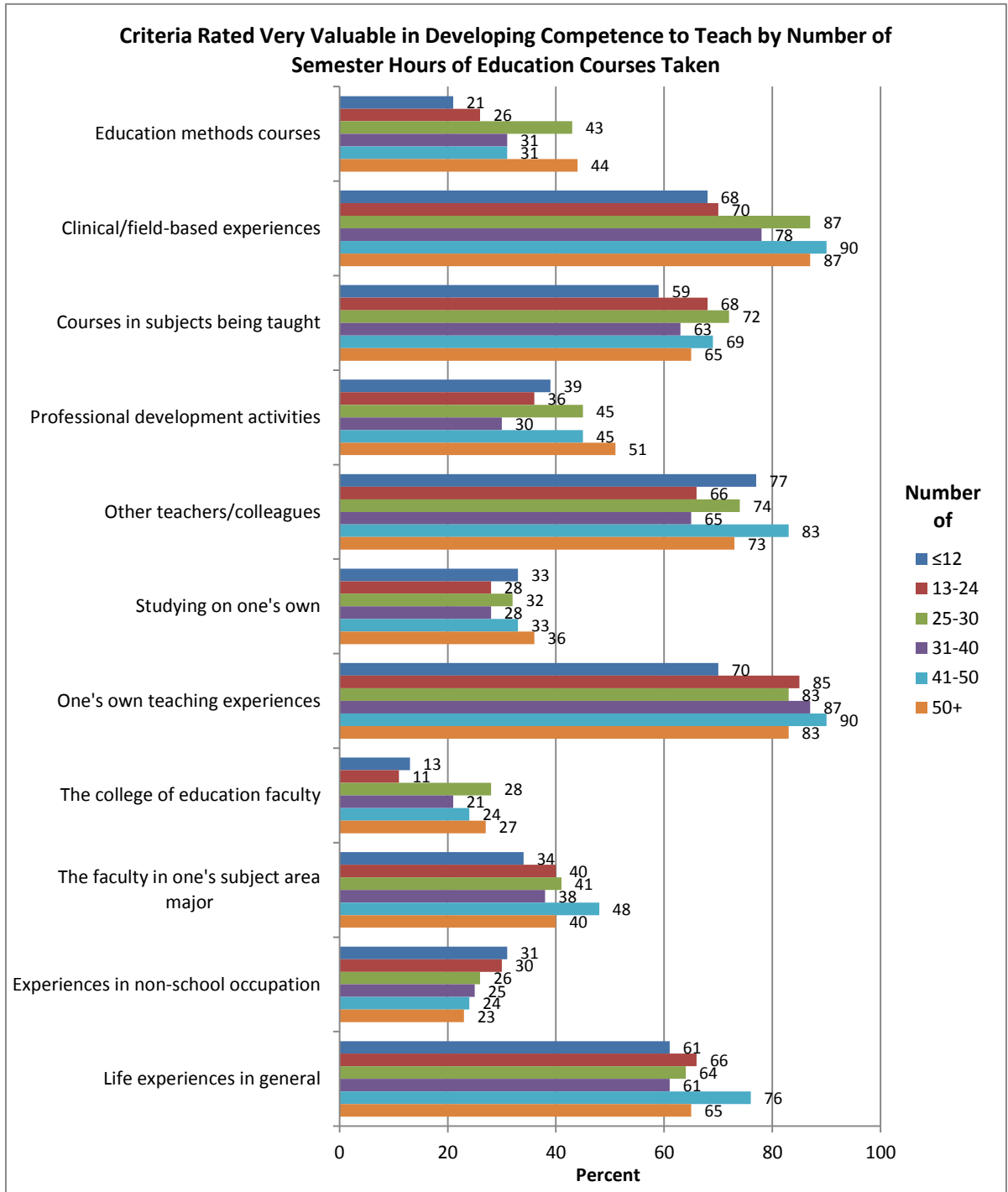


Chart 39



TEACHERS' VIEWS ON CURRENT REFORM PROPOSALS

Measurements to Determine Teacher Qualification

Public school teachers are strongly opposed to using “academic progress of students as measured by standardized test scores” to determine whether or not a teacher is qualified to teach. Only 6 percent of public school teachers surveyed “*strongly agree*” that this would be a good measure to use; 42 percent “*somewhat agree*” that it would be a good measurement to use. About one-quarter (27 percent) “*somewhat disagree*” that it would, and another quarter (25 percent) of public school teachers “*strongly disagree*” that standardized test scores of students would be a good measurement to use in determining whether or not a teacher is qualified to teach (Charts 40 and 41).

About nine out of ten (91 percent) of teachers agree that “successful completion of a teacher preparation program” and that “evaluation by an administrator that includes direct classroom observation” would be good measurements to use in determining teacher qualification. Following closely behind were “being fully certified by the state” (87 percent), “level of education” (82 percent), and “evaluation by peers that includes direct classroom observation” (81 percent). “Passing a test of subject matter proficiency” is seen as a better measurement of qualification (78 percent) than “passing a test of teaching skills proficiency” (69 percent).

Chart 40

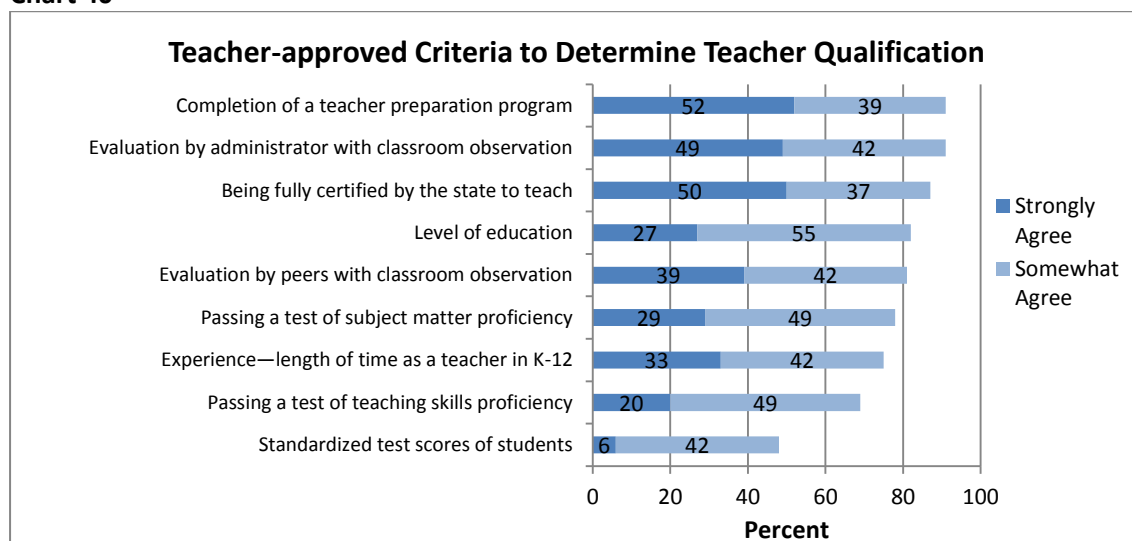
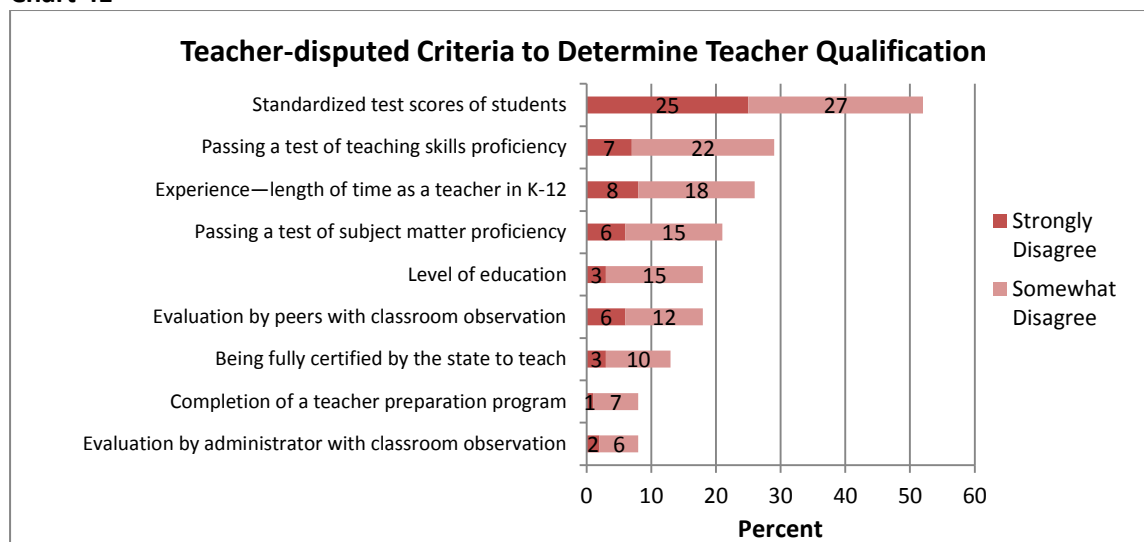


Chart 41



Perceptions of Criteria Used to Qualify Teachers by Preparation Route

Traditional route teachers are more inclined to think “Being fully certified by the state,” “Length of time as a K-12 teacher” and “Completion of a teacher preparation program” are good measurements to determine whether or not a teacher is qualified to teach. Alternate route teachers, on the other hand, tend to think “Standardized test scores of students” and “Evaluation by peers” are good measures to use in determining teacher qualification.

Table 7. Measurements to Determine Teacher Qualification

<i>Question: To what degree do you agree or disagree that each of the following is a good measurement to determine whether a teacher is qualified to teach?</i>	All Teachers	Traditional Route	Alternate Route
Standardized test scores of students	%	%	%
Strongly agree	6	5	9
Somewhat agree	42	42	50
Somewhat disagree	27	27	25
Strongly disagree	25	24	16
Not sure	1	1	0
Being fully certified by the state to teach			
Strongly agree	50	52	46
Somewhat agree	37	37	35
Somewhat disagree	10	8	13
Strongly disagree	3	3	5
Not sure	0	0	0
Evaluation by administrator with classroom Observation			
Strongly agree	49	50	48
Somewhat agree	42	42	43
Somewhat disagree	6	5	7
Strongly disagree	2	2	2
Not sure	0	0	0
Evaluation by peers with classroom observation			
Strongly agree	39	37	47
Somewhat agree	42	43	40
Somewhat disagree	12	12	11
Strongly disagree	6	6	2
Not sure	1	2	0
Experience—length of time as a teacher in K-12			
Strongly agree	33	35	22
Somewhat agree	42	40	41
Somewhat disagree	18	18	25
Strongly disagree	8	7	12
Not sure	0	0	0
Level of education			
Strongly agree	27	27	24
Somewhat agree	55	54	58
Somewhat disagree	15	15	15
Strongly disagree	3	3	2
Not sure	0	0	1
Passing a test of teaching skills proficiency			
Strongly agree	20	27	22
Somewhat agree	49	54	38
Somewhat disagree	22	15	19
Strongly disagree	7	3	9
Not sure	2	0	12
Passing a test of subject matter proficiency			
Strongly agree	29	21	28
Somewhat agree	49	48	49
Somewhat disagree	15	23	15
Strongly disagree	6	6	8
Not sure	1	2	0
Completion of a teacher preparation program			
Strongly agree	52	27	42
Somewhat agree	39	49	44
Somewhat disagree	7	16	10
Strongly disagree	1	5	4
Not sure	1	1	0

What Would Strengthen Teaching as a Profession

NCEI has asked teachers in its surveys since 1990 what they think about various proposed ways to strengthen teaching as a profession. There are noticeable shifts in thinking among teachers on some current “hot button” issues, such as:

- The percent of teachers who agree paying teachers based on job performance would strengthen teaching as a profession rose from 42 percent in 2005 to 59 percent in 2011.
- Agreement on market-driven pay for teachers who teach in high-demand subject areas rose from 15 percent in 1996 to 30 percent in 2005 to 40 percent in 2011
- Giving teachers more autonomy in what and how they teach rose from 72 percent in 2005 to 78 percent in 2011.
- While still not a popular notion among teachers, getting rid of tenure for teachers was seen by one-third of teachers surveyed in 2011 – up from 27 percent in 2005 and 28 percent in 1996
- Getting rid of teacher unions is seen by nearly one in five teachers (19 percent) as a way to strengthen teaching as a profession – a change from 13 percent in 2005 and 15 percent in 1996.
- Nearly all (96-98 percent) teachers surveyed in 1990, 1996, 2005 and 2011 agree that greater participation in decision-making at all levels would make teaching more a profession.

Table 8. Suggestions to Improve the Teaching Profession

<i>Question: To what degree do you agree or disagree that the following changes would strengthen teaching as a profession?</i>	All Teachers			
	2011	2005	1996	1990
	%	%	%	%
Pay teachers based on job performance	59	42	N/A	N/A
Pay teachers based on seniority	65	74	N/A	N/A
Pay teachers based on level of education	81	85	N/A	N/A
Let the market determine how much teachers get paid, e.g., pay people more for teaching in high-needs schools	50	47	N/A	N/A
Let the market determine how much teachers get paid, e.g., pay people more to teach in high demand subject areas such as math and science	40	30	15	21
Have career ladders to afford upward mobility within the ranks of teaching	77	79	70	70
Introduce a national proficiency exam for entry into teaching similar to the Bar Exam for lawyers or the CPA exam for accountants	55	51	65	65
Give individuals more autonomy in determining what and how they teach	78	72	75	84
Give teachers greater participation in decision-making at the district level	97	96	96	97
Give teachers greater participation in decision-making at the school-building level	98	97	96	98
Get rid of tenure for teachers	33	27	28	N/A
Get rid of the teachers’ unions	19	13	15	N/A

Alternatively vs. Traditionally Prepared Teachers' Views on Ways to Improve the Teaching Profession

Nowhere in the survey were there greater differences between traditionally prepared and alternatively prepared teachers than on several current suggestions for ways to improve teaching as a profession.

Alternate route teachers are much more in favor of the following suggested ways to strengthen teaching as a profession than are their traditionally prepared counterparts, as shown in Chart 42:

- Career ladders for upward mobility within the ranks of teaching – 88 percent vs. 75 percent
- Performance-based pay – 70 percent vs. 58 percent (Chart 44)
- National proficiency exam – 62 vs. 53
- Pay more for teaching in high needs schools – 67 vs. 49
- Pay more for teaching high demand subjects – 65 vs. 37
- Get rid of tenure for teachers – 52 vs. 31 (Chart 45)
- Get rid of the teachers' unions – 27 vs. 19

Traditional and alternate route teachers are equally--and overwhelmingly--in favor of greater levels of participation at both the school-building level (98-99 percent) and the district level (96-97 percent). About 4 out of 5 (78-79 percent) in both groups of teachers also agree that giving individuals more autonomy in determining what and how they teach would strengthen teaching as a profession.

Teacher-favored Ways to Improve the Teaching Profession

Chart 42

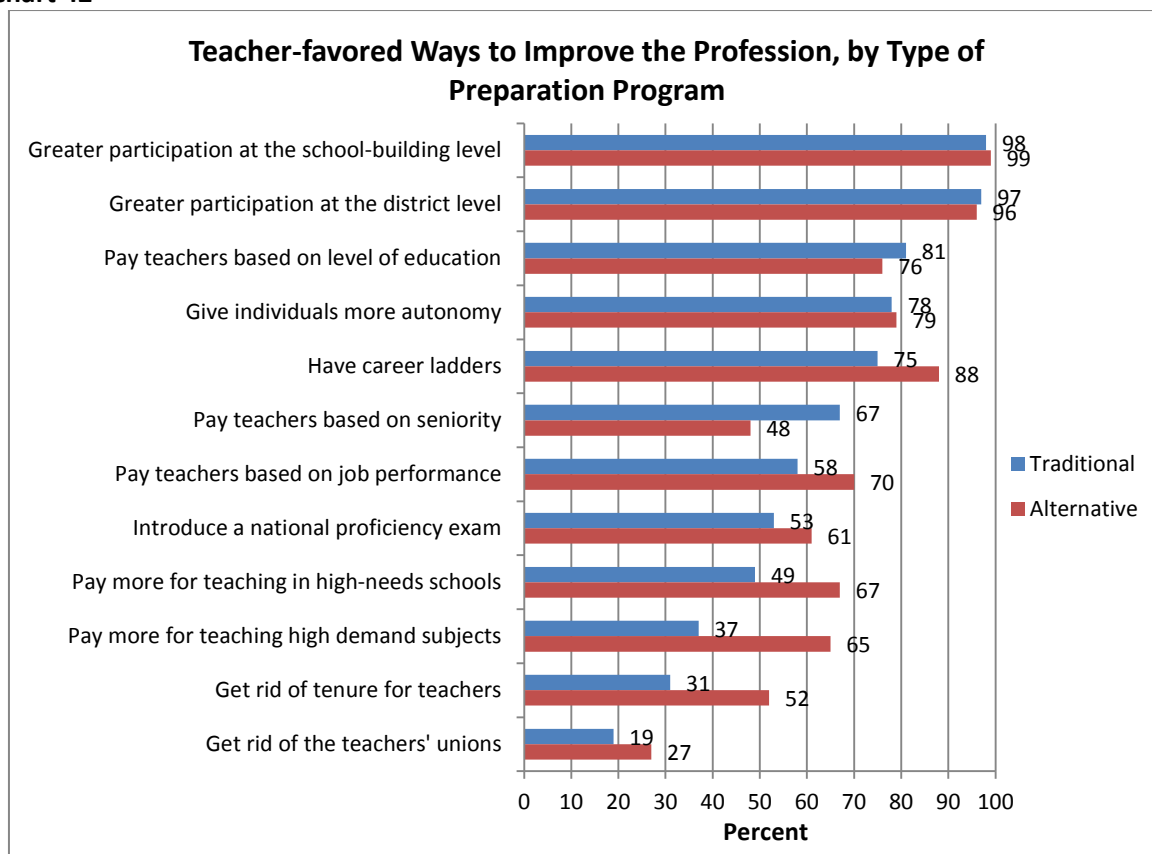


Chart 43

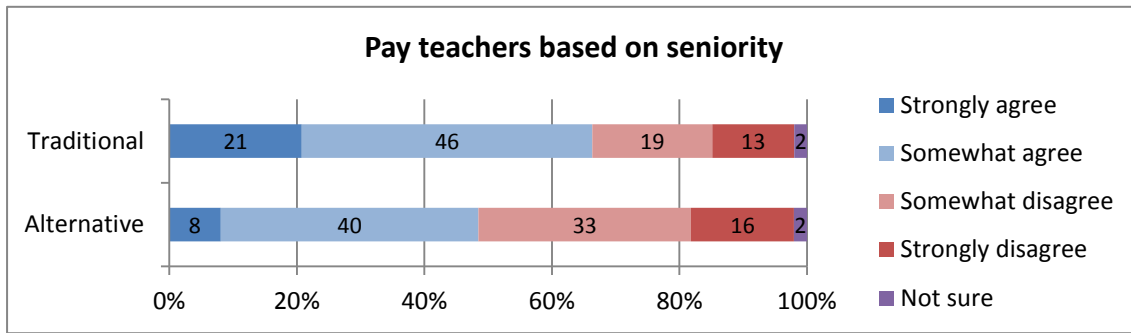


Chart 44

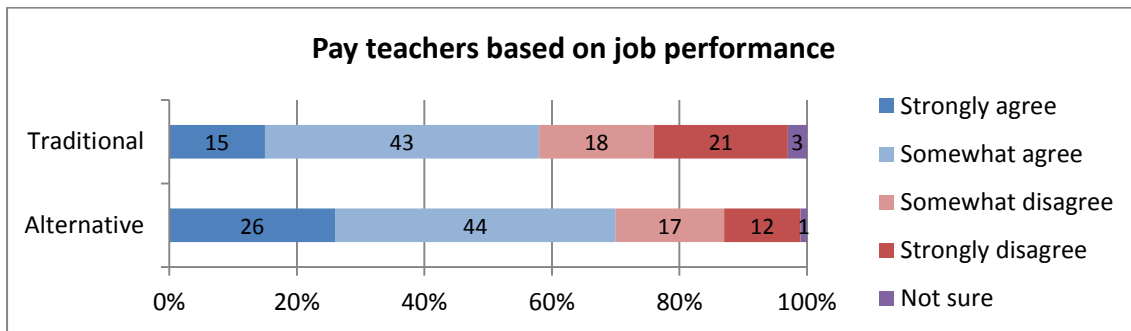
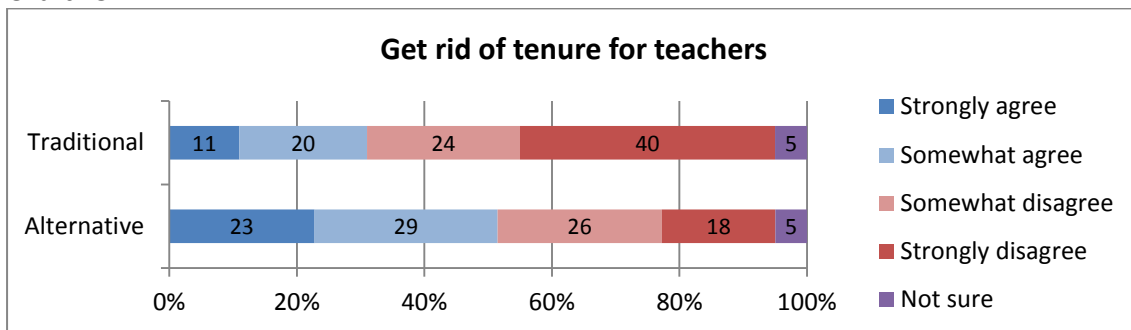


Chart 45



Proposals to Improve America’s Educational System

NCEI asked teachers in 2011 whether or not they favored several proposals currently being advanced to improve America’s educational system.

The results ranked by favorability are shown in Chart 46.

Nearly nine out of 10 (89 percent) public school teachers are in favor of removing incompetent teachers regardless of seniority.

However, only about one-third (32 percent) of teachers favors getting rid of tenure for teachers.

Sixty-five percent of teachers favor stricter requirements for high school graduation. However, when asked about requiring students to pass standardized examinations for promotion from grade to grade, fewer than half (47 percent) favor this proposal.

Expanding the use of Charter Schools for children in low-performing public schools is favored by 43 percent of teachers.

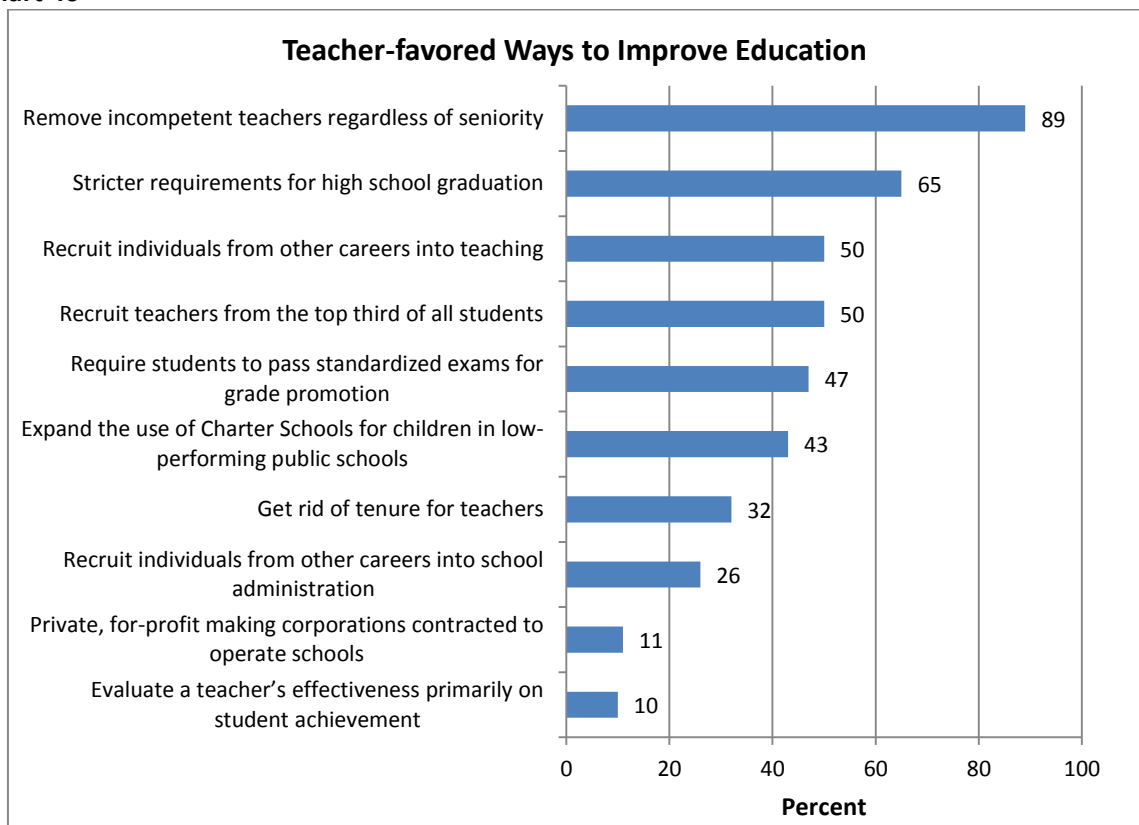
Half (50 percent) of public school teachers think recruiting individuals from other careers into teaching would improve America’s educational system.

Half of teachers (50 percent) also believe that recruiting teachers from the top third of all students would be an improvement. However, only about a quarter (26 percent) thinks that recruiting individuals from other careers into school administration would improve the educational system.

Teachers’ least favored propositions for improving the education system are contracting private, for-profit corporations to operate schools (11 percent) and evaluating teachers’ effectiveness primarily on student achievement (10 percent).

Teacher-favored Ways to Improve Education

Chart 46



Alternatively vs. Traditionally Prepared Teachers on Education Reform Proposals

Alternate route teachers far and away are more favorable to various proposals to improve America’s educational system than are traditional route teachers, as shown in Chart 47.

The reform proposal alternate route and traditional routes both overwhelmingly think would improve America’s educational system is to get rid of incompetent teachers regardless of seniority. Ninety-two percent of alternate route teachers and 89 percent of traditional route teachers favor getting rid of incompetent teachers regardless of seniority.

More than half (53 percent) of alternate route teachers think getting rid of tenure for teachers would improve America’s educational system. This compares with 31 percent of traditional route teachers who favor getting rid of teacher tenure as a way to improve American education.

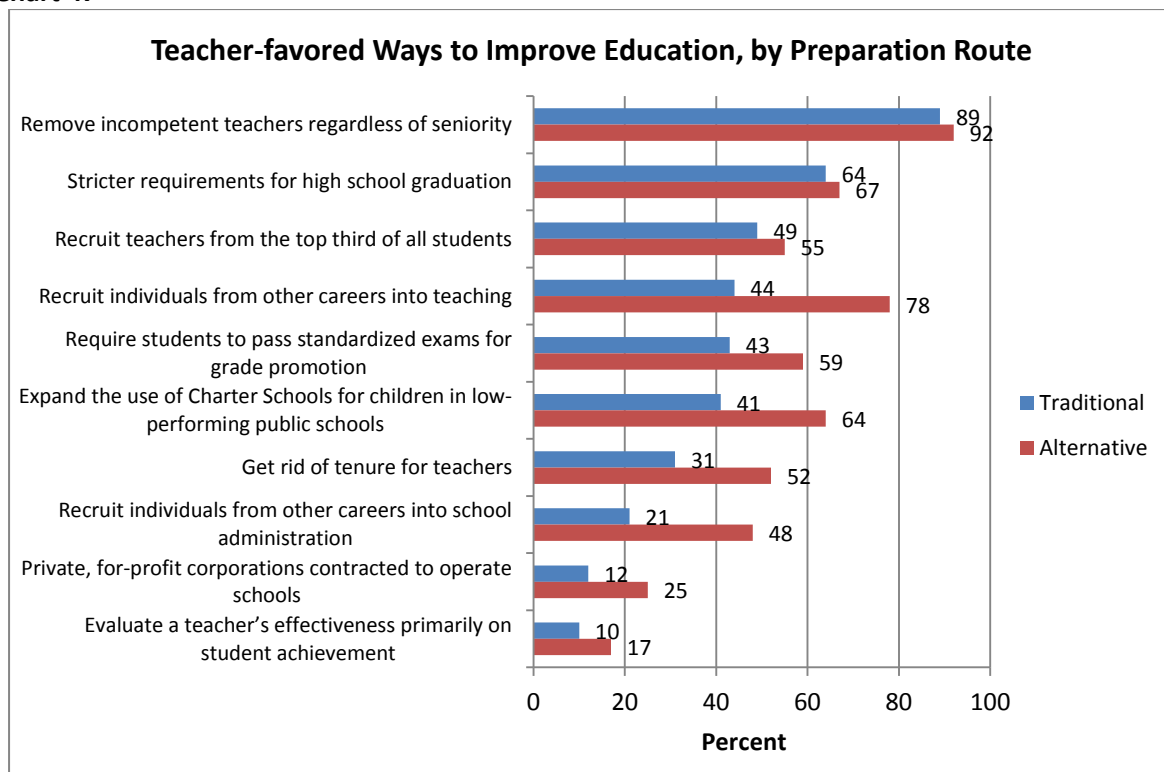
Nearly 4 out of 5 (78 percent) alternate route teachers think that recruiting individuals from other careers into teaching would improve the education system. Of traditional route teachers, less than half (44 percent) agree. Only 1 in 5 traditional route teachers favor recruiting individuals from other careers into school administration, while nearly half (48 percent) of alternate route teachers think this would improve America’s educational system.

Six out of 10 alternate route teachers and 43 percent of traditional route teachers think the education system would be improved by requiring students to pass standardized exams for grade promotion.

Nearly two thirds (62 percent) of alternate route teachers think that expanding the use of Charter Schools for children in low-performing public schools would improve America’s education, while only 41 percent of traditional route teachers agree. Only about 1 in 10 traditional route teachers think that for-profit corporations contracted to operate schools would be an improvement, while about a quarter (24 percent) of alternate route teachers favors the proposition.

Meanwhile, *only one out of ten traditional route teachers and 17 percent of alternative route teachers believe that evaluating a teacher’s effectiveness primarily on student achievement would improve American education.*

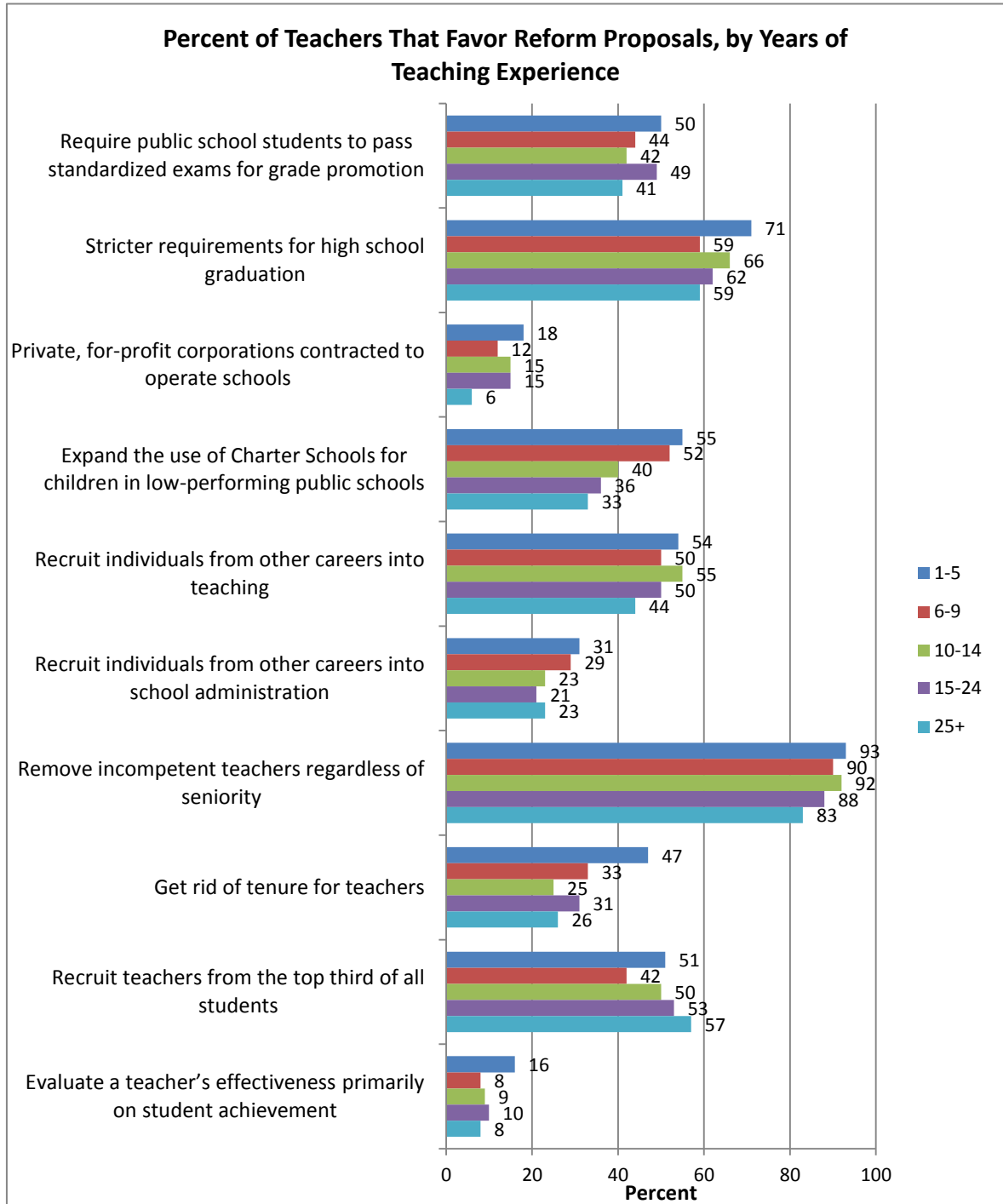
Chart 47



Percent of Teachers That Favor Reform Proposals, by Years of Teaching Experience

Newer teachers are clearly more in favour of most current reform proposals for ways to improve America’s educational system than their more experienced counterparts, as shown in Chart 49. Nearly half (47 percent) of teachers with five or fewer years’ experience favour getting rid of tenure for teachers, and 16 percent favour evaluating a teacher’s effectiveness primarily on student achievement. This compares with 8 – 10 percent of teachers with more than five years of experience teaching that favour evaluating a teacher’s effectiveness primarily on student achievement.

Chart 48



Helpfulness of Support to Teachers

Teachers surveyed report that the support provided to them by mentor teachers and other school personnel was the most helpful in developing competence to teach (Table 9).

Fifty-five percent of teachers said their mentor teacher was “very helpful” and 20 percent said “somewhat helpful” in their developing competence to teach. Other school personnel are seen as helpful by 89 percent of teachers, while the school principal was considered helpful by 67 percent. Seven percent of teachers report that the school principal was not at all helpful.

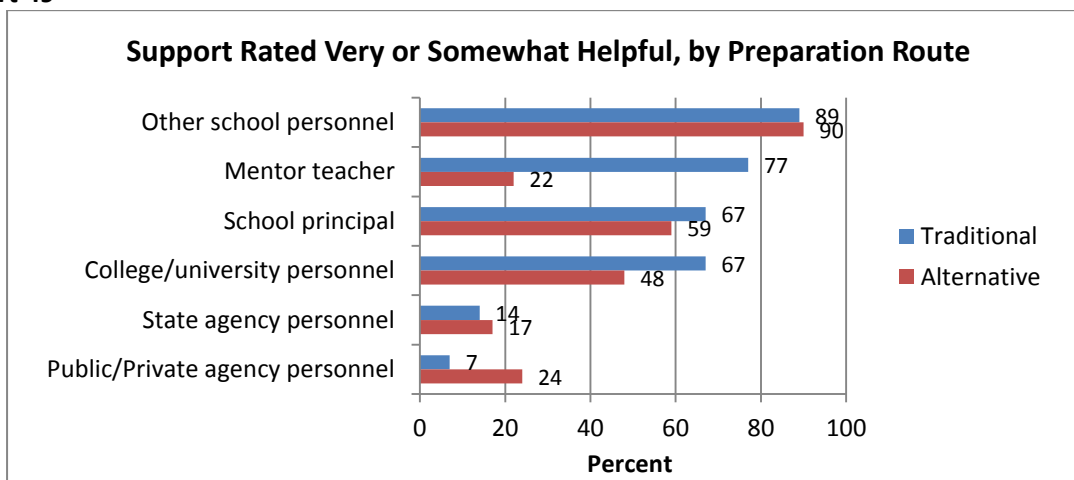
College/university personnel were seen as “very helpful” by 17 percent, and “somewhat helpful” by 47 percent. Only 4 percent of teachers indicate that they were not at all helpful.

Seventeen percent of alternate route teachers said that state agency personnel was “very helpful” or “somewhat helpful”, compared to 14 percent of traditional route teachers. The greatest disparity between what traditional and alternate route teachers considered helpful support is for public/private agency personnel, with 24 percent of alternate route teachers finding them helpful, compared against 7 percent of traditional route teachers. This is very likely due to the fact that most alternate route programs are run by or at least involve public and/or private agency personnel in their preparation programs.

Table 9. Helpfulness of support in developing competence to teach

	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful	No support provided
	%	%	%	%	%
Mentor teacher	55	20	8	3	14
Other school personnel	47	42	7	1	3
School principal	26	41	22	7	4
College/university personnel	17	47	24	4	9
Public/Private agency personnel	3	7	12	6	73
State agency personnel	2	13	26	15	44

Chart 49



SATISFACTION

With few exceptions over the last two decades, teacher satisfaction across 10 satisfaction variables has remained remarkably similar (Table 10).

Teachers surveyed in 2011 are slightly more satisfied with general working conditions and are more satisfied with the status of teachers in the community than were teachers surveyed in 2005, 1996, 1990 and in 1986. Overall job satisfaction is higher than ever at 89 percent.

Table 10. Teacher Satisfaction with Aspects of Teaching by Year Surveyed

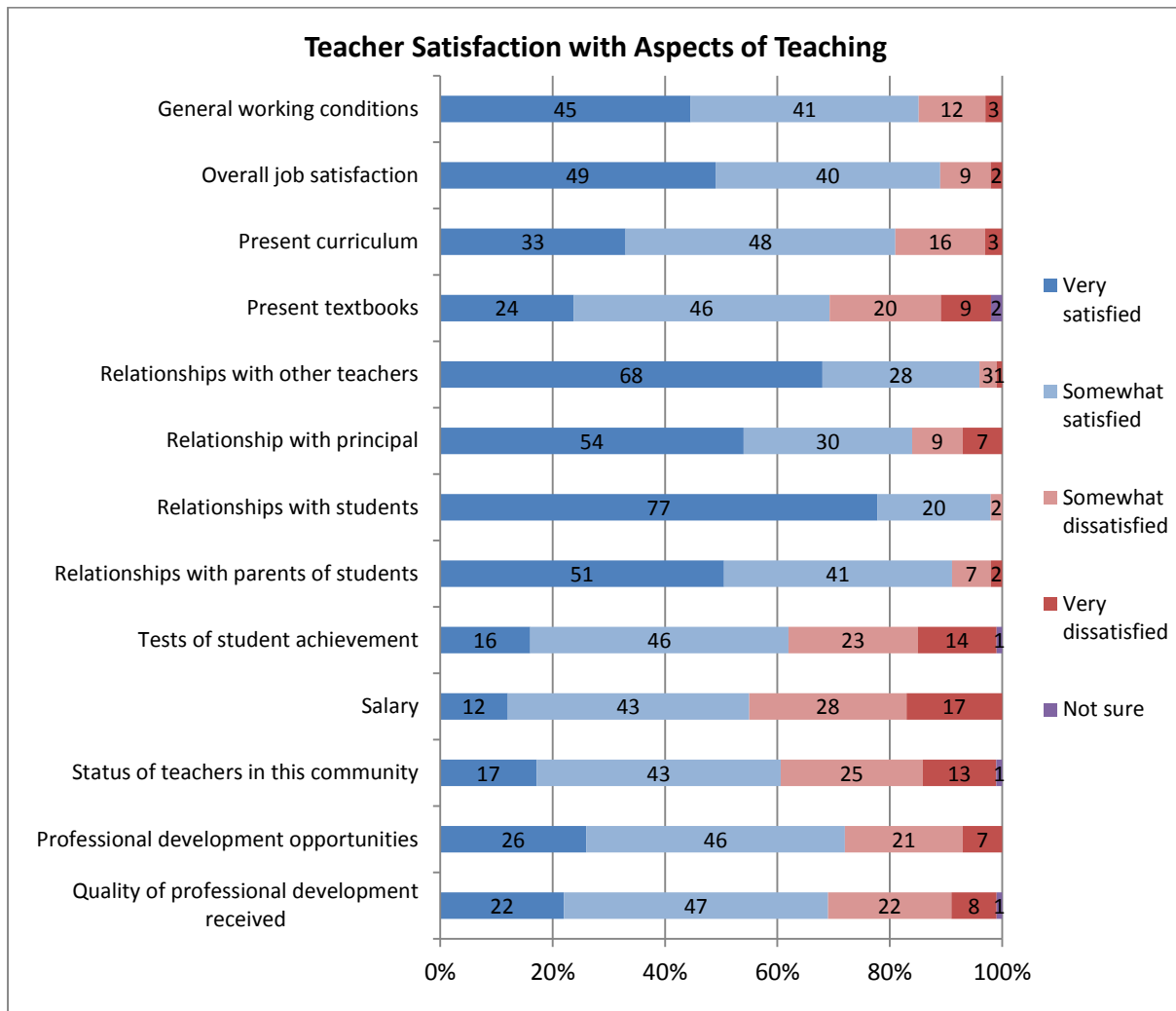
<i>Question: How satisfied are you with the aspects of your teaching career listed below?</i>	Very or Somewhat Satisfied				
	2011	2005	1996	1990	1986
	%	%	%	%	%
General working conditions	86	81	71	69	73
Overall job satisfaction	89	83	83	83	84
Present curriculum	81	78	75	74	78
Present textbooks	70	63	58	67	71
Relationships with other teachers	96	94	93	93	95
Relationship with principal	84	85	79	80	83
Relationships with students	97	95	93	N/A	N/A
Relationships with parents of students	92	84	84	83	85
Tests of student achievement	62	44	N/A	N/A	N/A
Salary	55	46	50	45	45
Status of teachers in this community	60	50	41	42	46
Professional development opportunities	72	N/A	N/A	N/A	N/A
Quality of professional development received	69	N/A	N/A	N/A	N/A

Current Teacher Satisfaction

Public school teachers are generally satisfied with most aspects of their jobs. They are most satisfied with their relationships with students (97 percent) and with other teachers (96 percent); however, their relationship with their principal fares less well -- with 16 percent expressing dissatisfaction with their principals (Chart 50).

Teachers are least satisfied with their salary (55 percent), with the status of teachers in their community (60 percent) and with tests of student achievement (62 percent).

Chart 50



Teacher Satisfaction Across Sub-groups

With one notable exception, there is not much difference in satisfaction levels of teachers on any aspect of teaching across any of the sub-groups, as shown in Appendix A.

*Teachers who've been teaching for fewer than 15 years are more **dissatisfied** with current textbooks than teachers who have more than 15 years' experience. One can't help but think this is directly related to the creation of the Internet in the last 15 years and the rapidity of changing information and its accessibility through means other than textbooks.*

COMMENTS

Almost all the comments written in by numerous survey respondents were expressions of strong opposition to the current emphasis on student testing and dissatisfaction with school administrators.

Here are some representative comments from public school teacher survey respondents:

I feel I am being forced to teach to the "state achievement test" and I HATE IT! I used to LOVE teaching until the administration started telling us what exactly to do making us teach the way they want us to.

I've taught 40 years - after 25 years, no fun -- no longer able to do fun projects and grade level subjects

My biggest complaint is enormous emphasis on test scores. I believe NCLB is a joke and a way to privatize public education.

Teachers need more time to teach and less time training for and taking tests!

I do not think standardized tests and teacher exams reflect good teaching....

Sometimes the best teachers are the ones who don't have the upper education; they don't teach to meet ALL the demands everyone keeps stacking up, but (are) those who usually teach, LOVE the kids and make learning fun and interesting!

Administrators block the teachers from improving, and in the long run, affect the students. Our inflexible administrators want to get positively noticed, but have no clue of their negative approach.

Unless systems (are) developed that will truly have learning of students in mind there will be inaccurate results of assessments. The same applies to assessing effectiveness of teachers.

TEACHER DEMAND AND MOBILITY

About one-fourth (23 percent) of public school teachers surveyed teach in rural areas. Another quarter (26 percent) teach in suburban areas, while one in five (20 percent) teach in towns. About a third (31 percent) of all teachers surveyed teaches in cities (Table 11).

By preparation route to teaching, 39 percent of teachers entering through alternate routes to teacher certification teach in cities. Teachers entering the profession through alternate routes are more inclined to teach in cities because the programs through which they obtain their certification to teach target these areas of need.

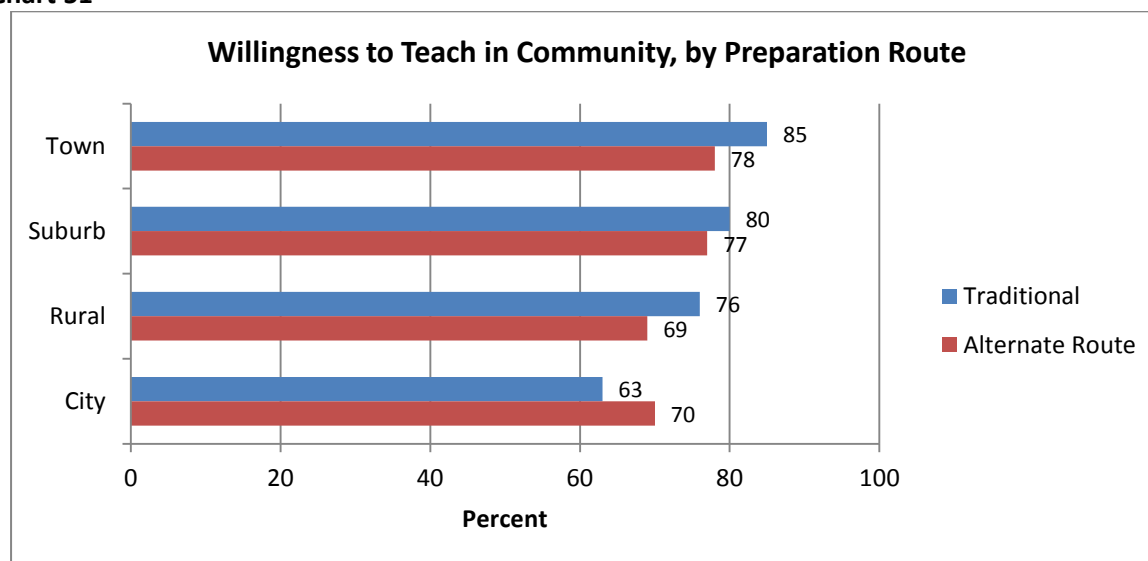
Table 11. Communities Teachers Teach and are Willing to Teach in by Preparation Route

Question: What type of community do you/would you be willing to teach in?	Currently Teach in		Willing to Teach in	
	Traditional	Alternate Route	Traditional	Alternate Route
	%	%	%	%
Rural	23	17	76	69
Town	20	20	85	78
City	31	39	63	70
Suburb	27	24	80	77

NCEI asked teachers if they would be willing to teach in different types of communities. Relatively high proportions of teachers say they are willing to teach in all types of communities, with cities being the least favored among traditional route teachers (Chart 51).

Where Teachers Are Willing to Teach

Chart 51



Teacher Relocation *Unlikely*

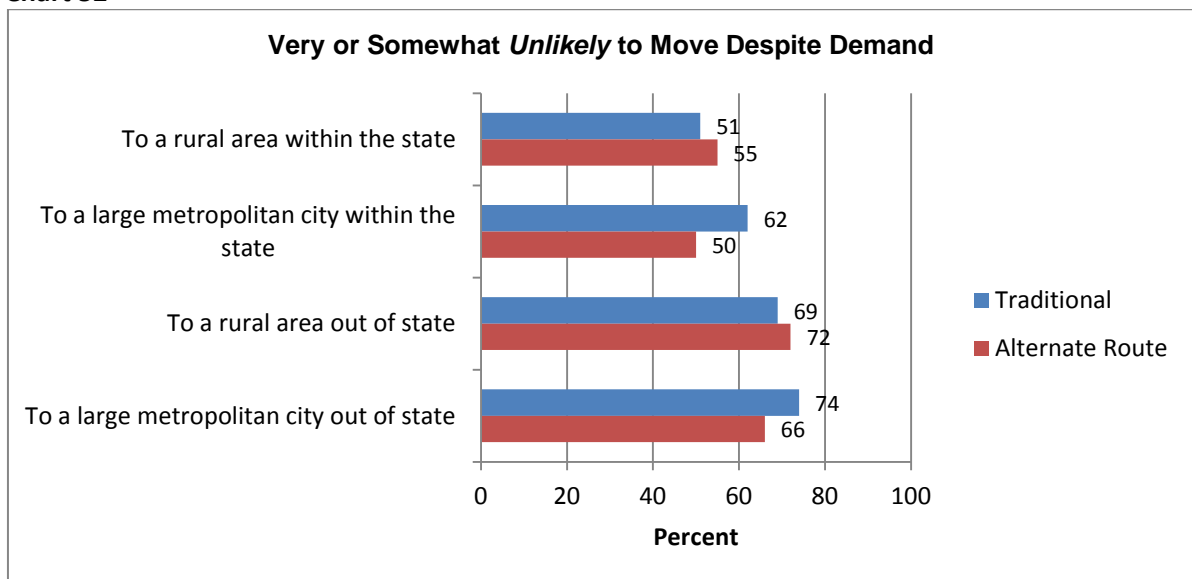
NCEI also asked teachers how likely they would be to move from where they currently live to where the demand for teachers is greatest.

The demand for teachers in the United States is greatest in large inner cities and in outlying rural areas.

When asked, “How likely would you be to move from where you live to where the demand for teachers is greatest?” 74 percent of traditional route teachers and two-thirds (66 percent) of alternate route teachers – say it is *somewhat or very unlikely* they would move to a large metropolitan city out of state to meet such a need. They were slightly more inclined to move to a large city in their own state – 62 percent of traditional route, compared with 50 of alternate route teachers, say it is *somewhat or very unlikely* they would move to a large metropolitan city within the state if the demand for teachers was great (Chart 52).

Teachers gave similar responses to the likelihood they would move to rural communities within or out of state to meet the demand for teachers. (See Chart 52 below and Table 12), though alternate route teachers were less inclined to move to rural areas than were traditional route teachers.

Chart 52



Teachers are somewhat more inclined to move within the state to teach where the demand for jobs is greatest than they are to move out of state. Forty-two percent say that it is *very likely or somewhat likely* that they would move to a rural area within the state if demand for teachers were great, while only 23 percent say they’d be likely to move to a rural area out of state; 34 percent say it is very likely or somewhat likely that they would move to a large metropolitan area within the state to meet the demand for teachers, compared to only 20 percent for an out-of-state metropolitan area (Table 12).

Thirty-one percent indicate they would be very or somewhat likely to move to a metropolitan area out of state and 22 percent say they would be very or somewhat likely to move to a rural area out of state if the demand for teachers warranted such a move.

Table 12. Likelihood to Move to Meet the Demand for Teachers

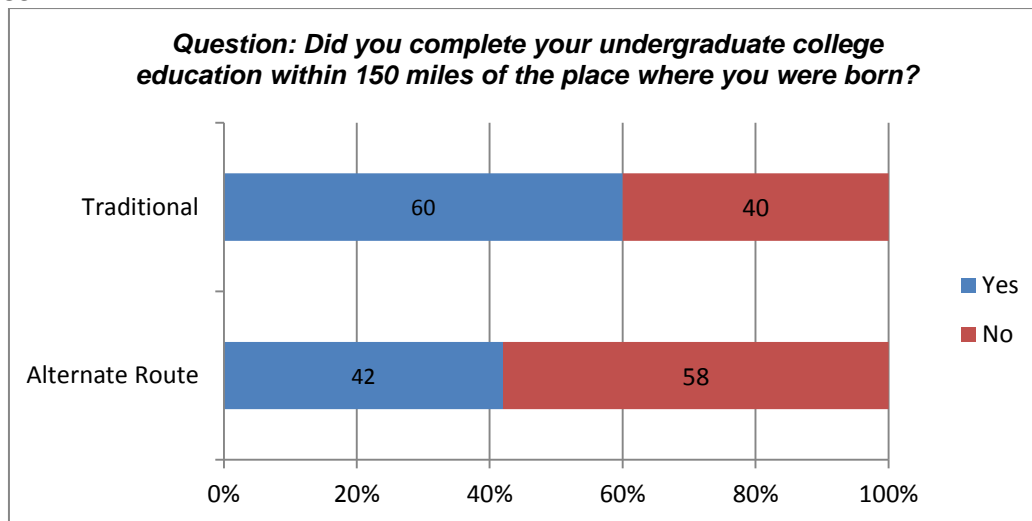
	All Teachers	Traditional Route	Alternate Route
Rural area within the state	%	%	%
Very likely	17	16	17
Somewhat likely	25	28	24
Somewhat unlikely	17	16	21
Very unlikely	37	35	34
Not sure	5	5	5
Large metropolitan city within the state			
Very likely	11	11	18
Somewhat likely	23	22	26
Somewhat unlikely	16	17	17
Very unlikely	45	45	33
Not sure	5	5	6
Rural area out of state			
Very likely	7	7	8
Somewhat likely	16	17	15
Somewhat unlikely	15	13	19
Very unlikely	57	56	53
Not sure	6	6	4
Large metropolitan city out of state			
Very likely	6	6	12
Somewhat likely	14	13	17
Somewhat unlikely	15	14	19
Very unlikely	60	60	47
Not sure	6	6	5

Proximity Between Birthplace and College Education Site

Teaching has historically been a rather provincial occupation. Individuals who became teachers tended to get their college education and teaching jobs very close to home.

In the 2011 NCEI survey, six out of 10 (60 percent) public school teachers who went through traditional teacher education programs got their undergraduate college education within 150 miles of where they were born. About 4 out of 10 (42 percent) individuals entering teaching through alternate routes completed their undergraduate college education within 150 miles of where they were born (Chart 53).

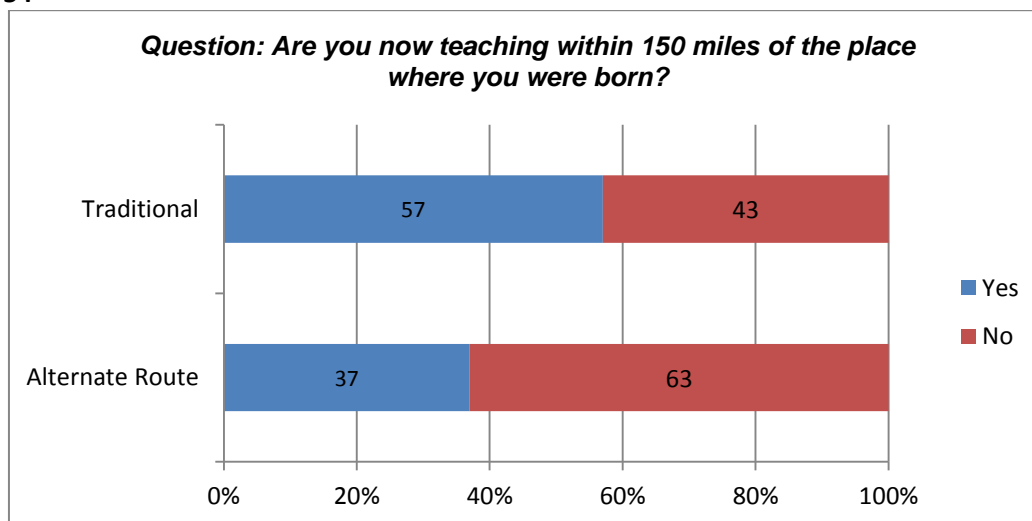
Chart 53



Proximity Between Birthplace and Teaching Site

Teachers' answers reflected a similar pattern when asked about current teaching sites, with 57 percent of traditional route teachers and 37 percent of alternate route teachers working within 150 miles of the place where they were born (Chart 54).

Chart 54

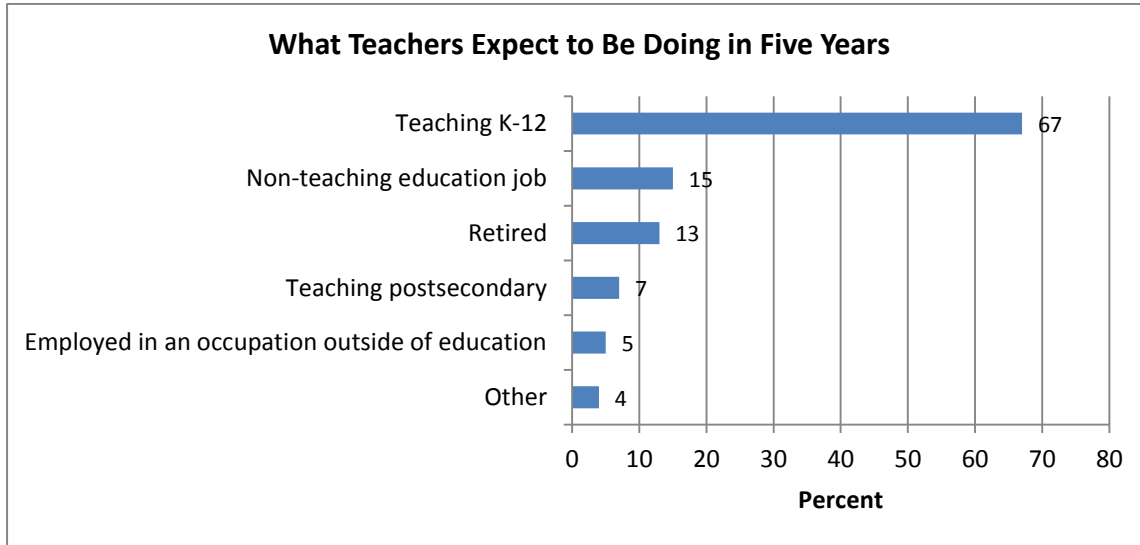


PLANS FIVE YEARS FROM NOW

What Teachers Expect to Be Doing Five Years from Now

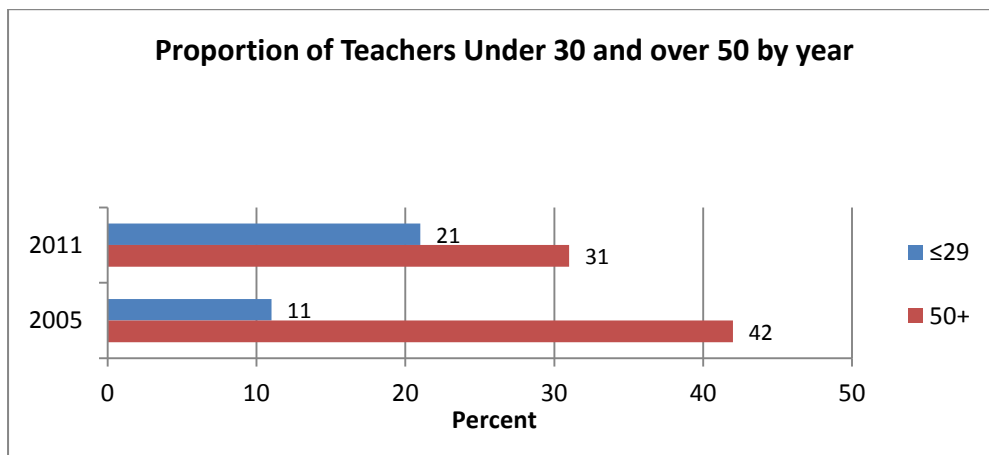
Two thirds (67 percent) of current public school teachers expect to be teaching in K-12 schools five years from now. Of the current teaching force, 15 percent expect to be in an education job other than K-12 teaching. Only 5 percent expect to be employed in a non-education-related job (Chart 55).

Chart 55



Thirteen percent of current public school teachers expect to be retired five years from now. This compares to 22 percent of teachers surveyed in 2005 who said they expected to be retired five years hence. This is directly related to the fact that in 2005, more than 4 out of 10 (42 percent) surveyed were 50 years of age or older, whereas, in 2011, the proportion of teachers 50 and older is under a third (31 percent). Since 2005, a significant proportion of older teachers have already left the profession. At the other end of the spectrum, the proportion of teachers in their 20s nearly doubled from 11 percent in 2005 to 21 percent in 2011.

Chart 56



Teachers' Future Plans by Sub-Groups

Four out of 10 (40 percent) of current *senior high school* (grades 9-12) teachers expect not to be teaching in K-12 schools in 2016. Twelve percent of them expect to be retired by then (Table 13).

While 70 percent of white teachers and 57 percent of Hispanic teachers expect to be teaching K-12 levels five years from now, less than half (43 percent) of black teachers expect to be teaching K-12. On the other hand, 29 percent of black teachers expect to be employed in an education job other than teaching, compared with 14 percent of white teachers and 24 percent of Hispanic teachers.

Two thirds (67-68 percent) of both traditional and alternative route teachers expect to still be teaching K-12 in five years. However, 16 percent of traditional route teachers say they expect to be retired compared to only 2 percent of alternate route teachers. Meanwhile, nearly a quarter (23 percent) of alternate route teachers say they expect to be working in a job in education other than teaching five years from now, compared to 13 percent of traditional route teachers.

Table 13. Five-year Projection for Teachers

<i>Question: What do you expect to be doing five years from now?</i>	Teaching K-12	Teaching Post-seco ndary	Non-Teaching Education Job	Outside Education	Retired	Other
	%	%	%	%	%	%
All						
2011	67	7	15	5	13	4
2005	60	N/A	12	4	22	2
Preparation Route						
Traditional	68	5	13	4	16	4
Alternate	67	12	23	7	2	5
Gender						
Male	63	8	21	4	12	3
Female	68	6	15	5	13	4
Age						
20s	68	6	25	6	0	9
30s	76	8	18	4	0	5
40s	80	8	14	4	3	1
50+	48	4	6	5	41	0
Race						
White	70	5	14	4	13	4
Black	43	19	29	9	12	5
Hispanic	57	7	24	12	8	4
Other	65	12	12	6	15	3
Grade Level Taught						
Elementary	73	2	13	3	14	4
Middle School	67	8	20	3	11	5
Senior High	60	14	16	11	12	3
Years of Experience						
1-5	75	8	21	5	1	7
6-9	67	11	21	7	1	9
10-19	76	6	15	4	5	2
20-29	57	3	5	3	38	1
30+	31	3	4	5	66	0
Community						
Rural	68	7	14	5	14	3
Town	68	7	15	5	13	4
City	68	8	18	5	11	4
Suburb	69	7	17	4	12	4

APPENDIX

**Master Tables of Survey Responses by All Teachers Surveyed
and By Preparation Route, Years of Teaching Experience, Age, Gender and Race**

A1. Demographic Profile of Teachers by Preparation Route, Years' Experience, Age, Gender and Race

	All	Preparation Route		Years of Experience							Age			Gender		Race		
		Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
N=	1076	768	252	300	150	148	201	150	196	244	186	256	152	822	768	62	65	33
Age	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
≤29	21	20	25	55	21	0	0	0	100	0	0	0	16	22	23	10	30	12
30-39	27	26	33	26	54	52	10	1	0	100	0	0	26	28	26	32	38	33
40-49	22	22	24	12	16	30	48	11	0	0	100	0	24	22	21	29	17	27
50+	31	32	17	8	11	18	42	88	0	0	0	100	34	28	30	30	16	27
Gender																		
Male	16	13	22	16	16	14	18	12	12	15	17	19	100	0	15	10	22	27
Female	84	87	78	84	84	86	82	88	88	85	83	81	0	100	85	90	78	73
Race																		
White	84	87	70	78	81	82	88	88	86	78	80	85	81	83	100	0	0	0
Black	7	5	11	5	7	8	6	7	3	7	9	8	4	7	0	100	0	0
Hispanic	6	4	15	13	6	6	4	3	9	10	6	4	9	6	0	0	100	0
Other	4	3	4	3	7	3	3	3	3	4	6	4	6	3	0	0	0	100
Highest Degree Earned																		
Bachelor's - Education	29	37	3	41	18	27	25	30	44	28	23	25	17	31	30	21	32	25
Bachelor's - Other	15	7	61	35	16	9	11	4	24	17	18	11	28	18	17	21	30	22
Master's - Education	43	46	14	17	45	49	52	50	24	42	43	47	30	40	40	38	19	38
Master's - Other	12	9	19	7	17	15	10	11	7	12	14	13	23	10	11	12	16	16
Doctorate - Education	1	1	1	0	1	1	1	3	0	1	0	2	1	1	1	5	2	0
Other Advanced Degree	0	0	1	0	2	0	0	0	0	0	1	0	1	0	0	3	2	0
Teaching Experience (years)																		
1-5	26	23	65	100	0	0	0	0	84	30	14	8	35	35	32	29	58	27
6-9	16	15	20	0	100	0	0	0	16	32	11	6	16	16	16	19	14	30
10-14	16	17	8	0	0	100	0	0	0	30	22	9	14	15	15	20	10	15
15-24	23	26	4	0	0	0	100	0	0	7	46	30	23	19	21	17	13	15
25+	17	19	3	0	0	0	0	100	0	0	7	47	12	16	16	15	7	12
Grade Level Taught																		
PK-4	48	53	34	50	50	41	49	55	47	48	45	49	17	53	47	38	52	52
5-8	26	26	44	35	24	26	29	23	28	29	31	26	37	29	30	28	27	18
9-12	27	24	30	19	30	33	25	22	24	24	28	25	51	20	25	33	20	30
Community Teach In																		
Rural	23	23	17	16	15	19	29	28	19	20	23	27	20	22	24	17	10	15
Town	19	20	20	19	17	20	17	26	14	18	16	22	13	21	20	3	19	15
City	31	31	39	40	36	29	27	26	41	31	33	29	35	32	28	59	56	45
Suburb	26	27	24	25	32	32	26	20	25	31	28	21	31	25	28	20	16	24

A2. Routes to and Components of Teacher Preparation by Preparation Route, Years of Experience, Age, Gender and Race

Preparation Program Type	Preparation Route		Years of Experience					Age			Gender		Race					
	All	Traditional Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other	
			%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Traditional college-based <i>undergraduate</i> teacher program	65	80	0	51	50	67	75	82	64	58	64	66	48	63	66	46	37	48
Traditional college-based <i>graduate</i> teacher program	18	20	0	9	21	21	20	13	11	17	16	21	18	15	16	15	11	27
Alternative school-based program administered by a college	8	0	54	15	15	9	2	2	7	10	10	7	16	12	10	19	21	12
Alternative school-based program administered by a school district	3	0	18	9	9	1	1	1	5	5	3	3	8	4	3	5	16	3
Alternative program but don't know who it was administered by	5	0	28	15	4	2	0	1	12	9	5	2	8	6	5	15	16	9
Not sure	1	0	0	1	1	0	0	1	0	1	1	0	1	1	1	0	0	0
Education Courses Taken (credit hours)																		
None	2	1	12	6	4	1	1	0	8	3	1	2	3	4	3	2	6	3
1-6	2	1	6	5	1	1	0	0	3	3	1	0	3	2	2	2	3	3
7-12	2	1	15	5	4	0	2	1	5	3	2	2	7	4	4	2	11	0
13-18	2	2	5	3	1	1	4	1	3	1	4	2	4	2	2	2	5	3
19-24	3	3	6	3	4	1	2	5	3	2	5	2	3	3	3	3	5	6
25-30	5	5	7	7	6	6	3	7	7	6	3	7	9	5	6	3	5	3
31-40	9	8	4	6	8	11	7	6	9	8	7	8	12	6	7	10	3	9
41-50	5	5	3	4	6	4	5	5	4	5	7	4	5	5	5	3	3	0
50+	39	41	20	31	36	39	39	44	29	41	39	39	31	36	35	42	33	45
Don't remember	31	34	22	28	30	35	35	31	29	29	32	34	23	33	32	31	25	27
Proportion of Preparation Program Online																		
None	77	82	40	52	71	82	94	95	57	71	84	87	63	74	75	68	60	67
1-25 percent	18	16	26	37	23	17	6	3	34	24	13	10	23	18	18	20	32	21
26-50 percent	2	1	6	5	4	1	0	1	4	3	1	1	5	2	2	5	3	6
51-75 percent	1	1	2	2	1	1	0	1	2	0	1	1	1	1	1	0	2	3
76-99 percent	0	0	6	4	1	0	0	0	2	0	0	0	1	1	1	0	2	0
100 percent	1	1	20	0	0	0	0	0	2	1	1	1	5	4	4	7	2	3

A3. Subjects Taught by Preparation Route, Years of Experience, Age, Gender and Race

Subjects Taught	Preparation Route		Years of Experience					Age			Gender		Race				
	Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
			%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
All	44	22	17	11	10	9	8	6	5	5	6	5	4	4	3	3	12
General elementary	48	29	44	47	41	45	47	44	39	45	25	46	43	33	44	48	
English/Language arts	21	22	20	25	25	20	21	24	20	20	20	21	21	27	11	33	
Mathematics	16	29	30	17	12	12	14	26	17	13	24	18	16	23	30	30	
Social studies/Social science	10	16	13	13	11	10	7	9	16	6	21	10	10	20	9	18	
Reading	11	9	11	10	13	13	10	11	10	6	3	12	9	17	12	12	
Kindergarten	9	5	7	6	11	13	15	4	10	11	0	11	10	5	6	3	
General or other science	8	13	13	8	7	7	4	9	12	5	12	8	8	13	5	18	
Special education, general	5	11	7	9	8	6	2	6	6	5	3	7	7	7	5	9	
History	5	9	6	6	8	5	3	6	7	3	16	4	6	2	3	15	
English as a second language	5	6	7	6	4	6	4	6	7	4	3	6	5	3	9	9	
Biology/Life science	4	6	5	2	3	5	5	4	3	5	9	3	4	3	6	6	
Gifted	4	5	4	5	6	5	3	5	5	4	5	4	4	5	5	3	
Art/Music	4	3	3	3	2	6	6	4	2	6	4	4	4	2	5	12	
Basic skills and remedial education	3	0	2	1	3	5	5	2	2	4	1	3	3	2	0	9	
Physical science	3	5	4	3	3	3	3	5	2	3	8	2	3	3	2	6	
Specific learning disabilities	3	3	3	6	3	3	1	5	2	2	1	4	3	3	3	0	
Emotionally disturbed	2	2	3	3	3	2	1	4	2	2	0	3	3	5	2	0	
Geology/Earth science/Space science	2	4	4	3	3	1	2	4	2	2	3	2	3	2	3	3	
Chemistry	2	3	2	1	3	4	1	3	0	1	6	2	2	3	3	3	
Bilingual education	2	1	5	3	3	2	2	1	4	3	3	3	1	0	30	3	
Spanish	2	1	2	1	3	1	2	1	3	2	1	2	1	2	17	0	
Speech/Language impaired	1	2	2	2	2	1	0	3	0	0	1	2	1	2	3	0	
Physics	1	3	2	1	2	1	1	3	0	0	5	1	2	0	3	3	
Computer science	1	2	2	1	1	1	1	2	0	1	3	1	1	2	2	6	
Physical education/Health	1	1	1	2	1	2	1	1	1	2	3	1	1	2	3	3	
Dance/Drama/Theater	1	2	1	1	1	1	1	1	0	1	0	1	0	3	3	0	

A3. Subjects Taught by Preparation Route, Years of Experience, Age, Gender and Race (cont.)

Subjects Taught	Preparation Route		Years of Experience					Age			Gender		Race				
	Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
			%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
All	1	1	1	1	1	1	0	2	0	0	1	1	1	1	0	2	0
%	1	1	1	1	1	0	2	0	0	1	1	1	1	1	0	2	0
Orthopedically impaired	1	1	1	1	1	0	0	0	0	1	1	0	0	0	2	0	0
Mentally retarded	1	1	2	3	1	0	0	2	1	1	0	1	1	1	2	2	0
Journalism	1	1	1	1	0	1	0	2	1	1	1	0	1	1	0	0	0
Mildly handicapped	1	0	0	1	2	1	0	1	0	1	1	0	1	0	0	0	0
All others	1	2	1	1	1	1	1	1	0	1	2	1	1	1	2	5	0
Visually handicapped	1	1	1	1	1	0	2	0	1	0	1	1	1	1	2	0	0
American Indian/Native American studies	1	0	0	0	0	1	1	0	0	1	1	0	0	2	0	0	0
Deaf or hard-of-hearing	1	0	1	1	1	0	2	0	1	0	0	1	1	2	2	0	0
Other special education	1	0	0	1	1	0	1	0	0	1	0	0	0	0	2	0	0
Severely handicapped	0	1	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0
Business, marketing	0	1	0	1	1	1	0	0	0	1	1	0	0	2	2	0	0
Trade and industry	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0
Other foreign language	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	3	0
Accounting	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Technical	0	0	1	0	0	0	1	1	0	0	1	0	0	0	2	0	0
Military science	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Home Economics	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Health occupations	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0
Philosophy/Religion	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Other vocational or technical education	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0

A4. Rating Teacher Preparation Programs by Preparation Route, Years of Experience, Age, Gender and Race

	Preparation Route		Years of Experience					Age			Gender		Race				
	Traditional/Alternative		1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Preparation Program Rating																	
Excellent	24	26	34	23	20	22	27	27	22	22	22	27	27	24	27	33	27
Very Good	41	41	43	39	41	35	45	41	42	40	40	41	42	42	44	38	30
Good	24	23	15	22	26	27	19	21	27	24	23	22	22	22	20	19	30
Okay	9	8	6	15	9	15	7	10	8	11	13	9	10	10	8	6	12
Poor	1	1	2	1	1	2	2	1	1	3	2	2	1	1	0	3	0
Length of Pre-teaching Courses																	
Too short	9	7	7	8	6	10	7	5	9	14	7	9	9	9	10	6	9
Too long	13	14	12	16	11	15	16	13	11	13	14	12	13	13	7	14	12
About right	74	75	76	71	79	71	73	77	77	69	73	74	74	74	81	68	67
Not applicable	4	2	5	5	4	3	4	4	3	4	5	4	3	2	2	11	12
Length of Classroom Teaching Experiences																	
Too short	33	37	28	30	36	38	24	35	30	40	29	35	36	24	19	36	
Too long	1	2	2	3	1	1	3	1	1	2	1	2	1	0	0	9	
About right	61	60	63	59	57	60	68	57	63	54	63	59	58	74	67	48	
Not applicable	4	1	8	8	6	1	4	6	7	4	7	5	5	2	14	6	
Would recommend program to others																	
Yes	88	89	92	87	91	89	91	91	90	84	86	89	89	88	89	91	
No	12	11	8	13	9	11	9	9	10	16	14	11	11	12	11	9	

A5. Effectiveness of Aspects of Teacher Preparation Program by Preparation Route, Years of Experience, Age, Gender and Race

	All	Preparation Route		Years of Experience					Age			Gender		Race				
		Traditional Alternative		1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Education courses before teaching in the program																		
Very Effective	25	27	29	30	22	30	25	23	22	25	28	25	18	28	23	52	42	30
Somewhat effective	57	58	41	55	52	57	58	51	58	58	57	52	57	53	57	40	37	55
Not very effective	11	12	8	6	16	9	13	18	10	9	10	15	10	11	12	0	6	6
Not at all effective	1	1	1	1	1	0	0	3	1	1	0	2	1	1	1	2	2	0
Not applicable	6	2	22	8	9	5	3	5	10	7	4	5	14	6	6	7	13	9
Actual teaching part of the program																		
Very Effective	66	70	49	60	66	69	70	66	64	62	69	66	59	66	66	75	52	61
Somewhat effective	26	25	28	27	26	26	25	27	24	30	24	26	33	25	26	19	27	30
Not very effective	3	2	8	4	3	1	3	3	5	3	2	4	4	3	3	3	6	3
Not at all effective	1	1	2	2	1	0	0	2	1	2	0	1	0	1	1	2	0	0
Not applicable	4	2	13	8	5	4	2	3	6	4	5	4	4	5	4	2	15	6
Education courses taken after beginning teaching																		
Very Effective	34	35	31	31	35	37	34	38	27	32	35	38	23	36	33	43	40	21
Somewhat effective	49	49	39	39	50	51	55	46	44	48	52	49	46	47	48	50	39	33
Not very effective	7	6	10	9	7	4	4	9	9	8	7	5	14	6	6	5	8	21
Not at all effective	1	1	1	2	1	0	1	1	2	1	1	1	3	1	1	0	0	3
Not applicable	10	9	19	19	8	8	7	5	18	11	5	8	15	11	11	2	13	21
Group study seminars/meetings																		
Very Effective	20	20	22	20	18	23	21	20	15	20	22	22	17	21	18	31	34	21
Somewhat effective	50	50	36	46	49	57	47	47	51	50	51	47	40	49	50	42	44	39
Not very effective	15	16	15	19	20	9	18	9	19	18	14	12	23	14	15	12	16	21
Not at all effective	2	2	3	3	3	1	2	1	2	2	2	3	3	2	2	2	2	6
Not applicable	12	12	24	13	11	9	12	23	13	10	11	15	18	14	15	14	5	12

A5. Effectiveness of Aspects of Teacher Preparation Program by Preparation Route, Years of Experience, Age, Gender and Race (cont.)

	All	Preparation Route		Years of Experience										Age			Gender		Race			
		Traditional Alternative		1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other				
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%				
Keeping portfolios, journals																						
Very Effective	14	14	20	16	19	15	10	13	11	16	16	13	14	16	12	31	26	12				
Somewhat effective	34	35	32	38	34	34	34	28	42	38	30	29	28	35	35	22	39	33				
Not very effective	29	29	23	28	30	32	26	26	32	30	29	27	30	28	29	28	21	30				
Not at all effective	11	10	8	8	12	9	14	8	10	11	11	9	15	9	10	9	6	12				
Not applicable	12	12	16	9	6	9	16	25	6	5	14	22	14	13	13	10	8	12				
Discussions with fellow teachers																						
Very Effective	75	75	73	71	69	82	78	74	69	78	77	75	72	76	76	75	75	63				
Somewhat effective	22	22	23	24	29	14	21	22	26	20	21	22	23	21	21	24	22	31				
Not very effective	2	2	2	3	1	3	0	2	2	1	2	3	2	2	2	2	2	6				
Not at all effective	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0				
Not applicable	1	1	2	2	1	1	0	1	2	0	1	1	3	1	1	0	2	0				
Learning materials provided by instructors																						
Very Effective	31	31	39	34	30	40	30	23	27	35	35	26	32	33	29	53	43	33				
Somewhat effective	57	57	46	56	54	50	56	60	56	55	55	57	52	55	57	44	46	52				
Not very effective	11	11	10	8	15	9	11	14	13	9	9	15	14	11	12	2	8	15				
Not at all effective	1	1	3	1	1	0	2	1	2	1	0	2	1	1	1	0	2	0				
Not applicable	1	0	2	1	0	1	1	1	2	0	1	1	2	1	1	2	2	0				
Knowledge and backgrounds of instructors																						
Very Effective	36	36	44	41	30	40	39	33	29	42	39	37	39	38	36	51	52	39				
Somewhat effective	48	48	39	43	48	45	46	50	51	43	49	45	42	46	46	41	37	42				
Not very effective	13	13	10	11	17	13	10	13	13	14	9	14	14	12	14	3	10	18				
Not at all effective	2	2	2	2	3	1	3	1	3	0	1	2	2	2	2	3	0	0				
Not applicable	2	1	5	3	2	1	1	4	4	1	2	2	3	2	2	2	2	0				
Practical experiences of instructors																						
Very Effective	50	50	56	52	43	58	53	48	40	54	56	51	55	50	51	62	49	33				
Somewhat effective	39	41	31	38	43	36	39	38	45	41	37	34	34	39	38	31	40	58				
Not very effective	8	7	7	7	9	5	6	10	11	5	4	11	5	8	8	5	10	3				
Not at all effective	1	1	3	1	3	0	1	0	1	0	1	1	1	1	1	0	0	3				
Not applicable	1	1	4	1	3	1	0	3	3	0	2	2	3	2	2	2	2	3				

A5. Effectiveness of Aspects of Teacher Preparation Program by Preparation Route, Years of Experience, Age, Gender and Race (cont.)

	All	Preparation Route		Years of Experience					Age			Gender		Race				
		Traditional Alternative		1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Assistance provided by instructors																		
Very Effective	37	38	40	41	32	42	39	35	32	37	40	37	35	39	36	49	44	39
Somewhat effective	50	52	39	45	53	50	49	50	51	52	49	47	49	49	51	37	44	48
Not very effective	10	8	13	11	10	7	9	8	12	8	11	10	9	10	10	10	10	9
Not at all effective	2	1	4	2	2	1	2	3	3	2	0	4	3	2	2	2	2	3
Not applicable	1	1	4	1	2	1	1	4	3	0	1	2	5	1	2	2	2	0
Assistance provided by mentors at the school																		
Very Effective	46	48	50	51	46	51	46	41	50	51	46	40	43	49	47	47	55	52
Somewhat effective	32	31	25	31	31	32	31	30	33	33	30	29	35	29	31	29	32	15
Not very effective	8	7	13	10	12	6	6	8	11	7	9	9	9	9	9	8	5	15
Not at all effective	3	2	4	3	4	1	2	2	3	4	2	3	3	3	2	7	3	12
Not applicable	11	11	8	5	7	10	14	19	4	5	13	19	11	10	11	8	5	6
Working with other school district staff																		
Very Effective	44	43	43	46	41	46	38	40	45	50	42	40	33	45	44	36	52	44
Somewhat effective	36	38	34	35	35	34	43	37	35	35	40	36	43	35	36	41	37	31
Not very effective	9	9	9	9	13	10	9	5	10	7	10	10	11	9	9	8	3	13
Not at all effective	2	1	3	2	1	1	3	1	2	1	1	2	5	1	2	5	0	0
Not applicable	9	9	11	8	10	9	6	16	8	6	7	12	8	10	9	10	8	13
Working with college faculty in the school where I was teaching																		
Very Effective	16	17	16	18	16	21	16	10	15	23	14	10	13	17	15	22	27	21
Somewhat effective	32	34	15	30	26	27	32	34	35	30	26	31	26	30	30	31	26	27
Not very effective	17	17	9	10	16	17	20	17	13	12	24	14	16	14	16	14	13	12
Not at all effective	3	3	3	2	1	3	4	4	2	1	3	5	5	2	3	2	2	3
Not applicable	33	30	57	39	42	32	28	35	34	34	32	39	40	35	36	31	32	36

A5. Effectiveness of Aspects of Teacher Preparation Program by Preparation Route, Years of Experience, Age, Gender and Race (cont.)

	Preparation Route		Years of Experience					Age			Gender		Race				
	Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
All																	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
On-going assessments of my progress in the program	25	26	30	23	29	23	26	26	26	23	24	22	27	24	47	36	13
Very Effective	46	47	46	46	40	45	47	49	40	43	44	45	45	46	34	43	35
Somewhat effective	17	16	13	15	22	19	15	13	25	18	19	16	16	17	12	13	35
Not very effective	3	3	3	5	2	5	5	3	3	2	6	3	3	4	3	0	3
Not at all effective	9	9	7	11	7	9	8	9	9	11	10	8	8	9	3	8	13
Not applicable																	
Lectures/learning sessions with experts in particular areas of teaching																	
	27	28	30	28	28	27	30	23	30	33	26	24	29	26	46	42	31
Very Effective	50	49	49	47	45	50	45	50	50	44	51	50	47	50	36	42	41
Somewhat effective	12	13	9	16	15	14	11	13	13	12	11	10	13	13	5	3	9
Not very effective	3	3	4	1	3	5	5	4	2	5	4	5	3	3	2	5	13
Not at all effective	8	7	8	8	9	5	9	10	6	5	8	10	8	8	12	8	6
Not applicable																	

A7. Valuable Criteria in Developing Competence to Teach by Preparation Route, Years of Experience, Age, Gender and Race

	Preparation Route		Years of Experience					Age			Gender		Race				
	All	Traditional	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Education methods courses																	
Very valuable	35	39	36	34	36	34	44	30	38	41	37	23	39	34	58	54	25
Somewhat valuable	50	49	53	50	47	52	39	55	52	45	47	57	48	51	37	44	56
Not very valuable	12	10	9	12	16	10	12	13	8	11	12	16	10	12	2	0	16
Not at all valuable	2	2	0	3	1	3	3	1	1	3	4	3	2	2	3	0	3
Not sure	1	0	2	1	1	0	1	2	1	0	0	1	1	1	0	2	0
Clinical/field-based experiences																	
Very valuable	83	87	82	82	87	86	83	84	85	86	77	71	85	85	75	70	75
Somewhat valuable	15	11	16	16	12	13	14	14	14	13	19	27	13	13	19	27	25
Not very valuable	1	1	1	1	1	1	1	1	0	1	2	1	1	1	2	3	0
Not at all valuable	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Not sure	1	1	1	1	0	0	2	1	0	1	1	2	1	1	5	0	0
Courses in subjects to be taught																	
Very valuable	64	64	64	66	71	62	61	65	64	67	63	59	65	63	76	68	75
Somewhat valuable	32	32	33	29	27	34	36	31	32	32	32	33	32	33	24	30	19
Not very valuable	4	3	3	5	2	3	3	5	3	1	4	7	3	4	0	2	6
Not at all valuable	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Not sure	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Professional development activities																	
Very valuable	45	46	47	45	43	43	50	44	47	43	46	32	50	45	64	59	41
Somewhat valuable	45	44	45	45	47	45	41	45	45	47	42	48	43	45	27	40	44
Not very valuable	9	8	8	9	9	10	6	10	7	9	10	16	7	9	8	2	13
Not at all valuable	1	1	1	1	0	1	3	1	1	1	2	3	1	1	0	0	3
Not sure	0	1	0	0	1	0	1	0	0	1	1	0	1	1	0	0	0

A7. Valuable Criteria in Developing Competence to Teach by Preparation Route, Years of Experience, Age, Gender and Race (cont.)

	All	Preparation Route		Years of Experience										Age		Gender		Race			
		Traditional Alternative		1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other			
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%			
Other teachers/colleagues																					
Very valuable	76	77	73	79	74	74	74	77	75	80	74	73	68	77	77	68	76	78			
Somewhat valuable	22	21	26	19	23	24	22	21	23	18	22	25	27	21	21	29	21	19			
Not very valuable	2	2	2	1	3	1	3	1	2	2	3	2	4	2	2	3	3	0			
Not at all valuable	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Not sure	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	3			
Studying on one's own																					
Very valuable	32	31	38	32	33	36	26	41	27	31	35	36	34	32	30	47	44	34			
Somewhat valuable	47	46	44	48	43	41	52	39	49	46	47	43	46	46	48	34	41	41			
Not very valuable	18	19	16	17	21	21	20	15	20	19	18	16	17	19	19	17	13	22			
Not at all valuable	2	2	1	2	2	3	1	2	4	2	0	3	3	2	2	0	0	0			
Not sure	1	1	1	1	2	0	1	3	1	1	1	2	1	1	1	2	2	3			
One's own teaching experiences																					
Very valuable	83	85	80	83	85	80	82	88	84	83	85	82	78	84	85	76	79	88			
Somewhat valuable	16	14	19	16	14	18	16	10	14	17	14	16	21	14	14	24	19	9			
Not very valuable	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	2	0			
Not at all valuable	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0			
Not sure	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	3			
The college of education faculty																					
Very valuable	22	25	19	24	20	22	22	28	19	26	23	22	16	24	20	42	37	16			
Somewhat valuable	53	53	44	52	51	54	52	48	54	54	48	49	44	52	54	36	41	48			
Not very valuable	18	17	20	15	18	18	20	18	17	13	22	21	28	16	19	10	16	23			
Not at all valuable	3	2	4	1	4	1	4	3	3	1	3	4	5	2	2	5	0	6			
Not sure	4	3	13	7	7	4	4	2	7	6	4	4	7	5	5	7	6	6			
The faculty in one's subject area major																					
Very valuable	38	38	39	36	35	40	39	45	34	33	40	44	35	39	36	59	45	38			
Somewhat valuable	46	47	39	44	45	48	48	42	44	49	47	44	45	46	47	29	40	47			
Not very valuable	11	10	12	12	11	9	9	10	13	11	8	10	10	11	11	9	11	3			
Not at all valuable	2	1	2	1	4	1	1	0	3	1	1	0	3	1	1	2	0	6			
Not sure	4	3	7	7	5	3	2	2	5	5	4	3	7	4	4	2	3	6			

A8. Helpfulness of Support in Developing Competence to Teach by Preparation Route, Years of Experience, Age, Gender and Race

	All	Preparation Route		Years of Experience						Age			Gender		Race			
		Traditional	Alternative	1-5	6-9	10-14	15-19	20-24	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
				%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Mentor teacher																		
Very helpful	55	57	53	57	54	62	56	49	56	61	56	48	56	56	54	56	69	59
Somewhat helpful	20	20	22	25	21	18	18	12	28	23	19	14	18	21	21	21	19	9
Not very helpful	8	7	13	9	12	6	8	6	9	8	9	8	11	8	9	7	5	16
Not at all helpful	3	3	6	4	7	5	2	1	4	5	4	3	3	4	4	3	3	6
No support provided	14	13	6	4	6	8	16	31	3	4	11	26	12	11	12	10	3	9
School principal																		
Very helpful	26	26	20	29	20	25	23	26	23	26	29	21	22	25	24	25	29	13
Somewhat helpful	41	41	39	36	42	40	44	39	40	43	42	40	44	40	42	40	45	31
Not very helpful	22	22	24	24	21	23	26	17	25	21	22	21	21	23	23	23	15	28
Not at all helpful	7	7	8	6	12	8	3	10	9	7	4	9	8	7	7	8	8	22
No support provided	4	4	9	4	6	5	3	7	3	3	3	8	4	5	5	8	3	6
Other school personnel																		
Very helpful	47	47	44	54	40	46	48	41	51	51	51	39	45	47	47	47	47	53
Somewhat helpful	42	42	46	38	46	41	45	45	41	39	39	48	46	41	42	41	40	34
Not very helpful	7	7	4	5	6	8	6	8	6	8	5	7	5	7	7	7	10	6
Not at all helpful	1	1	3	1	3	1	0	2	1	1	1	2	1	1	1	1	2	3
No support provided	3	3	4	1	5	4	2	5	2	1	4	4	2	4	3	3	2	3
College/university personnel																		
Very helpful	17	19	16	22	17	16	14	18	21	19	16	13	16	18	16	18	31	6
Somewhat helpful	47	48	32	42	44	58	45	39	43	50	45	41	40	45	45	40	42	50
Not very helpful	24	22	23	17	22	17	28	29	20	16	27	30	27	22	24	21	18	19
Not at all helpful	4	4	3	3	6	3	4	3	4	4	3	4	5	4	4	0	3	9
No support provided	9	6	25	16	11	6	8	10	12	10	9	12	13	11	11	12	6	16

A8. Helpfulness of Support in Developing Competence to Teach by Preparation Route, Years of Experience, Age, Gender and Race (cont)

	All	Preparation Route		Years of Experience						Age			Gender		Race			
		Traditional Alternative		1-5	6-9	10-14	15-29	20-24	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
State agency personnel																		
Very helpful	2	1	4	3	1	3	1	0	1	3	3	1	3	2	2	5	6	0
Somewhat helpful	13	13	13	15	12	19	10	11	10	16	12	14	12	13	12	22	23	19
Not very helpful	26	26	24	27	18	20	29	29	25	23	30	26	29	25	26	29	27	22
Not at all helpful	15	16	11	12	16	17	19	11	19	12	15	14	16	15	16	10	15	9
No support provided	44	43	48	44	52	41	41	49	44	46	40	45	39	45	45	33	29	50
Public/Private agency personnel, e.g. Teach for America, Troops to Teachers																		
Very helpful	3	1	11	7	2	2	1	1	7	2	3	2	7	3	3	5	8	13
Somewhat helpful	7	6	13	11	5	7	6	4	8	10	7	5	8	8	7	16	16	6
Not very helpful	12	13	10	14	7	11	13	14	14	11	11	12	13	12	12	10	19	3
Not at all helpful	6	7	2	5	3	6	10	4	7	4	7	6	5	6	6	0	10	6
No support provided	73	73	64	63	83	74	71	76	65	73	73	75	67	71	73	69	47	72

A9. Measurements to Determine Qualification of Teachers by Preparation Route, Years of Experience, Age, Gender and Race

	All	Preparation Route		Years of Experience					Age			Gender		Race				
		Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
Academic progress of students measured by standardized test scores	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Strongly agree	6	5	9	7	5	5	3	7	7	6	4	7	6	5	10	15	9	
Somewhat agree	42	42	49	50	41	36	47	39	41	46	42	47	43	43	43	53	41	
Somewhat disagree	27	27	26	26	27	33	26	23	30	24	25	25	28	27	24	19	25	
Strongly disagree	25	24	16	17	27	23	24	30	22	23	27	22	23	24	22	13	25	
Not sure	1	1	0	0	0	2	1	1	0	1	1	0	1	1	0	0	0	
Being fully certified by the state to teach																		
Strongly agree	50	52	44	52	53	51	44	52	52	55	46	40	51	49	59	62	44	
Somewhat agree	37	37	37	35	29	38	44	37	32	32	39	40	36	37	33	26	38	
Somewhat disagree	10	8	14	10	12	8	8	10	12	10	10	14	9	11	7	7	13	
Strongly disagree	3	3	6	3	5	3	4	1	4	3	4	6	3	3	2	5	6	
Not sure	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	
Evaluation by administrator that includes direct classroom observation																		
Strongly agree	49	50	47	57	49	51	44	41	61	55	49	43	51	52	43	48	34	
Somewhat agree	42	42	43	38	39	39	48	48	33	39	40	47	41	40	48	45	53	
Somewhat disagree	6	5	7	4	8	7	5	8	5	4	9	6	6	6	7	2	6	
Strongly disagree	2	2	3	1	3	2	2	3	1	1	2	4	2	2	2	5	6	
Not sure	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	
Evaluation by peers that includes direct classroom observation																		
Strongly agree	39	37	48	43	34	41	36	35	35	44	39	45	39	40	36	42	44	
Somewhat agree	42	43	39	44	41	38	45	43	45	42	40	41	42	42	45	42	34	
Somewhat disagree	12	12	11	10	19	16	10	7	15	11	12	8	12	11	14	10	9	
Strongly disagree	6	6	2	2	6	4	6	12	4	3	6	5	5	5	5	3	9	
Not sure	1	2	0	1	0	1	2	3	1	0	3	1	2	1	0	3	3	

A9. Measurements to Determine Qualification of Teachers by Preparation Route, Years of Experience, Age, Gender and Race (cont)

	All	Preparation Route		Years of Experience					Age					Gender		Race			
		Traditional Alternative		1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Experience—length of time teaching K-12																			
Strongly agree	33	35	23	23	29	35	39	45	20	33	34	42	25	34	32	34	39	31	
Somewhat agree	42	40	40	42	34	44	43	35	40	40	46	38	41	40	40	41	39	44	
Somewhat disagree	18	18	25	24	29	14	12	16	26	18	16	15	24	18	20	19	16	9	
Strongly disagree	8	7	12	11	8	7	5	4	13	9	4	5	10	7	8	5	6	13	
Not sure	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	3	
Level of education																			
Strongly agree	27	27	24	28	25	25	28	22	26	25	30	25	23	26	23	33	48	34	
Somewhat agree	55	54	58	57	54	54	50	61	55	55	52	59	54	56	58	54	39	50	
Somewhat disagree	15	15	15	13	17	17	18	13	17	15	16	13	18	14	16	9	11	6	
Strongly disagree	3	4	2	1	4	3	4	4	2	4	2	4	5	3	3	2	0	9	
Not sure	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	2	2	0	
National Board for Professional Teaching Standards certification																			
Strongly agree	18	18	21	24	19	15	17	13	20	19	21	15	18	19	16	19	42	22	
Somewhat agree	39	38	38	44	37	39	38	33	40	40	38	33	33	39	39	36	34	34	
Somewhat disagree	22	23	20	15	18	26	23	30	19	19	21	27	24	22	24	21	11	19	
Strongly disagree	12	11	10	6	13	12	14	15	6	13	10	16	14	10	11	14	6	13	
Not sure	10	9	12	12	13	8	8	9	14	9	9	9	12	10	10	10	6	13	
Passing a test of proficiency in teaching skills																			
Strongly agree	20	21	27	29	19	20	18	14	24	22	22	16	19	23	20	40	31	16	
Somewhat agree	49	48	49	52	44	46	53	46	54	49	48	46	44	49	49	43	50	47	
Somewhat disagree	22	23	15	13	23	25	22	31	14	21	23	28	27	21	23	9	13	22	
Strongly disagree	7	6	8	5	12	7	5	7	7	7	6	7	10	6	7	7	3	6	
Not sure	2	2	0	1	2	1	2	3	2	1	2	3	0	2	1	2	3	9	
Passing a test of subject matter proficiency																			
Strongly agree	29	27	41	35	27	27	28	26	32	27	32	28	37	29	27	52	39	31	
Somewhat agree	49	49	44	52	46	48	52	42	53	49	45	47	41	50	50	33	48	44	
Somewhat disagree	15	16	11	10	17	16	12	24	10	17	15	18	16	15	16	7	11	16	
Strongly disagree	6	6	4	2	9	7	5	6	4	6	7	5	6	5	6	7	0	3	
Not sure	1	1	0	1	1	2	1	2	1	1	1	2	0	1	1	2	2	6	

A9. Measurements to Determine Qualification of Teachers by Preparation Route, Years of Experience, Age, Gender and Race (cont.)

	All	Preparation Route		Years of Experience						Age			Gender		Race			
		Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
				%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Completion of a teacher preparation program																		
Strongly agree	52	57	39	57	47	45	52	63	58	50	52	53	38	56	53	60	53	50
Somewhat agree	39	36	46	34	43	48	42	27	32	41	41	38	45	37	38	34	40	38
Somewhat disagree	7	5	11	5	9	5	6	7	7	7	6	7	16	5	7	3	3	9
Strongly disagree	1	1	3	2	1	1	0	3	3	1	0	2	2	1	1	2	2	3
Not sure	1	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	2	0
Portfolio of exemplary practices																		
Strongly agree	19	18	24	19	18	20	18	17	19	21	20	14	15	20	19	14	27	16
Somewhat agree	44	45	38	48	41	39	44	43	43	44	41	44	36	44	44	43	44	31
Somewhat disagree	26	26	27	26	32	27	24	24	31	29	24	26	36	24	27	26	26	31
Strongly disagree	8	8	7	4	6	10	11	10	5	5	10	11	10	7	8	14	0	6
Not sure	4	4	4	3	3	4	4	6	1	3	5	5	3	4	3	3	3	16
Video of teacher's classroom performance																		
Strongly agree	17	16	22	15	17	19	16	15	13	21	15	16	18	17	16	19	23	22
Somewhat agree	44	44	40	48	39	37	46	39	46	41	44	39	46	42	44	33	39	31
Somewhat disagree	26	27	25	26	32	27	24	31	27	29	26	27	25	27	27	29	25	22
Strongly disagree	10	9	10	8	9	11	12	11	11	7	10	13	8	10	9	12	10	9
Not sure	4	4	4	4	3	6	2	4	3	2	5	5	3	4	3	7	3	16

A10. Ways to Strengthen the Teaching Profession by Preparation Route, Years of Experience, Age, Gender and Race

	All	Preparation Route		Years of Experience					Age			Gender		Race				
		Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Pay teachers based on job performance	16	15	28	20	17	15	16	11	21	17	15	12	17	18	17	19	17	19
Strongly agree	43	43	43	49	39	37	46	40	45	43	40	45	40	44	45	29	32	53
Somewhat agree	19	18	16	16	21	24	16	16	17	19	22	16	19	17	17	20	27	13
Somewhat disagree	21	21	12	14	20	22	18	29	15	19	21	24	20	18	19	27	19	16
Strongly disagree	2	3	1	2	3	2	4	4	1	3	3	3	3	3	2	5	5	0
Pay teachers based on seniority																		
Strongly agree	19	21	9	12	10	22	23	31	10	17	22	24	18	17	18	20	19	13
Somewhat agree	46	46	39	42	41	47	49	48	42	46	48	47	42	46	46	42	33	47
Somewhat disagree	20	19	33	25	25	19	17	12	26	19	17	19	24	22	22	14	24	22
Strongly disagree	13	13	17	20	20	11	8	7	21	16	11	9	15	13	13	19	22	19
Not sure	2	2	2	1	3	1	3	1	1	2	2	2	1	2	1	5	2	0
Pay teachers based on level of education																		
Strongly agree	32	33	25	27	32	32	33	37	27	33	31	32	32	32	30	52	32	28
Somewhat agree	49	48	51	49	47	50	51	43	49	47	51	50	47	49	50	33	43	53
Somewhat disagree	12	12	18	15	15	14	10	14	14	13	11	14	17	13	13	10	17	16
Strongly disagree	5	5	5	8	5	3	6	6	8	6	5	3	4	6	5	0	8	3
Not sure	1	1	1	2	2	1	1	1	2	1	2	0	1	1	1	5	0	0
Pay people more to teach in high-needs schools																		
Strongly agree	14	13	22	18	15	13	15	9	12	16	17	14	21	14	13	15	32	38
Somewhat agree	36	36	45	41	41	38	34	32	43	37	32	39	43	37	38	44	32	34
Somewhat disagree	24	24	17	20	18	26	24	28	23	22	25	22	20	23	24	19	16	22
Strongly disagree	22	23	13	17	23	18	24	27	19	21	24	20	16	22	22	20	17	6
Not sure	3	4	3	4	3	4	4	3	3	3	3	4	1	4	3	2	3	0

A10. Ways to Strengthen the Teaching Profession by Preparation Route, Years of Experience, Age, Gender and Race (cont.)

	All	Preparation Route		Years of Experience					Age			Gender		Race				
		Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
Pay people more to teach high demand subjects																		
Strongly agree	12	11	27	23	17	9	8	7	16	18	12	11	30	12	13	16	29	31
Somewhat agree	28	27	37	34	32	27	29	22	31	27	26	31	32	28	27	40	33	31
Somewhat disagree	30	30	22	25	20	35	29	35	32	26	29	30	18	30	31	21	19	25
Strongly disagree	28	30	13	16	30	28	34	33	19	28	33	26	18	28	28	24	19	13
Not sure	2	2	1	3	1	1	0	3	2	1	1	2	1	2	2	0	0	0
Have career ladders to afford upward mobility																		
Strongly agree	28	27	40	32	34	24	27	26	25	32	27	30	38	29	28	40	44	31
Somewhat agree	49	48	48	47	53	55	46	42	53	49	48	43	47	48	50	45	37	38
Somewhat disagree	8	10	5	11	3	10	8	11	12	5	8	12	5	9	9	5	6	13
Strongly disagree	6	7	1	4	1	5	8	11	3	4	8	8	3	6	6	5	3	3
Not sure	9	9	6	7	8	7	10	10	7	9	10	8	8	8	8	5	10	16
Introduce a national proficiency exam for entry into teaching																		
Strongly agree	16	15	21	17	19	15	13	14	15	17	19	14	18	16	16	14	18	31
Somewhat agree	39	38	40	41	39	35	41	35	42	37	32	41	47	37	39	29	39	28
Somewhat disagree	20	21	18	21	17	29	20	19	22	20	24	18	12	21	20	22	23	13
Strongly disagree	19	20	16	15	19	17	18	26	15	19	15	24	18	19	18	28	16	25
Not sure	7	7	5	7	6	4	8	6	7	6	10	4	5	7	6	7	5	3
Give individuals more autonomy in determining what and how they teach																		
Strongly agree	34	34	36	32	36	34	32	36	32	36	30	34	42	33	33	41	32	50
Somewhat agree	44	44	44	47	43	48	38	44	48	43	42	47	38	45	45	38	44	38
Somewhat disagree	16	16	16	14	17	15	20	16	14	18	19	14	14	17	17	16	13	13
Strongly disagree	3	3	3	4	1	1	5	4	2	2	3	4	4	3	3	2	6	0
Not sure	3	3	1	3	3	2	5	1	3	2	6	1	2	3	3	3	5	0
Give teachers greater participation in decision-making at district level																		
Strongly agree	65	65	64	62	62	75	63	69	58	69	64	65	62	65	63	66	70	69
Somewhat agree	32	33	32	36	34	23	34	30	39	29	34	32	31	33	33	32	29	31
Somewhat disagree	2	1	3	1	3	2	2	1	2	2	1	2	3	1	2	2	0	0
Strongly disagree	0	0	0	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0
Not sure	1	1	1	1	2	0	1	0	1	1	0	0	3	1	1	0	2	0

A10. Ways to Strengthen the Teaching Profession by Preparation Route, Years of Experience, Age, Gender and Race (cont.)

	All	Preparation Route		Years of Experience					Age			Gender		Race				
		Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
Give teachers greater participation in decision-making at school-building level																		
Strongly agree	72	69	71	77	67	74	71	74	67	74	71	74	67	72	76	70	72	
Somewhat agree	26	29	28	22	31	24	27	25	27	24	27	25	27	26	19	30	22	
Somewhat disagree	1	1	3	0	2	1	2	1	3	1	2	1	3	1	3	0	3	
Strongly disagree	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0	
Not sure	1	0	1	0	1	2	0	0	2	0	0	0	2	1	2	0	3	
Get rid of tenure for teachers																		
Strongly agree	12	23	12	9	16	15	14	12	16	15	9	11	16	14	4	19	13	
Somewhat agree	21	28	12	17	31	18	22	18	18	18	22	18	18	23	14	29	22	
Somewhat disagree	25	24	26	26	21	25	27	26	28	24	27	26	28	24	21	21	25	
Strongly disagree	38	39	43	46	25	34	39	42	36	34	39	42	36	34	58	26	38	
Not sure	5	6	5	3	7	8	3	3	3	3	3	3	3	5	4	5	3	
Get rid of the teachers' unions																		
Strongly agree	8	13	9	10	10	6	9	9	13	6	9	9	13	10	2	10	6	
Somewhat agree	11	14	8	9	12	10	15	9	10	10	15	9	10	11	0	13	22	
Somewhat disagree	21	27	26	15	23	23	22	19	18	23	22	19	18	23	22	29	19	
Strongly disagree	51	52	53	59	38	51	46	58	53	46	46	58	53	47	69	45	47	
Not sure	9	14	5	7	17	9	8	5	5	9	8	5	5	10	7	3	6	

A11. Proposals to Improve America's Educational System by Preparation Route, Years of Experience, Age, Gender and Race

	In favor of the proposal																	
	Preparation Route		Years of Experience				Age			Gender		Race						
	Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
All	47	43	59	50	44	42	49	41	48	43	47	50	58	45	45	50	65	65
Require public school students to pass standardized exams for grade promotion	65	64	67	71	59	66	62	59	72	68	57	61	69	64	64	61	75	69
Stricter requirements for high school graduation	11	12	25	18	12	15	15	6	16	14	15	8	21	13	13	12	24	25
Private, for-profit corporations contracted to operate schools	43	41	64	55	52	40	36	33	61	47	42	32	52	45	43	62	60	41
Expand the use of Charter Schools for children in low-performing public schools	50	44	78	54	50	55	50	44	37	54	54	53	74	48	49	68	60	53
Recruit individuals from other careers into teaching	26	21	48	31	29	23	21	23	20	26	28	31	42	25	24	34	50	34
Recruit individuals from other careers into school administration	89	89	92	93	90	92	88	83	97	89	90	83	92	90	91	76	79	97
Remove incompetent teachers regardless of seniority	32	31	52	47	33	25	31	26	44	34	32	30	36	36	37	16	37	41
Get rid of tenure for teachers	50	49	55	51	42	50	53	57	50	46	50	53	58	49	52	31	47	55
Recruit teachers from the top third of all students	10	10	17	16	8	9	10	8	14	10	13	9	13	11	10	7	27	13
Evaluate a teacher's effectiveness primarily on student achievement																		

A12. Career Aspect Satisfaction by Preparation Route, Years of Experience, Age, Gender and Race

	Preparation Route		Years of Experience					Age			Gender		Race				
	All	Traditional	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
General working conditions																	
Very satisfied	45	47	50	40	41	49	49	43	47	46	45	41	47	46	46	48	44
Somewhat satisfied	41	41	40	40	41	41	36	48	36	40	40	45	40	41	36	42	31
Somewhat dissatisfied	12	10	9	14	14	8	11	8	13	10	12	10	11	11	12	3	19
Very dissatisfied	3	2	4	1	6	3	1	4	4	4	2	3	3	2	7	6	6
Not sure	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Overall job satisfaction																	
Very satisfied	49	49	51	42	48	49	56	41	50	51	51	46	50	49	46	56	56
Somewhat satisfied	40	41	38	40	45	43	35	45	37	40	40	46	39	41	39	35	28
Somewhat dissatisfied	9	8	11	15	5	6	6	11	10	7	8	6	9	8	14	6	9
Very dissatisfied	2	2	2	3	2	1	2	3	3	2	1	1	2	2	2	2	6
Not sure	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Present curriculum																	
Very satisfied	33	33	30	27	32	37	37	30	29	36	36	25	34	32	37	39	19
Somewhat satisfied	48	49	54	45	49	48	48	43	51	54	46	52	48	49	37	44	63
Somewhat dissatisfied	16	15	13	23	16	13	12	23	16	8	14	16	15	15	22	10	13
Very dissatisfied	3	3	3	6	3	2	3	4	3	3	3	6	3	3	3	6	6
Not sure	0	0	1	0	1	0	0	1	1	0	0	1	1	1	0	2	0
Present textbooks																	
Very satisfied	24	24	17	24	22	29	31	18	21	25	31	15	25	23	34	30	13
Somewhat satisfied	46	47	46	43	47	47	47	42	46	49	44	44	46	45	44	44	63
Somewhat dissatisfied	20	19	23	19	20	16	18	25	20	19	16	22	20	21	14	20	13
Very dissatisfied	9	8	11	13	10	4	4	12	12	5	6	17	7	9	8	7	13
Not sure	2	1	3	2	1	3	1	2	2	1	2	2	2	2	0	0	0
Relationships with other teachers																	
Very satisfied	68	69	67	59	66	75	72	65	65	71	69	64	67	68	58	66	72
Somewhat satisfied	28	28	28	33	31	22	26	29	29	25	29	30	28	28	32	27	25
Somewhat dissatisfied	3	3	4	6	3	1	1	5	4	3	1	3	3	3	3	5	3
Very dissatisfied	1	1	2	2	0	1	1	1	1	2	1	1	1	1	7	0	0
Not sure	0	0	2	1	0	0	0	1	0	0	0	1	0	1	0	2	0

A12. Career Aspect Satisfaction by Preparation Route, Years of Experience, Age, Gender and Race (cont.)

	Preparation Route		Years of Experience					Age			Gender		Race					
	Traditional Alternative		1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Relationship with principal	All																	
Very satisfied	54	55	47	53	48	55	56	53	49	52	60	50	53	54	51	39	47	
Somewhat satisfied	30	30	33	30	28	30	34	29	28	30	30	31	30	30	25	44	34	
Somewhat dissatisfied	9	10	9	10	15	8	7	10	13	10	6	9	12	10	5	3	16	
Very dissatisfied	7	6	8	7	8	7	4	7	9	8	4	6	6	5	19	11	3	
Not sure	0	0	2	1	0	0	0	0	1	0	0	1	1	0	0	3	0	
Relationships with students																		
Very satisfied	77	79	70	75	73	78	80	82	73	77	80	78	77	76	76	84	75	
Somewhat satisfied	20	18	26	23	23	19	16	18	25	20	17	19	23	21	17	16	22	
Somewhat dissatisfied	2	3	3	2	3	3	4	1	3	2	2	3	3	2	7	0	3	
Very dissatisfied	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	
Not sure	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Relationships with parents of students																		
Very satisfied	51	53	42	44	43	54	57	60	37	51	60	53	53	50	49	56	56	
Somewhat satisfied	41	39	43	43	46	38	37	37	49	38	34	41	48	41	39	37	34	
Somewhat dissatisfied	7	6	9	10	8	7	4	3	11	9	4	5	10	7	8	3	9	
Very dissatisfied	2	1	3	3	2	1	1	0	3	2	2	0	1	1	3	3	0	
Not sure	0	0	3	1	1	0	0	0	1	0	0	0	2	1	0	0	0	
Tests of student achievement																		
Very satisfied	16	16	20	21	18	17	11	20	17	20	15	16	12	15	25	31	22	
Somewhat satisfied	46	45	43	46	37	41	50	47	41	44	48	47	46	45	39	48	44	
Somewhat dissatisfied	23	22	25	20	23	22	29	16	25	20	27	22	24	24	19	11	19	
Very dissatisfied	14	15	8	11	20	15	10	16	17	14	9	14	14	13	17	10	16	
Not sure	1	1	4	1	2	4	0	1	1	2	1	1	3	2	0	0	0	
Salary																		
Very satisfied	12	13	9	11	7	11	15	17	11	10	11	17	17	13	12	8	15	
Somewhat satisfied	43	41	48	45	45	41	43	39	39	45	49	41	44	42	42	54	42	
Somewhat dissatisfied	28	29	25	25	29	29	28	30	31	26	28	26	21	28	25	21	27	
Very dissatisfied	17	17	19	18	19	18	14	14	19	19	11	16	18	16	19	17	15	
Not sure	0	0	0	0	0	1	0	0	0	0	1	0	0	0	2	0	0	

A12. Career Aspect Satisfaction by Preparation Route, Years of Experience, Age, Gender and Race (cont.)

	All	Preparation Route		Years of Experience						Age			Gender		Race			
		Traditional Alternative		1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Status of teachers in this community																		
Very satisfied	17	18	19	21	17	14	15	19	17	17	16	19	14	18	18	10	22	12
Somewhat satisfied	43	41	45	45	39	39	42	41	45	40	47	43	40	43	43	47	49	39
Somewhat dissatisfied	25	27	22	23	28	25	29	24	27	25	23	25	27	25	26	28	16	21
Very dissatisfied	13	13	12	9	15	20	13	14	10	17	12	12	18	12	13	12	11	27
Not sure	1	1	2	1	1	1	1	2	1	1	2	2	1	2	1	3	2	0
Professional development opportunities																		
Very satisfied	26	26	26	29	25	18	24	31	29	20	25	31	20	27	26	22	30	24
Somewhat satisfied	46	45	50	43	43	50	51	46	42	49	49	45	47	46	45	54	54	52
Somewhat dissatisfied	21	21	15	21	21	23	20	16	23	22	20	17	24	19	22	14	10	12
Very dissatisfied	7	6	7	6	11	8	6	6	6	8	6	6	8	7	6	8	6	12
Not sure	0	1	2	1	0	1	0	1	1	0	0	1	1	1	1	2	0	0
Quality of professional development received																		
Very satisfied	22	22	26	25	19	18	22	29	23	20	20	27	16	24	22	21	32	18
Somewhat satisfied	47	48	45	45	42	51	52	46	45	44	52	48	40	48	47	50	44	45
Somewhat dissatisfied	22	21	19	20	23	26	20	16	24	25	22	16	30	19	22	21	16	24
Very dissatisfied	8	8	8	7	14	5	6	9	7	11	5	9	12	7	8	7	6	12
Not sure	1	1	3	2	1	0	1	1	2	0	0	1	1	1	1	2	2	0

A13. Communities Teachers Teach/Are Willing to Teach in by Preparation Route, Years of Experience, Age, Gender and Race

Community Taught in	Preparation Route		Years of Experience						Age			Gender		Race			
	%	Traditional Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
			%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
All	23	17	16	15	19	29	28	19	20	23	27	20	22	24	17	10	15
Rural	19	20	19	17	20	17	26	14	18	16	22	13	21	20	3	19	15
Town	31	39	40	36	29	27	26	41	31	33	29	35	32	28	59	56	45
City	26	24	25	32	32	26	20	25	31	28	21	31	25	28	20	16	24
Suburb																	
Community Willing to Teach in																	
Rural	75	69	73	68	78	77	78	74	71	73	81	73	74	79	62	44	64
Town	83	78	86	81	84	82	83	86	83	78	86	86	82	86	73	62	79
City	62	70	75	66	63	57	53	77	65	56	57	66	63	62	85	70	67
Suburb	78	77	83	85	79	75	74	80	83	77	73	86	77	80	73	64	82

A14. Likelihood to Move to Meet the Demand for Teachers by Preparation Route, Years of Experience, Age, Gender and Race

	All	Preparation Route		Years of Experience					Age			Gender		Race					
		Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Rural area within the state																			
Very likely	17	16	17	18	14	14	14	15	17	14	16	17	18	16	17	17	17	12	
Somewhat likely	25	28	24	32	25	34	21	19	34	31	22	21	26	27	26	31	22	36	
Somewhat unlikely	17	16	21	20	19	16	15	11	23	17	15	15	21	17	16	24	21	18	
Very unlikely	37	35	34	24	36	30	45	52	21	32	41	44	32	35	36	24	32	33	
Not sure	5	5	5	7	5	6	6	3	5	6	5	4	3	6	5	5	8	0	
Large metropolitan city within the state																			
Very likely	11	11	18	18	11	10	7	8	16	14	12	7	16	12	10	34	21	21	
Somewhat likely	23	22	26	33	26	26	15	12	35	31	20	14	25	24	23	25	24	39	
Somewhat unlikely	16	17	17	16	20	15	18	17	18	15	15	16	17	17	16	20	17	12	
Very unlikely	45	45	33	27	39	42	56	60	25	36	49	58	37	43	46	19	29	27	
Not sure	5	5	6	7	3	6	5	3	5	4	5	4	5	5	5	2	10	0	
Rural area out of state																			
Very likely	7	7	8	8	4	6	7	9	6	6	5	9	10	7	7	12	11	12	
Somewhat likely	16	17	15	18	18	19	16	12	20	16	16	16	19	17	17	19	10	9	
Somewhat unlikely	15	13	19	18	13	12	13	13	19	12	18	12	26	13	13	29	22	18	
Very unlikely	57	56	53	50	61	53	58	63	49	59	54	58	42	57	57	32	49	61	
Not sure	6	6	4	7	4	9	6	3	5	7	6	4	3	6	5	8	8	0	
Large metropolitan city out of state																			
Very likely	6	6	12	12	5	5	3	8	12	7	5	6	11	7	6	24	15	9	
Somewhat likely	14	13	17	17	19	14	12	5	18	16	14	9	14	14	13	19	13	30	
Somewhat unlikely	15	14	19	18	16	13	12	14	22	13	14	12	20	15	14	25	24	15	
Very unlikely	60	60	47	45	56	61	68	70	43	57	62	68	51	58	62	25	39	45	
Not sure	6	6	5	8	5	7	6	3	5	6	5	5	5	6	5	7	10	0	

A15. Distance from Place of Birth by Preparation Route, Years of Experience, Age, Gender and Race

	All	Preparation Route		Years of Experience					Age			Gender		Race				
		Traditional	Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
Completed undergraduate college education within 150 miles of place of birth	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Yes	59	57	37	54	51	49	61	53	66	54	56	52	45	55	55	51	53	52
No	41	43	63	46	49	51	39	47	34	46	44	48	55	45	49	47	47	48
Now teaching within 150 miles of place of birth																		
Yes	66	68	66	76	66	79	71	36	67	76	80	47	64	68	70	45	53	64
No	34	32	34	24	34	21	29	64	33	24	20	53	36	32	30	55	47	36

A16. What Teachers Expect to Be Doing in Five Years by Preparation Route, Years of Experience, Age, Gender and Race

	All %	Preparation Route		Years of Experience						Age			Gender		Race			
		%	Traditional Alternative	1-5	6-9	10-14	15-24	25+	20s	30s	40s	50+	Male	Female	White	Black	Hispanic	Other
				%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Teaching K-12	66	68	66	76	66	79	71	36	67	76	80	47	64	68	70	45	53	64
Teaching postsecondary	6	5	12	6	11	5	5	3	5	8	9	4	8	6	5	20	8	9
Employed in an occupation in education, other than teaching	14	13	24	21	21	17	9	5	26	18	13	6	21	15	14	25	25	12
Employed in an occupation outside of education	5	4	8	5	7	3	5	3	7	5	5	4	3	5	4	10	14	6
In military service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homemaking and/or child rearing full-time	3	3	3	4	8	0	1	0	8	3	1	0	0	3	3	2	0	3
Attending a college or university full-time	1	1	1	2	1	1	0	1	1	2	1	0	1	1	1	2	5	0
Unemployed and seeking work	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Retired from job other than teaching	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Retired from teaching	15	16	2	1	1	3	18	58	1	0	4	44	13	13	14	12	9	15