

Teacher Certification Reports

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Today's Presenters



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Today's Agenda

Background

Key Findings: New Teachers (Study 1)

Key Findings: Experienced Teachers (Study 2)

Study Implications

Questions

Who Are We?

REL Northeast & Islands is one of 10 Regional Educational Laboratories.

We work in partnership with educators and policymakers to develop/use research that improves academic outcomes for students.

What we do:

- Conduct research studies
- Disseminate research findings to those we serve
- Strategically engage with partners to use findings
- Design and deliver technical assistance focused on the use of data and research



Today's Goals

- Participants will learn about key findings from two studies
 - Teacher Shortages in New York State: New Teachers' Certification Pathways, Certification Areas, District of Employment, and Retention in the Same District (Study 1)
 - Additional Certification for Teachers in New York State: Teachers' Experience and Employment Location, Certification Pathways, and Certification Areas (Study 2)
- Participants will discuss implications of the studies

Background

Why These Studies?

- New York State, like many other states, has faced geographically widespread and persistent teacher shortage areas
 - Bilingual education, bilingual special education, career and technical education, English language arts, health education, library media specialist, literacy, mathematics, science, and special education
- Teacher shortages can be addressed through several strategies, including the following:
 - Certification, hiring, and retention of new teachers
 - Additional certification of experienced teachers
- REL Northeast & Islands collaborated with NYSED to conduct two studies that can inform state efforts to address teacher shortages

Study Data

- Data Source: New York State Education Department's (NYSED) TEACH system and Basic Education Data System Personnel Master File

New teachers

- 22,424 unique new teachers (PreK to grade 12) with less than one year of experience teaching in New York State public schools
- New teachers employed in 2015/16, 2016/17, and 2017/18

Experienced teachers

- 199,853 unique experienced teachers (PreK to grade 12) with at least one year of experience teaching in New York State public schools
- Experienced teachers employed in 2015/16 who earned and who did not earn at least one additional certificate between October 7, 2015 and October 4, 2017

What was the focus of the studies?



* In the report about experienced teachers, out-of-state program pathway is called out-of-state pathways to be inclusive of an additional pathway available to experienced teachers.

Key Findings: New Teachers

The majority (73%) of new teachers earned certificates through the traditional in-state pathway.

Certification pathway	Number of new teachers	Percent of new teachers
Traditional in-state pathway	16,280	73
Individual evaluation pathway	5,130	23
Alternative in-state pathway	3,313	15
Out-of-state program pathway	1,492	7
Certificate progression pathway	525	2
Uncertified teachers	1,173	5

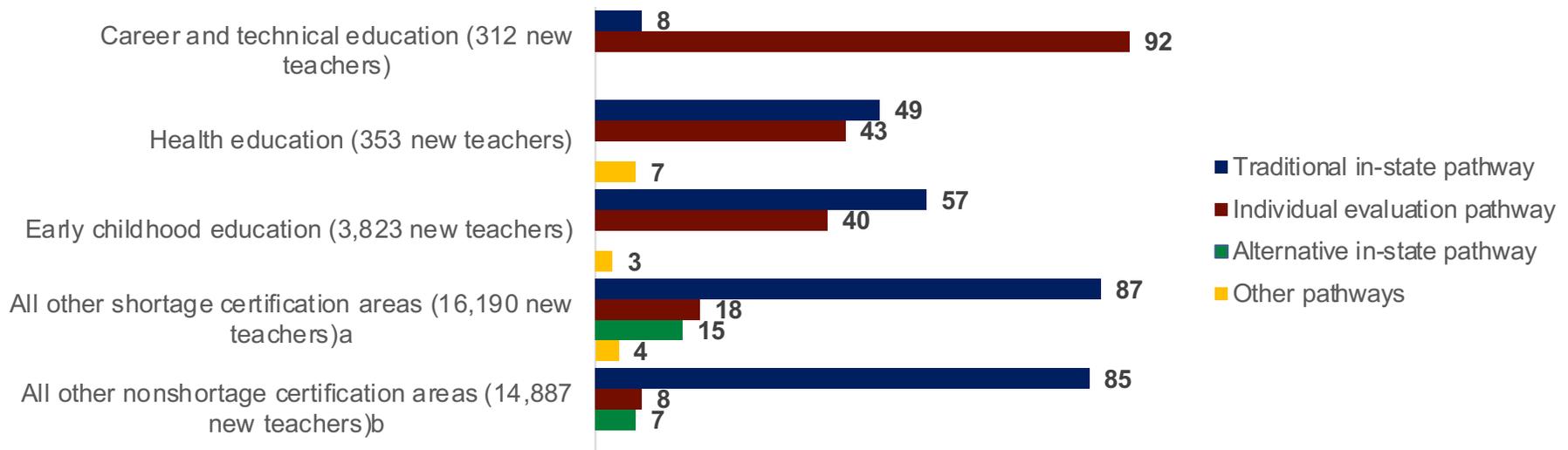
The most frequent certification area for new teachers was the shortage certification area of special education (40%).

Shortage certification area*	Percent of new teachers
Special education: students with disabilities, students with disabilities with content area, blind and visually impaired, deaf and hard of hearing, gifted education, severe or multiple disabilities, speech and language disabilities	40
English language arts	8
Mathematics	7
Literacy	7
Science: biology, chemistry, earth science, general science, physics	6
Bilingual education	3
Health education	2
Career and technical education	1
Bilingual special education	1
Library media specialist	1

*NYSED does not report shortages related to certification areas but rather related to course assignment areas in which full-time equivalent teaching positions (FTEs) in the subject area are greater than 5 percent of total FTEs in the subject area. This study examined certification areas related to shortage areas, and these are referred to as “shortage certification areas.”

The proportion of teachers who earned certificates through the individual evaluation pathway was higher for the shortage certification area of career and technical education than for other certification areas.

Percent of new teachers who earned certificates through each pathway, by certification area



a. Includes arts, childhood education, English to speakers of other languages, languages other than English, social studies, physical education, and other certification areas.

b. Includes bilingual education, bilingual special education, English language arts, library media specialist, literacy, math, science, and special education.

The majority of new teachers in 2015/16 and 2016/17 were retained in the same district for a second and third year.

- 76 percent of the 12,414 new teachers in 2015/16 and 2016/17, not including those employed in charter schools, were retained in the same district for a second year.
- 63 percent were retained in the same district for a third year.



Key Findings: Experienced Teachers

About 5 percent of experienced teachers in New York State public schools in 2015/16 earned additional certificates between October 2015 and October 2017.



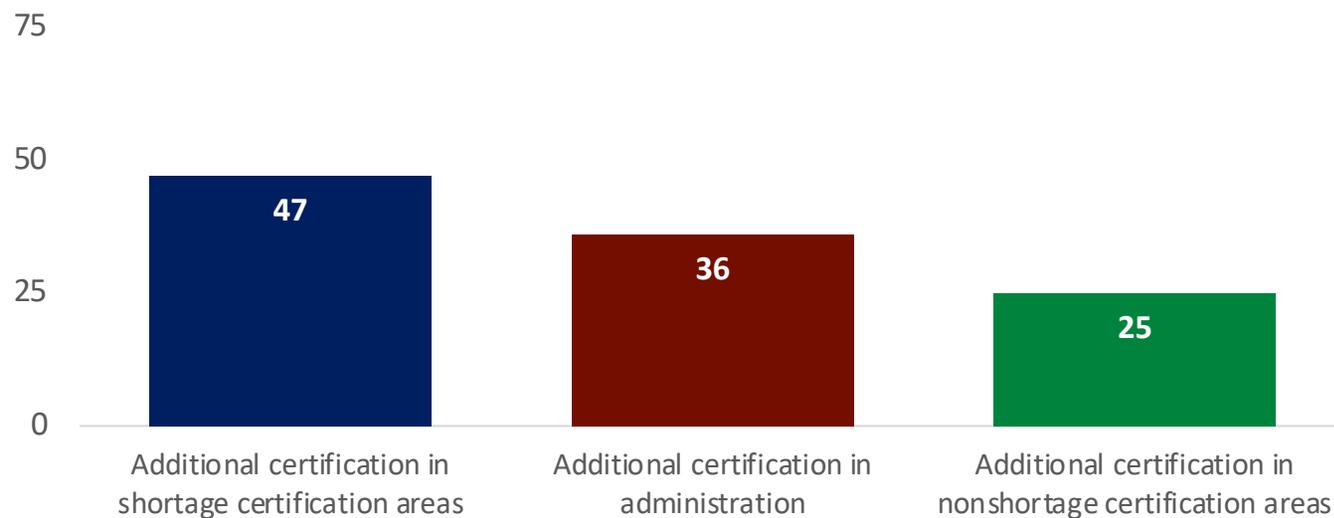
These teachers had fewer years of teaching experience in New York State on average (7 years) than teachers who did not earn additional certificates (15 years).

More than half of experienced teachers who earned additional certificates did so through the traditional in-state pathway, while about one-third did so through the individual evaluation pathway.

Additional certification pathway	Percent of additional certificate holders
Traditional in-state pathway	58
Individual evaluation pathway	34
Certificate progression pathway	10
Out-of-state pathways	3
Alternative in-state pathway	1

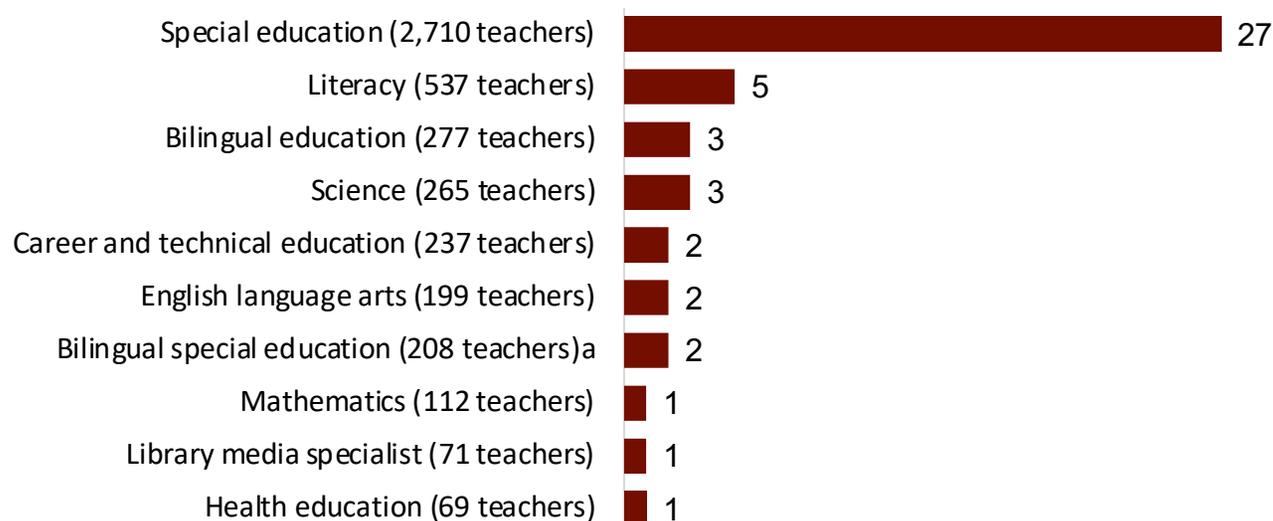
More teachers earned additional certificates in shortage areas (47%) than in nonshortage areas (25%), with the exception of administration (36%) which is a non-teaching area.

Percent of experienced teachers holding additional certificates by certification areas



Special education was the most common shortage certification area in which experienced teachers earned additional certificates.

Percent of experienced teachers who earned additional certificates, by shortage certification area



a. Includes teachers who earned additional certificates in both the bilingual education and special education certification areas, teachers who held a baseline certificate in bilingual education and earned an additional certificate in special education (excluding gifted education), and teachers who held a baseline certificate in special education (excluding gifted education) and earned an additional certificate in bilingual education.

Implications & Discussion



Implications

Areas to consider:

- Extent to which new and experienced teachers are filling positions in shortage areas and remaining in those positions
- Strategies that might encourage or incentivize prospective and experienced teachers to earn certificates in shortage areas, particularly shortage areas that attract few teachers
- Experiences of new teachers who earned certificates in career and technical education to increase retention
- Communication to prospective and experienced teachers about shortage areas

Thank you & Questions

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