

# WEB TABLES

U.S. DEPARTMENT OF EDUCATION  
OCTOBER 2012 NCES 2013-153

## Beginning K–12 Teacher Characteristics and Preparation by School Type, 2009

Research on academic achievement has demonstrated the important role that teachers play in improving student outcomes and has also revealed wide variation in teachers' qualifications and experiences across schools (Bacolod 2007; Kirabo 2009). Schools serving low-income students in urban areas, for example, have fewer well-qualified teachers than schools in nonurban settings enrolling higher income students (Boyd et al. 2008; Lankford, Loeb, and Wyckoff 2002). In part to address these disparities, the No Child Left Behind Act of 2001 (NCLB) included provisions to ensure that all students have access to qualified teachers, particularly in core academic subjects. In addition, state and local policies have introduced incentives to attract well-qualified teachers to low-performing and urban schools (Guarino, Santibanez, and Daley 2006; Loeb and

Miller 2006). Building on earlier studies, these Web Tables present the characteristics of new K–12 teachers within various types of schools from a recent cohort of bachelor's degree recipients.

These Web Tables present estimates for the demographic characteristics and teaching preparation, including undergraduate coursetaking and certification, of 2007–08 baccalaureate degree recipients who taught at the K–12 level within a year of completing their bachelor's degree. Teachers' characteristics are shown both in comparison with nonteachers and by selected characteristics of the schools in which they were teaching or had most recently taught at the time of the 2009 interview. Schools are described in terms of the percentage of students who qualified for free or reduced-price lunch and school location (rural, sub-

urban/town, or urban), race/ethnicity, and sector (public and private). The data used in the analysis are from the 2009 first follow-up of the 2008 Baccalaureate and Beyond Longitudinal Study (B&B:08/09), a nationally representative sample of 2007–08 bachelor's degree recipients who were first interviewed just before graduation and again 1 year later.

Tables 1 through 3 provide a comparison of 2007–08 bachelor's degree recipients who did and did not teach in 2009 in terms of various demographic, employment, and undergraduate education characteristics.

- Table 1 shows the distribution of teachers and nonteachers by selected individual characteristics, employment and enrollment status, and educational expectations as of 2007–08.

This report was prepared for the National Center for Education Statistics under Contract No. ED-07-CO-0104 with MPR Associates, Inc. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government. These Web Tables were authored by Sandra Staklis and Morgan Matthews of MPR Associates, Inc. The NCES Project Officer was Matthew Soldner. For questions about content or to view this report online, go to <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013153>.

- Table 2 focuses on teachers' and nonteachers' secondary-level academic preparation, SAT scores, and undergraduate institution characteristics.
- Table 3 presents, for teachers and nonteachers, the cumulative undergraduate grade point average (GPA), remedial coursetaking rate, percentage who earned credits in selected fields, and the average and median number of credits earned.

Tables 4 through 7 present K–12 teachers' undergraduate and teacher preparation by the characteristics of the current or most recent school at which the respondent taught at the time of the 2009 interview. The measures of undergraduate and teacher preparation include bachelor's degree institution sector and selectivity, plans for graduate school, teacher certification status and certification in subjects taught,<sup>1</sup> remedial course-taking, cumulative undergraduate GPA, and coursetaking in education by selected school characteristics.

- Table 4 shows how K–12, elementary, and secondary teachers who taught in schools with various poverty levels varied on the measures of undergraduate and preparation for teaching.
- Table 5 presents teachers' undergraduate education and preparation for teaching by whether

their schools were in a rural, suburban/town, or urban location.

- Table 6 presents teachers' undergraduate education and preparation for teaching by the percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students of the teachers' schools.
- Table 7 reports teachers' undergraduate education and preparation for teaching by whether they taught at a public or private school. Due to the relatively small proportion of teachers who taught in private schools, estimates by school level are not shown.

## RELATED NCES REPORTS

*Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001* (NCES 2005-161).  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005161>

*Progress Through the Teacher Pipeline: 1992–93 College Graduates and Elementary/Secondary School Teaching as of 1997* (NCES 2000-152).  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000152>

*B&B Teacher Report: Out of the Lecture Hall and Into the Classroom: 1992–93 College Graduates and Elementary/Secondary School Teaching* (NCES 96-899). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=96899>

## DATA

The bachelor's degree recipients surveyed in the 2009 first follow-up of the 2007–08 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) were first identified in the 2007–08 National Postsecondary Student Aid Study (NPSAS:08). NPSAS:08 is a nationally representative sample of about 128,000 undergraduate, graduate, and first-professional students in about 1,960 postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico that are eligible to participate in federal Title IV student aid programs.<sup>2</sup> About 23,000 respondents were identified in NPSAS:08 as potential 2007–08 bachelor's degree recipients, and of these respondents, about 17,000 were determined to be eligible for the B&B study. The final B&B:08/09 sample includes approximately 15,000 respondents and represents the approximately 1.6 million undergraduates who completed requirements for a bachelor's degree in 2007–08.

Bachelor's degree recipients in B&B:08/09 were interviewed twice: first in 2008, near the end of their last year as undergraduates, and again in 2009, approximately 1 year after they had graduated. The 2009 interview focused on their undergraduate education, 2009 employment, and postsecondary enrollment and teaching experiences after completing their bachelor's degree.

For more information about the methodology used in NPSAS:08 and B&B:08/09, see the following reports:

*2007–08 National Postsecondary Student Aid Study (NPSAS:08) Full-scale Methodology Report* (NCES 2011-188).  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011188>

*2008–09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09): A First Look at Recent College Graduates* (NCES 2011-236).  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011236>

## ABOUT POWERSTATS

PowerStats produces the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. It also contains a detailed description of how each variable was created and includes question wording for items coming directly from an interview.

With PowerStats, users can replicate or expand upon the tables presented in this report. The output from PowerStats includes the table estimates (e.g., percentages or means), standard errors,<sup>3</sup> and weighted sample sizes for the estimates. If the number of valid cases is too small to produce a reliable estimate (fewer than 30 cases), PowerStats prints the double dagger symbol (‡) instead of the estimate.

## VARIABLES USED

All estimates presented in these Web Tables were produced using PowerStats, a web-based software application that allows users to generate tables for many of the postsecondary surveys conducted by NCES. The variables used in these Web Tables are listed below. Visit the NCES DataLab website (<http://nces.ed.gov/datalab>) to view detailed information on how these variables were constructed and their sources. Under *Code Books* choose *B&B: 2008–2009* under *view by subject* or *view by variable name*. The program files that generated the statistics presented in these Web Tables can be found at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013153>.

Label	Name
Age at 2007–08 bachelor's degree completion	AGEATBA
Bachelor's degree institution sector, 2007–08	SECTOR9
Bachelor's degree major (detailed), 2007–08	MAJORS23
B&B: 08/09 panel weight	WTA000
Current 2009 job, percent free or reduced-price lunch	B1FRPL09
Current 2009 job, percent minority enrollment	B1PMIN09
Current 2009 job, school locale	B1LOC09
Current 2009 job, school was foreign	B1FOR09
Current school 2009 level	B1LEV09
Current school 2009 sector (public/private)	B1PUPR09
Currently teach a STEM subject	B1STEM09
Dependency and marital status (separated is unmarried) in 2007–08	DEPEND5B
Employment and enrollment status in 2009	B1LFP09
Enrollment in degree program in 2009	B1ENRST
First postsecondary institution sector	I1SECT
Grade point average in 2007–08	GPA
Highest education level attained by either parent as of 2007–08	PAREduc
Highest level of education ever expected as of 2007–08	HIGHLVEX
Plan to apply to graduate school in future as of 2007–08	NGGRDPLN
Race/ethnicity	RACE
SAT I score	TESATDER
Selectivity of 2007–08 bachelor's degree institution	SELECTV2
Sex	GENDER
Teaching certification in defined subjects in 2009	B1TCERT
Transcript: Advanced laboratory science: credits earned	QEALBERN
Transcript: Calculus/advanced math: credits earned	QECLCERN
Transcript: College-level mathematics: credits earned	QEMATERN
Transcript: Computer science: credits earned	QECSCERN
Transcript: Education excluding student teaching: credits earned	QEEDUERN
Transcript: NPSAS bachelor's degree was with honors	QFHDGHON
Transcript: Remedial courses: number taken	QETOTR
Transcript: Science: credits earned	QESCIERN
Transcript: Student teaching: credits earned	QESTTERN
Transcript: Total credits received for AP exam(s)	QBTLAPCR
Whether certified to teach K–12 in 2009	B1CERT

In addition to producing tables, PowerStats users may conduct linear or logistic regressions. Many options are available for output with the regression results. For a description of all the options available, users should access the PowerStats website (<http://nces.ed.gov/datalab/index.aspx>). For more information about PowerStats, contact [powerstats@ed.gov](mailto:powerstats@ed.gov).

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For readers with disabilities, a Section 508-compliant version of these Web Tables is available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013153>.

## REFERENCES

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## ENDNOTES

<sup>1</sup> Information on whether teachers were certified in the subject or subjects they reported teaching in 2009 was limited to respondents who reported teaching arts and music, general elementary education, English and language arts, English as a second language (ESL), foreign languages, health and physical education, math and computer science, science, general secondary education, social sciences, special education, and vocational, career, and technical education. Subject certification for teachers of driver education, humanities and liberal studies, library and information science, military science and Reserve Officers' Training Corps (ROTC), and philosophy, religious studies, theology, or divinity could not be determined from the interview

data. To be considered certified in their teaching field, respondents had to report a certification that matched the field in which they taught. As a result, the estimates may underestimate the number of teachers with certifications in their field, since the data exclude teachers with general certifications or certifications potentially related to the subjects they reported teaching. Examples include elementary teachers with general elementary education certifications who reported teaching specific subjects, special education teachers with special education certifications who reported teaching specific subjects, and ESL teachers certified to teach foreign languages.

<sup>2</sup> Title IV institutions are those eligible to participate in the federal financial aid programs included in Title IV of the Higher Education Act. These programs include Pell Grants, federal student loans, work-study, and other federal aid.

<sup>3</sup> The B&B samples are not simple random samples; therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. PowerStats takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by PowerStats approximates the estimator by replication of the sampled population, using a bootstrap technique.

# National Center for Education Statistics

**Table 1.**  
**DEMOGRAPHIC CHARACTERISTICS AND EMPLOYMENT AND ENROLLMENT STATUS: Percentage distribution of 2007–08 bachelor’s degree recipients’ demographic characteristics and employment and enrollment status, by teaching status, school level, and subject taught: 2009**

Demographic characteristic and employment and enrollment status	Taught in 2009 <sup>1</sup>					
	Non-teachers	All teachers	Elementary schools <sup>2</sup>	Secondary schools <sup>2</sup>		
				All secondary	Taught STEM subject <sup>3</sup>	Did not teach STEM subject <sup>4</sup>
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Sex						
Male	45.2	23.1	17.8	33.0	35.2	31.8
Female	54.8	76.9	82.2	67.0	64.8	68.2
Race/ethnicity <sup>5</sup>						
White	71.8	80.1	80.7	76.9	80.3	75.1
Black	9.0	7.1	6.0	7.6	10.3 !	6.2
Hispanic	9.5	7.8	8.4	9.1	8.1 !	9.7
Asian	6.4	1.8	1.2 !	3.4 !	‡	5.0 !
Other or Two or more races	3.2	3.3	3.7	3.0 !	‡	4.1 !
Age at bachelor’s degree receipt in 2007–08						
23 or younger	65.2	66.5	65.9	67.5	69.6	68.3
24–29	20.0	18.9	19.1	17.6	19.9	15.7
30 or older	14.9	14.6	15.0	14.9	10.6	16.0
Highest education attained by either parent <sup>6</sup>						
High school or less	20.2	20.9	22.8	18.7	17.8	19.2
Some postsecondary education	23.8	25.6	24.3	27.0	27.7	26.6
Bachelor’s degree	26.7	23.2	22.9	24.1	27.2	22.5
Graduate or first-professional degree	29.3	30.2	30.0	30.2	27.4	31.7
Marital status and dependents in 2009 <sup>7</sup>						
Unmarried with no dependents	45.2	35.0	30.1	42.0	29.3 !	47.5
Unmarried with dependents	14.5	15.4	15.4	11.5 !	‡	10.6 !
Married with no dependents	18.2	24.3	26.5	22.3	‡	20.4
Married with dependents	22.1	25.3	27.9	24.2	30.5 !	21.5
Among those employed, employment intensity in 2009 <sup>8</sup>						
One full-time job	69.7	66.6	66.8	71.6	69.8	72.5
One part-time job	15.8	9.9	9.4	6.4	‡	7.9
Multiple jobs	14.5	23.4	23.8	22.0	‡	19.6
Enrollment status in 2009						
Enrolled in undergraduate program	1.8	1.1 !	0.9 !	1.8 !	‡	‡
Enrolled in graduate program	19.4	23.2	23.9	21.0	‡	‡
Not enrolled	78.7	75.7	75.2	77.2	71.5	80.1

See notes at end of table.

# National Center for Education Statistics

**Table 1.**  
**DEMOGRAPHIC CHARACTERISTICS AND EMPLOYMENT AND ENROLLMENT STATUS: Percentage distribution of 2007–08 bachelor’s degree recipients’ demographic characteristics and employment and enrollment status, by teaching status, school level, and subject taught: 2009—Continued**

Demographic characteristic and employment and enrollment status	Taught in 2009 <sup>1</sup>					
	Non-teachers	All teachers	Elementary schools <sup>2</sup>	Secondary schools <sup>2</sup>		
				All secondary	Taught STEM subject <sup>3</sup>	Did not teach STEM subject <sup>4</sup>
Highest level of education expected as of 2007–08						
Bachelor’s degree	25.7	11.6	11.0	13.6	‡	‡
Post-bachelor’s or post-master certificate	2.3	3.6	4.6	2.6 !	‡	‡
Master’s degree	50.6	60.9	61.7	58.1	63.1	55.5
Doctoral or first-professional degree	21.4	23.9	22.7	25.7	24.4	26.4

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Estimates exclude the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, student teachers, or short-term substitutes and the 0.5 percent of graduates who taught in foreign schools.

<sup>2</sup> School level was determined using the definitions in the Private School Survey (PSS). PSS defines elementary schools as those with a lowest grade offered of Pre-Kindergarten, Kindergarten, or grades 1–6, and a highest grade offered of K–8. PSS defines secondary schools as those with a lowest and highest grade offered of 7 through 12. Estimates exclude the 1.4 percent who worked in schools that combined elementary and secondary levels (combined schools).

<sup>3</sup> STEM includes science, technology, engineering, and mathematics.

<sup>4</sup> Teachers who did not teach STEM taught arts/music, English/language arts, English as a second language, foreign languages, health/physical education, social sciences, special education, vocational/career technical education, miscellaneous (driver education, humanities or liberal studies, library or information science, military science or Reserve Officers’ Training Corps (ROTC), philosophy, religious studies, theology, or divinity), and unspecified subjects.

<sup>5</sup> Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Pacific Islander, Native Hawaiian, and graduates having origins in a race not listed. Race categories exclude Hispanic origin unless specified.

<sup>6</sup> Excludes the 1.2 percent of respondents who did not know either parent’s education level.

<sup>7</sup> Unmarried includes separated students.

<sup>8</sup> Graduates who worked 35 or more hours per week are defined as working full time. Reflects employment at the time of the 2009 interview.

NOTE: Detail may not sum to totals because of rounding. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

**Table S1.**  
**Standard errors for table 1: DEMOGRAPHIC CHARACTERISTICS AND EMPLOYMENT AND ENROLLMENT STATUS: Percentage distribution of 2007–08 bachelor’s degree recipients’ demographic characteristics and employment and enrollment status, by teaching status, school level, and subject taught: 2009**

Demographic characteristic and employment and enrollment status	Taught in 2009					
	Non-teachers	All teachers	Elementary schools	Secondary schools		
				All secondary	Taught STEM subject	Did not teach STEM subject
Total	†	†	†	†	†	†
Sex						
Male	0.22	1.49	1.88	3.28	6.48	4.05
Female	0.22	1.49	1.88	3.28	6.48	4.05
Race/ethnicity						
White	0.75	1.38	1.77	2.88	4.68	3.88
Black	0.45	1.02	1.29	1.61	3.64	1.74
Hispanic	0.43	0.91	1.13	2.00	3.53	2.49
Asian	0.38	0.51	0.42	1.48	†	2.23
Other or Two or more races	0.24	0.62	0.93	1.06	†	1.56
Age at bachelor’s degree receipt in 2007–08						
23 or younger	0.65	1.80	2.40	3.70	6.16	4.07
24–29	0.49	1.53	2.01	2.78	5.61	2.76
30 or older	0.51	1.46	1.91	2.65	3.14	3.22
Highest education attained by either parent						
High school or less	0.54	1.73	2.21	2.89	4.76	3.72
Some postsecondary education	0.60	1.61	2.08	2.94	5.90	3.47
Bachelor’s degree	0.60	1.58	1.87	3.23	6.40	3.39
Graduate or first-professional degree	0.65	1.88	2.49	3.14	5.67	3.59
Marital status and dependents in 2009						
Unmarried with no dependents	1.09	2.81	3.07	5.66	10.40	6.42
Unmarried with dependents	0.79	2.33	3.04	3.64	†	4.00
Married with no dependents	0.80	2.62	3.34	4.79	†	5.00
Married with dependents	0.98	2.28	3.23	4.38	11.95	4.41
Among those employed, employment intensity in 2009						
One full-time job	0.66	1.80	2.32	2.90	5.47	3.50
One part-time job	0.50	1.18	1.61	1.70	†	2.21
Multiple jobs	0.52	1.50	2.02	2.73	†	3.27
Enrollment status in 2009						
Enrolled in undergraduate program	0.18	0.36	0.39	0.88	†	†
Enrolled in graduate program	0.52	1.51	2.17	2.81	†	†
Not enrolled	0.53	1.52	2.20	2.86	5.62	3.43

See notes at end of table.

# National Center for Education Statistics

Table S1.

Standard errors for table 1: DEMOGRAPHIC CHARACTERISTICS AND EMPLOYMENT AND ENROLLMENT STATUS: Percentage distribution of 2007–08 bachelor’s degree recipients’ demographic characteristics and employment and enrollment status, by teaching status, school level, and subject taught: 2009—Continued

Demographic characteristic and employment and enrollment status	Taught in 2009					
	Non-teachers	All teachers	Elementary schools	Secondary schools		
				All secondary	Taught STEM subject	Did not teach STEM subject
Highest level of education ever expected as of 2007–08						
Bachelor’s degree	0.55	1.26	1.43	2.57	†	†
Post-bachelor’s or post-master certificate	0.19	0.69	0.95	1.17	†	†
Master’s degree	0.67	1.90	2.64	3.20	6.24	3.95
Doctoral or first-professional degree	0.6	1.79	2.53	2.69	5.03	3.64

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

**Table 2.**  
**TEACHERS' ACADEMIC BACKGROUND AND UNDERGRADUATE INSTITUTION CHARACTERISTICS:**  
**Percentage of 2007–08 bachelor's degree recipients with selected high school curriculum**  
**characteristics, and percentage distribution of selected bachelor degree recipients' individual and**  
**undergraduate institution characteristics, by teaching status, school level, and subject taught: 2009**

Academic background and undergraduate institution characteristic	Taught in 2009 <sup>1</sup>					
	Non- teachers	All teachers	Elementary schools <sup>2</sup>	Secondary schools <sup>2</sup>		
				All secondary	Taught STEM subject <sup>3</sup>	Did not teach STEM subject <sup>4</sup>
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Received postsecondary credits for advanced placement exams	11.8	12.8	10.1	16.4	17.0 !	16.0
SAT score level <sup>5</sup>						
Low	24.9	26.4	28.1	24.0	16.3	28.2
Low middle	24.9	25.1	26.4	23.1	23.4	22.9
High middle	24.2	25.8	24.1	29.0	37.3	24.4
High	26.0	22.7	21.4	23.9	23.0	24.4
Sector of 2007–08 bachelor's degree institution						
Public 4-year	62.4	68.3	71.1	69.6	67.6	70.7
Private nonprofit 4-year	32.5	30.8	‡	‡	‡	‡
For-profit 4-year	5.1	0.9 !	‡	‡	‡	‡
Selectivity of 2007–08 bachelor's degree institution <sup>6</sup>						
Very selective	31.1	26.5	23.0	31.3	36.9	28.4
Moderately selective	53.5	58.3	61.4	53.9	49.5	56.3
Minimally selective or open admission	15.4	15.2	15.6	14.7	13.6	15.3
Sector of first postsecondary institution						
Public 2-year	28.3	29.9	28.9	31.6	‡	34.5
Public 4-year	45.0	47.2	50.6	46.3	44.3	47.3
Private nonprofit 4-year	23.8	22.3	19.5	‡	29.4	18.2
Other <sup>7</sup>	2.9	0.6	1.0 !	‡	‡	#

See notes at end of table.

# National Center for Education Statistics

**Table 2.**  
**TEACHERS' ACADEMIC BACKGROUND AND UNDERGRADUATE INSTITUTION CHARACTERISTICS:**  
**Percentage of 2007–08 bachelor's degree recipients with selected high school curriculum**  
**characteristics, and percentage distribution of selected bachelor degree recipients' individual and**  
**undergraduate institution characteristics, by teaching status, school level, and subject taught: 2009**  
**—Continued**

Academic background and undergraduate institution characteristic	Taught in 2009 <sup>1</sup>					
	Non- teachers	All teachers	Elementary schools <sup>2</sup>	Secondary schools <sup>2</sup>		
				All secondary	Taught STEM subject <sup>3</sup>	Did not teach STEM subject <sup>4</sup>
Undergraduate major <sup>5</sup>						
Humanities	11.2	13.0	11.8	15.3	‡	20.1
Mathematics/computer science	4.0	4.5	1.3 !	9.6	27.5	‡
Science and engineering	12.6	3.3	1.2 !	3.8	7.3	‡
Social sciences and psychology	15.6	7.7	7.7	6.5 !	‡	7.2 !
Business	26.0	3.0	2.4 !	5.3 !	‡	5.5 !
Education	2.3	56.9	64.8	47.8	37.0	53.4
Other	28.4	11.6	10.7	11.6	11.7 !	11.6

# Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Estimates exclude the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes and the 0.5 percent of graduates who taught in foreign schools.

<sup>2</sup> School level was determined using the definitions in the Private School Survey (PSS). PSS defines elementary schools as those with a lowest grade offered of Pre-Kindergarten, Kindergarten, or grades 1–6, and a highest grade offered of K–8. PSS defines secondary schools as those with a lowest and highest grade offered of 7 through 12. Estimates exclude the 1.4 percent who worked in schools that combined elementary and secondary levels (combined schools).

<sup>3</sup> STEM includes science, technology, engineering, and mathematics.

<sup>4</sup> Teachers who did not teach STEM taught arts/music, English/language arts, English as a second language, foreign languages, health/physical education, social sciences, special education, vocational/career technical education, miscellaneous (driver education, humanities or liberal studies, library or information science, military science or Reserve Officers' Training Corps (ROTC), philosophy, religious studies, theology, or divinity), and unspecified subjects.

<sup>5</sup> Applies to the 81.6 percent of graduates who were age 30 or younger as of December 31, 2007 who took the ACT or SAT. Scores 950 and below are classified as low; those ranging from 951 to 1070 are classified as low middle; those ranging from 1071 to 1200 are classified as high middle; and those 1201 and above are classified as high. ACT composite scores were converted to estimated SAT scores.

<sup>6</sup> Excludes the 4.6 percent of graduates who received their degrees from for-profit institutions. The selectivity measure was developed for the Integrated Postsecondary Education Data System (IPEDS) for public or private nonprofit 4-year institutions using the following criteria: whether the institution was open admission (no minimal requirements), the number of applicants, the number of students admitted, the 25th and 75th percentiles of ACT and/or SAT scores, and whether or not test scores were required. For additional information on the measure, see Cunningham, A.F. (2006). *Changes in Patterns of Prices and Financial Aid* (NCES 2006-153). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved October 1, 2012, from <http://nces.ed.gov/pubs2006/2006153.pdf>.

<sup>7</sup> Other includes public less-than-2-year, private nonprofit 2-year, private nonprofit less-than-2-year, for-profit 4-year, for-profit 2-year, and for-profit less-than-2-year and only includes respondents who first enrolled in a postsecondary institution in the United States.

<sup>8</sup> Humanities includes history. Other includes agriculture and natural resources; general studies and other; personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; health care fields; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

NOTE: Detail may not sum to totals because of rounding. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

Table S2.

Standard errors for table 2: TEACHERS' ACADEMIC BACKGROUND AND UNDERGRADUATE INSTITUTION CHARACTERISTICS: Percentage of 2007–08 bachelor's degree recipients with selected high school curriculum characteristics, and percentage distribution of selected bachelor degree recipients' individual and undergraduate institution characteristics, by teaching status, school level, and subject taught: 2009

Academic background and undergraduate institution characteristic	Non-teachers	Taught in 2009				
		All teachers	Elementary schools	Secondary schools		
				All secondary	Taught STEM subject	Did not teach STEM subject
Total	†	†	†	†	†	†
Received postsecondary credits for advanced placement exams	0.43	1.34	1.70	2.94	5.34	3.45
SAT score level						
Low	0.70	1.79	2.24	3.16	4.35	4.12
Low middle	0.73	1.75	2.21	3.19	6.06	3.96
High middle	0.65	1.66	2.14	3.53	7.42	3.91
High	0.75	1.65	2.16	3.40	5.33	4.16
Sector of 2007–08 bachelor's degree institution						
Public 4-year	0.24	1.83	2.21	3.33	5.80	4.03
Private nonprofit 4-year	0.23	1.82	†	†	†	†
For-profit 4-year	0.07	0.35	†	†	†	†
Selectivity of 2007–08 bachelor's degree institution						
Very selective	1.09	1.73	2.01	3.78	6.87	3.99
Moderately selective	1.19	2.04	2.62	3.84	7.00	4.16
Minimally selective or open admission	0.85	1.66	2.05	3.11	4.34	3.81
Sector of first postsecondary institution						
Public 2-year	0.64	1.60	1.97	3.15	†	3.79
Public 4-year	0.68	1.83	2.24	3.79	6.62	4.51
Private nonprofit 4-year	0.50	1.60	1.86	†	5.39	3.95
Other	0.21	0.28	0.47	†	†	†

See notes at end of table.

# National Center for Education Statistics

Table S2.

**Standard errors for table 2: TEACHERS' ACADEMIC BACKGROUND AND UNDERGRADUATE INSTITUTION CHARACTERISTICS: Percentage of 2007–08 bachelor's degree recipients with selected high school curriculum characteristics, and percentage distribution of selected bachelor degree recipients' individual and undergraduate institution characteristics, by teaching status, school level, and subject taught: 2009—Continued**

Academic background and undergraduate institution characteristic	Non-teachers	Taught in 2009				
		All teachers	Elementary schools	Secondary schools		
				All secondary	Taught STEM subject	Did not teach STEM subject
Undergraduate major						
Humanities	0.40	1.32	1.70	2.61	†	3.56
Mathematics/computer science	0.20	0.91	0.63	2.31	5.95	†
Science and engineering	0.27	0.73	0.51	0.99	2.08	†
Social sciences and psychology	0.31	0.99	1.24	2.04	†	2.51
Business	0.32	0.74	0.88	1.79	†	2.18
Education	0.18	1.79	2.09	3.51	5.97	4.09
Other	0.46	1.28	1.41	2.24	3.71	2.64

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

**Table 3.**  
**TEACHERS' UNDERGRADUATE GPA AND COURSETAKING: Percentage distribution of 2007–08 bachelor's degree recipients' GPA; percentage who took remedial courses; percentage who earned credits in selected fields; and among those who earned credits in selected fields, the average and median credits earned, by teaching status, school level, and subject taught: 2009**

Undergraduate GPA and coursetaking	Taught in 2009 <sup>1</sup>					
	Non-teachers	All teachers	Elementary schools <sup>2</sup>	Secondary schools <sup>2</sup>		
				All secondary	Taught STEM subject <sup>3</sup>	Did not teach STEM subject <sup>4</sup>
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Cumulative undergraduate grade point average						
Less than 2.50	7.0	3.3	2.9 !	3.8 !	7.0 !	2.2 !
2.50–2.99	22.3	12.8	11.2	15.0	16.1 !	14.4
3.00–3.49	35.6	35.9	37.9	30.7	31.8	30.2
3.50 or higher	35.1	48.0	47.9	50.5	45.1	53.2
Took remedial courses	25.5	33.6	35.7	33.9	36.1	32.8
Earned credits in education (excluding student teaching) <sup>5</sup>	15.0	75.6	80.8	73.5	70.6	75.0
Average number of credits earned	10.1	33.4	38.5	23.7	20.9	25.0
Median number of credits earned	3.6	32.0	39.8	20.4	18.0	21.0
Earned credits in student teaching	2.7	50.8	56.4	46.3	40.8	49.2
Average number of credits earned	7.0	10.9	11.2	10.0	10.5	9.8
Median number of credits earned	5.3	11.3	11.3	10.5	11.0	10.0
Earned credits in science	83.8	89.4	90.3	87.5	92.8	84.8
Average number of credits earned	15.1	12.1	10.6	13.3	18.9	10.2
Median number of credits earned	8.0	8.0	8.0	7.0	9.0	7.0
Earned credits in advanced laboratory science	39.7	33.7	31.7	35.1	47.5	28.7
Average number of credits earned	10.8	7.3	5.7	9.2	11.3	7.4
Median number of credits earned	5.0	3.8	3.0	4.0	‡	4.0
Earned credits in college-level mathematics	63.6	64.6	59.4	70.8	82.2	64.9
Average number of credits earned	5.1	6.4	5.3	7.4	11.8	4.6
Median number of credits earned	3.8	4.0	3.8	3.3	8.0 !	3.0
Earned credits in calculus/advanced math	35.2	24.7	16.4	35.9	64.7	21.2
Average number of credits earned	7.5	10.0	6.8	11.3	15.0	5.4
Median number of credits earned	4.0	5.0	4.0	6.0 !	16.5	4.0

See notes at end of table.

# National Center for Education Statistics

Table 3.

**TEACHERS' UNDERGRADUATE GPA AND COURSETAKING: Percentage distribution of 2007–08 bachelor's degree recipients' GPA; percentage who took remedial courses; percentage who earned credits in selected fields; and among those who earned credits in selected fields, the average and median credits earned, by teaching status, school level, and subject taught: 2009—Continued**

Undergraduate GPA and coursetaking	Taught in 2009 <sup>1</sup>					
	Non-teachers	All teachers	Elementary schools <sup>2</sup>	Secondary schools <sup>2</sup>		
				All secondary	Taught STEM subject <sup>3</sup>	Did not teach STEM subject <sup>4</sup>
Earned credits in computer science	47.8	35.3	33.6	37.5	51.3	30.5
Average number of credits earned	6.9	4.5	4.5	4.5	4.2	4.6
Median number of credits earned	3.0	3.0	3.0	3.0	3.0	3.0

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Estimates exclude the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes and the 0.5 percent of graduates who taught in foreign schools.

<sup>2</sup> School level was determined using the definitions in the Private School Survey (PSS). PSS defines elementary schools as those with a lowest grade offered of Pre-Kindergarten, Kindergarten, or grades 1–6, and a highest grade offered of K–8. PSS defines secondary schools as those with a lowest and highest grade offered of 7 through 12. Estimates exclude the 1.4 percent who worked in schools that combined elementary and secondary levels (combined schools).

<sup>3</sup> STEM includes science, technology, engineering, and mathematics.

<sup>4</sup> Teachers who did not teach STEM taught arts/music, English/language arts, English as a second language, foreign languages, health/physical education, social sciences, special education, vocational/career technical education, miscellaneous (driver education, humanities or liberal studies, library or information science, military science or Reserve Officers' Training Corps (ROTC), philosophy, religious studies, theology, or divinity), and unspecified subjects.

<sup>5</sup> Excludes credits earned in education for practicums in education, student teaching, directed teaching, field placement, observation and participation, supervised teaching, field experience, field workshop and/or internship. For more information on how courses are classified, see the 2010 College Course Map (CCM:2010) at <http://nces.ed.gov/surveys/pets/ccm.asp>.

NOTE: Detail may not sum to totals because of rounding. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

Table S3.

Standard errors for table 3: TEACHERS' UNDERGRADUATE GPA AND COURSETAKING: Percentage distribution of 2007–08 bachelor's degree recipients' GPA; percentage who took remedial courses; percentage who earned credits in selected fields; and among those who earned credits in selected fields, the average and median credits earned, by teaching status, school level, and subject taught: 2009

Undergraduate GPA and coursetaking	Taught in 2009					
	Non-teachers	All teachers	Elementary schools	Secondary schools		
				All secondary	Taught STEM subject	Did not teach STEM subject
Total	†	†	†	†	†	†
Cumulative undergraduate grade point average						
Less than 2.50	0.38	0.76	0.89	1.36	3.37	0.97
2.50–2.99	0.56	1.26	1.49	2.58	4.88	3.00
3.00–3.49	0.62	1.68	2.13	3.52	5.66	4.44
3.50 or higher	0.70	2.08	2.42	3.70	5.74	4.71
Took remedial courses	0.77	1.93	2.57	3.54	6.04	4.05
Earned credits in education (excluding student teaching)	0.51	1.80	2.02	3.56	6.16	4.06
Average number of credits earned	0.44	0.87	1.03	1.50	2.06	1.84
Median number of credits earned	0.43	1.57	1.59	1.69	2.88	1.94
Earned credits in student teaching	0.21	1.79	2.18	3.52	5.66	4.44
Average number of credits earned	0.39	0.32	0.46	0.48	0.99	0.52
Median number of credits earned	0.73	0.24	0.25	0.76	1.02	0.89
Earned credits in science	0.54	1.32	1.65	2.27	2.59	3.20
Average number of credits earned	0.24	0.50	0.48	1.08	2.14	1.09
Median number of credits earned	0.07	0.32	0.33	0.61	1.38	0.65
Earned credits in advanced laboratory science	0.66	1.93	2.40	3.38	6.74	3.53
Average number of credits earned	0.23	0.50	0.44	1.22	2.03	1.56
Median number of credits earned	0.35	0.46	0.38	0.83	†	0.84
Earned credits in college-level mathematics	0.79	1.80	2.42	3.07	4.15	4.11
Average number of credits earned	0.07	0.27	0.20	0.67	1.33	0.36
Median number of credits earned	0.37	0.54	0.67	0.71	2.56	#
Earned credits in calculus/advanced math	0.72	1.64	1.75	3.61	5.67	3.93
Average number of credits earned	0.12	0.70	0.73	1.17	1.53	1.26
Median number of credits earned	0.22	0.81	0.61	2.30	2.68	0.60

See notes at end of table.

# National Center for Education Statistics

Table S3.

Standard errors for table 3: TEACHERS' UNDERGRADUATE GPA AND COURSETAKING: Percentage distribution of 2007–08 bachelor's degree recipients' GPA; percentage who took remedial courses; percentage who earned credits in selected fields; and among those who earned credits in selected fields, the average and median credits earned, by teaching status, school level, and subject taught: 2009—Continued

Undergraduate GPA and coursetaking	Taught in 2009					
	Non-teachers	All teachers	Elementary schools	Secondary schools		
				All secondary	Taught STEM subject	Did not teach STEM subject
Earned credits in computer science	0.81	1.75	2.43	3.61	6.86	4.14
Average number of credits earned	0.16	0.38	0.63	0.48	0.46	0.80
Median number of credits earned	#	#	0.17	#	0.10	0.25

† Not applicable.

# Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

Table 4.

**TEACHERS' PREPARATION AND SCHOOL POVERTY LEVEL: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 public school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, and average and median cumulative grade point average and credits earned in selected fields, by the percentage of school enrollment that qualified for free or reduced-price lunch and school level: 2009**

Teacher preparation characteristic	Percent free or reduced-price lunch enrollment			
	All	10 percent or less	11–49 percent	50 percent or more
Teachers in elementary, secondary, or combined schools	100.0	100.0	100.0	100.0
Sector of 2007–08 bachelor's degree institution				
Public 4-year	71.4	64.5	70.2	74.2
Private nonprofit 4-year	27.7	‡	‡	‡
For-profit 4-year	0.8 !	‡	‡	‡
Selectivity of 2007–08 bachelor's degree institution <sup>1</sup>				
Very selective	26.1	26.3	26.0	25.3
Moderately selective	58.3	60.1	58.9	57.5
Minimally selective or open admission	15.6	13.6	15.1	17.2
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	68.1	69.8	64.7	71.0
Maybe planned to apply	28.8	‡	31.7	26.6
Did not plan to apply	3.1	‡	3.7	2.4 !
Certification status				
Full certification	64.3	65.7	64.9	62.0
Working toward full certification	18.6	17.6 !	17.4	20.7
No certification or courses toward certification	17.1	16.7 !	17.6	17.3
Certification in teaching subjects <sup>2</sup>				
Certified in all subjects taught	61.9	63.1	63.1	59.2
Certified in some subjects taught	6.1	8.6 !	4.1	8.0
No certification in subjects taught	31.9	28.3	32.8	32.8
Took remedial education courses	35.2	31.8	35.8	36.4
Cumulative undergraduate grade point average				
Average	3.4	3.4	3.4	3.4
Median	3.5	3.5	3.5	3.5

See notes at end of table.

# National Center for Education Statistics

Table 4.

**TEACHERS' PREPARATION AND SCHOOL POVERTY LEVEL: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 public school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, and average and median cumulative grade point average and credits earned in selected fields, by the percentage of school enrollment that qualified for free or reduced-price lunch and school level: 2009—Continued**

Teacher preparation characteristic	All	Percent free or reduced-price lunch enrollment		
		10 percent or less	11–49 percent	50 percent or more
Earned credits in education (excluding student teaching) <sup>3</sup>	79.5	85.6	81.1	76.6
Average number of credits earned	33.9	26.6	33.2	36.6
Median number of credits earned	32.0	21.0	30.0	36.0
Earned credits in student teaching	53.9	51.8	56.1	51.7
Average number of credits earned	11.0	10.3	11.0	11.0
Median number of credits earned	11.3	9.0	11.3	11.3
<b>Teachers in elementary schools<sup>4</sup></b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Sector of 2007–08 bachelor's degree institution				
Public 4-year	72.9	62.8	71.3	76.2
Private nonprofit 4-year	‡	37.2	28.7	‡
For-profit 4-year	‡	0.0	0.0	‡
Selectivity of 2007–08 bachelor's degree institution <sup>1</sup>				
Very selective	22.3	20.8 !	26.1	19.0
Moderately selective	62.5	70.3	59.9	63.2
Minimally selective or open admission	15.2	9.0 !	14.0	17.8
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	70.8	75.9	68.7	71.6
Maybe planned to apply	24.9	‡	26.0	25.1
Did not plan to apply	4.3	‡	5.4 !	3.3 !
Certification status				
Full certification	67.8	67.2	69.9	65.7
Working toward full certification	16.5	15.3	14.3	18.8
No certification or courses toward certification	15.7	17.5 !	15.8	15.6
Certification in teaching subjects <sup>2</sup>				
Certified in all subjects taught	64.6	67.2	68.7	60.9
Certified in some subjects taught	7.2	6.4 !	4.3 !	9.6
No certification in subjects taught	28.2	26.4	27.0	29.5

See notes at end of table.

# National Center for Education Statistics

Table 4.

**TEACHERS' PREPARATION AND SCHOOL POVERTY LEVEL: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 public school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, and average and median cumulative grade point average and credits earned in selected fields, by the percentage of school enrollment that qualified for free or reduced-price lunch and school level: 2009—Continued**

Teacher preparation characteristic	Percent free or reduced-price lunch enrollment			
	All	10 percent or less	11–49 percent	50 percent or more
Took remedial education courses	35.9	34.0	35.6	37.9
Cumulative undergraduate grade point average				
Average	3.4	3.5	3.4	3.4
Median	3.5	3.5	3.5	3.5
Earned credits in education (excluding student teaching) <sup>3</sup>	82.7	89.3	84.3	80.0
Average number of credits earned	39.2	30.6	40.2	40.4
Median number of credits earned	41.0	30.0	42.0	41.3
Earned credits in student teaching	58.3	58.9	60.5	56.9
Average number of credits earned	11.3	11.3	11.2	11.3
Median number of credits earned	11.3	11.0	11.3	11.3
<b>Teachers in secondary schools<sup>4</sup></b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Sector of 2007–08 bachelor's degree institution				
Public 4-year	71.6	‡	70.5	71.6
Private nonprofit 4-year	‡	‡	‡	‡
For-profit 4-year	‡	‡	‡	‡
Selectivity of 2007–08 bachelor's degree institution <sup>1</sup>				
Very selective	30.8	‡	26.1	36.7
Moderately selective	53.5	‡	57.3	47.5
Minimally selective or open admission	15.7	‡	16.6	15.9
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	60.2	‡	58.3	62.6
Maybe planned to apply	‡	‡	‡	37.4
Did not plan to apply	‡	‡	‡	0.0
Certification status				
Full certification	59.2	‡	61.1	52.4
Working toward full certification	22.6	‡	21.2	28.1
No certification or courses toward certification	18.2	‡	17.7	19.5

See notes at end of table.

# National Center for Education Statistics

**Table 4.**  
**TEACHERS' PREPARATION AND SCHOOL POVERTY LEVEL: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 public school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, and average and median cumulative grade point average and credits earned in selected fields, by the percentage of school enrollment that qualified for free or reduced-price lunch and school level: 2009—Continued**

Teacher preparation characteristic	Percent free or reduced-price lunch enrollment			
	All	10 percent or less	11–49 percent	50 percent or more
Certification in teaching subjects <sup>2</sup>				
Certified in all subjects taught	58.9	‡	57.5	57.4
Certified in some subjects taught	4.0	‡	4.0 !	‡
No certification in subjects taught	37.1	‡	38.6	‡
Took remedial education courses	35.8	‡	36.1	34.4
Cumulative undergraduate grade point average				
Average	3.4	‡	3.4	3.4
Median	3.5	‡	3.5	3.4
Earned credits in education (excluding student teaching) <sup>3</sup>	74.0	‡	76.8	68.2
Average number of credits earned	23.9	‡	23.7	25.2
Median number of credits earned	20.4	‡	20.0	21.0
Earned credits in student teaching	47.0	‡	51.1	39.3
Average number of credits earned	10.1	‡	10.3	9.7
Median number of credits earned	10.5	‡	11.0	11.0

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Excludes the 4.6 percent of graduates who received their degrees from for-profit institutions. The selectivity measure was developed for the Integrated Postsecondary Education Data System (IPEDS) for public or private nonprofit 4-year institutions using the following criteria: whether the institution was open admission (no minimal requirements), the number of applicants, the number of students admitted, the 25th and 75th percentiles of ACT and/or SAT scores, and whether or not test scores were required. For additional information on the measure, see Cunningham, A.F. (2006). *Changes in Patterns of Prices and Financial Aid* (NCES 2006-153). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved October 1, 2012, from <http://nces.ed.gov/pubs2006/2006153.pdf>.

<sup>2</sup> Information on certification in the subject or subjects taught was limited to respondents who reported teaching arts and music, general elementary education, English and language arts, English as a second language (ESL), foreign languages, health and physical education, math and computer science, science, general secondary education, social sciences, special education, and vocational, career, and technical education. The certification status in the subject or subjects taught among respondents who reported teaching driver education, humanities and liberal studies, library and information science, military science and Reserve Officers' Training Corps (ROTC), and philosophy, religious studies, theology, or divinity could not be determined from the interview data.

<sup>3</sup> Excludes credits earned in education for practicums in education, student teaching, directed teaching, field placement, observation and participation, supervised teaching, field experience, field workshop and/or internship. For more information on how courses are classified, see the 2010 College Course Map (CCM:2010) at <http://nces.ed.gov/surveys/pets/ccm.asp>.

<sup>4</sup> Excludes the 1.4 percent of graduates who worked in schools that combined elementary and secondary levels.

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program, a student must be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the poverty threshold. Estimates exclude the 4.2 percent of graduates who worked as itinerant teachers, teacher aides, short-term substitutes, or student teachers and the 0.5 who taught in foreign schools. School level was determined using the definitions in the Private School Survey (PSS). PSS defines elementary schools as those with a lowest grade offered of Pre-Kindergarten, Kindergarten, or grades 1–6, and a highest grade offered of K–8. PSS defines secondary schools as those with a lowest and highest grade offered of 7 through 12. Schools not fitting either category are combined schools. Detail may not sum to totals because of rounding. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

**Table S4.**

**Standard errors for table 4: TEACHERS' PREPARATION AND SCHOOL POVERTY LEVEL: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 public school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, and average and median cumulative grade point average and credits earned in selected fields, by the percentage of school enrollment that qualified for free or reduced-price lunch and school level: 2009**

Teacher preparation characteristic	Percent free or reduced-price lunch enrollment			
	All	10 percent or less	11–49 percent	50 percent or more
<b>Teachers in elementary, secondary, or combined schools</b>	†	†	†	†
Sector of 2007–08 bachelor's degree institution				
Public 4-year	2.01	6.56	3.08	2.78
Private nonprofit 4-year	2.00	†	†	†
For-profit 4-year	0.40	†	†	†
Selectivity of 2007–08 bachelor's degree institution				
Very selective	1.90	6.17	2.93	2.92
Moderately selective	2.15	6.62	3.18	3.50
Minimally selective or open admission	1.77	3.44	2.47	2.58
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	2.45	6.34	3.75	3.48
Maybe planned to apply	2.44	†	3.70	3.32
Did not plan to apply	0.64	†	1.01	0.89
Certification status				
Full certification	1.90	6.54	3.03	2.92
Working toward full certification	1.56	5.37	2.61	2.21
No certification or courses toward certification	1.55	5.11	2.51	2.27
Certification in teaching subjects				
Certified in all subjects taught	1.85	6.34	3.10	2.86
Certified in some subjects taught	0.92	3.22	1.05	1.50
No certification in subjects taught	1.78	6.39	3.05	2.78
Took remedial education courses	2.17	6.85	3.03	3.16
Cumulative undergraduate grade point average				
Average	0.02	0.05	0.03	0.03
Median	0.02	0.06	0.04	0.05

See notes at end of table.

# National Center for Education Statistics

Table S4.

Standard errors for table 4: TEACHERS' PREPARATION AND SCHOOL POVERTY LEVEL: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 public school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, and average and median cumulative grade point average and credits earned in selected fields, by the percentage of school enrollment that qualified for free or reduced-price lunch and school level: 2009—Continued

Teacher preparation characteristic	All	Percent free or reduced-price lunch enrollment		
		10 percent or less	11–49 percent	50 percent or more
Earned credits in education (excluding student teaching)	1.78	5.84	2.48	2.97
Average number of credits earned	0.93	2.82	1.42	1.47
Median number of credits earned	1.74	3.74	2.64	2.51
Earned credits in student teaching	1.99	6.85	2.88	3.19
Average number of credits earned	0.32	1.07	0.40	0.49
Median number of credits earned	0.22	1.50	0.37	0.44
<b>Teachers in elementary schools</b>	†	†	†	†
Sector of 2007–08 bachelor's degree institution				
Public 4-year	2.18	7.47	3.87	3.00
Private nonprofit 4-year	†	7.47	3.87	†
For-profit 4-year	†	0.00	0.00	†
Selectivity of 2007–08 bachelor's degree institution				
Very selective	2.12	6.42	4.16	2.93
Moderately selective	2.62	6.83	4.53	3.82
Minimally selective or open admission	2.06	3.18	2.93	3.29
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	2.69	7.92	4.45	3.73
Maybe planned to apply	2.58	†	4.36	3.47
Did not plan to apply	0.93	†	1.62	1.24
Certification status				
Full certification	2.39	7.02	4.06	3.39
Working toward full certification	1.68	4.37	3.22	2.25
No certification or courses toward certification	1.82	6.52	3.24	2.59
Certification in teaching subjects				
Certified in all subjects taught	2.65	6.55	4.35	3.52
Certified in some subjects taught	1.24	3.08	1.65	1.89
No certification in subjects taught	2.46	7.27	4.07	3.33

See notes at end of table.

# National Center for Education Statistics

Table S4.

Standard errors for table 4: TEACHERS' PREPARATION AND SCHOOL POVERTY LEVEL: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 public school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, and average and median cumulative grade point average and credits earned in selected fields, by the percentage of school enrollment that qualified for free or reduced-price lunch and school level: 2009—Continued

Teacher preparation characteristic	Percent free or reduced-price lunch enrollment			
	All	10 percent or less	11–49 percent	50 percent or more
Took remedial education courses	2.75	7.08	4.27	3.72
Cumulative undergraduate grade point average				
Average	0.02	0.06	0.04	0.03
Median	0.02	0.09	0.04	0.04
Earned credits in education (excluding student teaching)	2.08	5.74	3.18	3.10
Average number of credits earned	1.08	3.51	1.77	1.60
Median number of credits earned	1.65	6.07	2.63	2.65
Earned credits in student teaching	2.32	7.55	3.84	3.44
Average number of credits earned	0.46	1.35	0.63	0.59
Median number of credits earned	0.34	2.49	0.39	0.60
<b>Teachers in secondary schools</b>	†	†	†	†
Sector of 2007–08 bachelor's degree institution				
Public 4-year	3.61	†	4.92	6.69
Private nonprofit 4-year	†	†	†	†
For-profit 4-year	†	†	†	†
Selectivity of 2007–08 bachelor's degree institution				
Highly selective	4.01	†	4.80	7.21
Selective	4.07	†	5.07	6.94
Minimally selective or open admission	3.34	†	4.22	4.46
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	4.77	†	6.25	8.78
Maybe planned to apply	†	†	†	8.78
Did not plan to apply	†	†	†	0.00
Certification status				
Full certification	3.18	†	4.57	5.89
Working toward full certification	3.17	†	4.38	5.30
No certification or courses toward certification	2.71	†	3.67	5.06

See notes at end of table.

# National Center for Education Statistics

Table S4.

Standard errors for table 4: TEACHERS' PREPARATION AND SCHOOL POVERTY LEVEL: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 public school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, and average and median cumulative grade point average and credits earned in selected fields, by the percentage of school enrollment that qualified for free or reduced-price lunch and school level: 2009—Continued

Teacher preparation characteristic	Percent free or reduced-price lunch enrollment			
	All	10 percent or less	11–49 percent	50 percent or more
Certification in teaching subjects				
Certified in all subjects taught	3.22	†	4.66	6.09
Certified in some subjects taught	1.10	†	1.53	†
No certification in subjects taught	3.24	†	4.76	†
Took remedial education courses	3.75	†	4.65	7.10
Cumulative undergraduate grade point average				
Average	0.03	†	0.05	0.07
Median	0.06	†	0.07	0.13
Earned credits in education (excluding student teaching)	3.61	†	4.63	6.69
Average number of credits earned	1.57	†	1.63	3.18
Median number of credits earned	1.76	†	1.75	3.49
Earned credits in student teaching	3.69	†	5.15	6.63
Average number of credits earned	0.47	†	0.60	0.98
Median number of credits earned	0.85	†	0.85	1.65

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

Table 5.

**TEACHERS' PREPARATION AND SCHOOL LOCALE: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school locale and school level: 2009**

Teacher preparation characteristic	All	School locale		
		Rural	Suburban/ town	Urban
<b>Teachers in elementary, secondary, or combined schools</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Sector of 2007–08 bachelor's degree institution				
Public 4-year	68.3	72.7	69.4	64.0
Private nonprofit 4-year	30.8	‡	‡	34.4
For-profit 4-year	0.9 !	‡	‡	1.7 !
Selectivity of 2007–08 bachelor's degree institution <sup>1</sup>				
Very selective	26.5	17.1	25.9	33.4
Moderately selective	58.3	64.7	63.3	48.0
Minimally selective or open admission	15.2	18.2	10.8	18.6
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	68.0	71.0	69.8	63.1
Maybe planned to apply	28.7	23.9	27.0	34.9
Did not plan to apply	3.3	5.1	3.2	2.0 !
Certification status				
Full certification	59.7	66.9	64.8	48.6
Working toward full certification	18.3	12.7	15.8	25.1
No certification or courses toward certification	22.0	20.4	19.4	26.3
Certification in teaching subjects <sup>2</sup>				
Certified in all subjects taught	57.1	67.0	58.0	49.6
Certified in some subjects taught	6.4	6.6	6.1	6.5
No certification in subjects taught	36.5	26.4	35.9	43.9
Took remedial education courses	33.6	39.1	32.8	30.8
Cumulative undergraduate grade point average				
Average	3.4	3.4	3.4	3.4
Median	3.5	3.5	3.5	3.5

See notes at end of table.

# National Center for Education Statistics

Table 5.

**TEACHERS' PREPARATION AND SCHOOL LOCALE: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school locale and school level: 2009—Continued**

Teacher preparation characteristic	All	School locale		
		Rural	Suburban/ town	Urban
Earned credits in education (excluding student teaching) <sup>3</sup>	75.6	85.3	76.7	67.5
Average number of credits earned	25.2	31.0	25.1	21.4
Median number of credits earned	20.4	30.0	20.3	15.0
Earned credits in student teaching	50.8	62.2	52.8	40.7
Average number of credits earned	10.9	11.0	11.0	10.5
Median number of credits earned	11.3	11.0	11.0	10.0
<b>Teachers in elementary schools<sup>4</sup></b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Sector of 2007–08 bachelor's degree institution				
Public 4-year	71.1	74.4	69.7	70.4
Private nonprofit 4-year	‡	‡	‡	‡
For-profit 4-year	‡	#	#	‡
Selectivity of 2007–08 bachelor's degree institution <sup>1</sup>				
Very selective	23.0	14.4	23.7	28.2
Moderately selective	61.4	68.9	64.8	51.7
Minimally selective or open admission	15.6	16.7	11.5	20.2
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	70.2	74.1	72.1	64.2
Maybe planned to apply	25.5	19.0	23.7	‡
Did not plan to apply	4.4	6.9 !	4.1 !	‡
Certification status				
Full certification	65.3	70.2	70.9	54.4
Working toward full certification	16.4	10.7	13.0	24.9
No certification or courses toward certification	18.3	19.1	16.0	20.7
Certification in teaching subjects <sup>2</sup>				
Certified in all subjects taught	60.8	68.9	63.1	52.3
Certified in some subjects taught	7.3	6.8	7.1	8.0
No certification in subjects taught	31.8	24.4	29.8	39.7
Took remedial education courses	35.7	43.3	34.2	32.2

See notes at end of table.

# National Center for Education Statistics

Table 5.

**TEACHERS' PREPARATION AND SCHOOL LOCALE: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school locale and school level: 2009—Continued**

Teacher preparation characteristic	All	School locale		
		Rural	Suburban/ town	Urban
Cumulative undergraduate grade point average				
Average	3.4	3.4	3.4	3.4
Median	3.5	3.5	3.5	3.5
Earned credits in education (excluding student teaching) <sup>3</sup>	80.8	86.7	82.0	75.1
Average number of credits earned	31.1	38.1	29.7	28.0
Median number of credits earned	32.0	43.0	27.0	28.0
Earned credits in student teaching	56.4	62.9	56.1	52.0
Average number of credits earned	11.2	11.5	11.4	10.5
Median number of credits earned	11.3	12.0	11.0	9.0
<b>Teachers in secondary schools<sup>4</sup></b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Sector of 2007–08 bachelor's degree institution				
Public 4-year	69.6	69.4	72.2	66.5
Private nonprofit 4-year	‡	‡	‡	‡
For-profit 4-year	‡	‡	‡	‡
Selectivity of 2007–08 bachelor's degree institution <sup>1</sup>				
Very selective	31.3	21.0	30.6	39.0
Moderately selective	53.9	58.8	59.9	43.4
Minimally selective or open admission	14.7	20.1	9.5 !	17.6 !
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	60.6	67.3	62.8	51.5
Maybe planned to apply	‡	‡	‡	‡
Did not plan to apply	‡	#	‡	‡
Certification status				
Full certification	55.8	65.6 !	59.2	45.0
Working toward full certification	22.9	17.1 !	22.3	27.5
No certification or courses toward certification	21.3	17.3 !	18.5	27.5
Certification in teaching subjects <sup>2</sup>				
Certified in all subjects taught	56.5	70.2	55.1	49.6
Certified in some subjects taught	5.1	‡	4.2 !	5.6 !
No certification in subjects taught	38.4	‡	40.6	44.9

See notes at end of table.

# National Center for Education Statistics

Table 5.

**TEACHERS' PREPARATION AND SCHOOL LOCALE: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school locale and school level: 2009—Continued**

Teacher preparation characteristic	School locale			
	All	Rural	Suburban/ town	Urban
Took remedial education courses	33.9	29.7	37.6	32.4
Cumulative undergraduate grade point average				
Average	3.4	3.4	3.4	3.4
Median	3.5	3.5	3.4	3.6
Earned credits in education (excluding student teaching) <sup>3</sup>	73.5	82.0	76.2	64.1
Average number of credits earned	17.4	19.2	18.4	14.9
Median number of credits earned	15.0	16.0	17.0	‡
Earned credits in student teaching	46.3	63.0	50.1	30.1
Average number of credits earned	10.0	9.5	10.4	9.8
Median number of credits earned	10.5	10.0	10.0	11.0

# Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Excludes the 4.6 percent of graduates who received their degrees from for-profit institutions. The selectivity measure was developed for the Integrated Postsecondary Education Data System (IPEDS) for public or private nonprofit 4-year institutions using the following criteria: whether the institution was open admission (no minimal requirements), the number of applicants, the number of students admitted, the 25th and 75th percentiles of ACT and/or SAT scores, and whether or not test scores were required. For additional information on the measure, see Cunningham, A.F. (2006). *Changes in Patterns of Prices and Financial Aid* (NCES 2006-153). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved October 1, 2012, from <http://nces.ed.gov/pubs2006/2006153.pdf>.

<sup>2</sup> Information on certification in the subject or subjects taught was limited to respondents who reported teaching arts and music, general elementary education, English and language arts, English as a second language (ESL), foreign languages, health and physical education, math and computer science, science, general secondary education, social sciences, special education, and vocational, career, and technical education. The certification status in the subject or subjects taught among respondents who reported teaching driver education, humanities and liberal studies, library and information science, military science and Reserve Officers' Training Corps (ROTC), and philosophy, religious studies, theology, or divinity could not be determined from the interview data.

<sup>3</sup> Excludes credits earned in education for practicums in education, student teaching, directed teaching, field placement, observation and participation, supervised teaching, field experience, field workshop and/or internship. For more information on how courses are classified, see the 2010 College Course Map (CCM:2010) at <http://nces.ed.gov/surveys/pets/ccm.asp>.

<sup>4</sup> Excludes the 1.4 percent of graduates who worked in schools that combined elementary and secondary levels.

NOTE: School location is defined in accordance with the National Center for Education Statistic's urban-centric locale codes. For more information on how school locations are classified, see *Metro- and Urban-Centric Locale Code Categories: Definitions and Comparison* at [http://nces.ed.gov/ccd/rural\\_locales.asp#defs](http://nces.ed.gov/ccd/rural_locales.asp#defs). School level was determined using the definitions in the Private School Survey (PSS). PSS defines elementary schools as those with a lowest grade offered of Pre-Kindergarten, Kindergarten, or grades 1–6, and a highest grade offered of K–8. PSS defines secondary schools as those with a lowest and highest grade offered of 7 through 12. Schools not fitting either category are combined schools. Estimates exclude the 4.2 percent of graduates who worked as itinerant teachers, teacher aides, short-term substitutes, or student teachers and the 0.5 who taught in foreign schools. Detail may not sum to totals because of rounding. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

Table S5.

Standard errors for table 5: TEACHERS' PREPARATION AND SCHOOL LOCALE: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school locale and school level: 2009

Teacher preparation characteristic	All	School locale		
		Rural	Suburban/ town	Urban
<b>Teachers in elementary, secondary, or combined schools</b>	†	†	†	†
Sector of 2007–08 bachelor's degree institution				
Public 4-year	1.83	3.34	2.56	3.47
Private nonprofit 4-year	1.82	†	†	3.49
For-profit 4-year	0.35	†	†	0.73
Selectivity of 2007–08 bachelor's degree institution				
Very selective	1.73	3.06	2.86	3.60
Moderately selective	2.04	3.69	3.28	3.50
Minimally selective or open admission	1.66	2.61	1.79	3.05
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	2.29	3.80	3.14	3.81
Maybe planned to apply	2.24	3.83	3.00	3.81
Did not plan to apply	0.59	1.47	0.93	0.92
Certification status				
Full certification	1.74	3.24	2.72	3.29
Working toward full certification	1.35	2.38	2.27	2.46
No certification or courses toward certification	1.57	3.06	2.37	3.13
Certification in teaching subjects				
Certified in all subjects taught	1.83	3.43	2.89	3.37
Certified in some subjects taught	0.93	1.67	1.31	1.44
No certification in subjects taught	1.70	3.19	2.65	3.41
Took remedial education courses	1.93	3.73	2.95	3.48
Cumulative undergraduate grade point average				
Average	0.02	0.03	0.03	0.03
Median	0.02	0.03	0.04	0.04

See notes at end of table.

# National Center for Education Statistics

Table S5.

Standard errors for table 5: TEACHERS' PREPARATION AND SCHOOL LOCALE: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school locale and school level: 2009—Continued

Teacher preparation characteristic	All	School locale		
		Rural	Suburban/ town	Urban
Earned credits in education (excluding student teaching)	1.80	2.65	2.87	3.32
Average number of credits earned	0.87	1.72	1.34	1.60
Median number of credits earned	1.35	3.12	1.88	2.78
Earned credits in student teaching	1.79	3.50	2.88	3.08
Average number of credits earned	0.32	0.55	0.41	0.65
Median number of credits earned	0.24	0.47	0.35	0.98
<b>Teachers in elementary schools</b>	†	†	†	†
Sector of 2007–08 bachelor's degree institution				
Public 4-year	2.21	3.98	3.56	3.77
Private nonprofit 4-year	†	†	†	†
For-profit 4-year	†	†	†	†
Selectivity of 2007–08 bachelor's degree institution				
Very selective	2.01	3.28	3.19	4.26
Moderately selective	2.62	4.39	3.97	4.61
Minimally selective or open admission	2.05	3.19	2.40	4.17
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	2.52	4.76	3.61	4.80
Maybe planned to apply	2.43	4.69	3.33	†
Did not plan to apply	0.90	2.15	1.43	†
Certification status				
Full certification	2.14	4.30	3.22	4.02
Working toward full certification	1.47	2.59	2.46	3.38
No certification or courses toward certification	1.72	4.19	2.40	3.40
Certification in teaching subjects				
Certified in all subjects taught	2.57	4.65	3.93	4.19
Certified in some subjects taught	1.23	1.96	1.96	1.96
No certification in subjects taught	2.39	4.19	3.34	4.31
Took remedial education courses	2.57	4.45	3.77	4.62

See notes at end of table.

# National Center for Education Statistics

Table S5.

Standard errors for table 5: TEACHERS' PREPARATION AND SCHOOL LOCALE: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school locale and school level: 2009—Continued

Teacher preparation characteristic	All	School locale		
		Rural	Suburban/ town	Urban
Cumulative undergraduate grade point average				
Average	0.02	0.04	0.03	0.04
Median	0.03	0.04	0.06	0.04
Earned credits in education (excluding student teaching)	2.02	3.59	3.14	3.49
Average number of credits earned	1.09	2.40	1.68	1.89
Median number of credits earned	1.73	2.56	4.02	3.74
Earned credits in student teaching	2.18	4.97	3.57	4.05
Average number of credits earned	0.46	0.81	0.51	0.85
Median number of credits earned	0.25	0.66	0.67	1.32
<b>Teachers in secondary schools</b>	†	†	†	†
Sector of 2007–08 bachelor's degree institution				
Public 4-year	3.33	6.68	4.61	6.56
Private nonprofit 4-year	†	†	†	†
For-profit 4-year	†	†	†	†
Selectivity of 2007–08 bachelor's degree institution				
Very selective	3.78	5.52	5.91	6.86
Moderately selective	3.84	6.63	5.83	6.13
Minimally selective or open admission	3.11	5.53	2.92	5.44
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	4.44	7.96	6.27	8.20
Maybe planned to apply	†	†	†	†
Did not plan to apply	†	†	†	†
Certification status				
Full certification	3.10	6.54	5.04	7.04
Working toward full certification	3.02	5.43	4.96	5.32
No certification or courses toward certification	2.89	5.78	3.96	6.48
Certification in teaching subjects				
Certified in all subjects taught	3.20	6.99	4.72	7.35
Certified in some subjects taught	1.32	†	1.66	2.44
No certification in subjects taught	3.19	†	4.86	7.41

See notes at end of table.

# National Center for Education Statistics

Table S5.

Standard errors for table 5: TEACHERS' PREPARATION AND SCHOOL LOCALE: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected undergraduate education and teacher preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school locale and school level: 2009—Continued

Teacher preparation characteristic	All	School locale		
		Rural	Suburban/ town	Urban
Took remedial education courses	3.54	6.07	5.61	6.09
Cumulative undergraduate grade point average				
Average	0.03	0.05	0.05	0.06
Median	0.05	0.07	0.09	0.11
Earned credits in education (excluding student teaching)	3.56	6.06	4.94	6.85
Average number of credits earned	1.31	2.03	1.93	2.59
Median number of credits earned	1.27	1.91	2.58	4.02
Earned credits in student teaching	3.52	6.85	5.95	6.08
Average number of credits earned	0.48	0.87	0.74	1.08
Median number of credits earned	0.76	1.14	1.20	1.89

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

Table 6.

**TEACHERS' PREPARATION AND SCHOOL RACE/ETHNICITY: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students and school level: 2009**

Teacher preparation characteristic	All	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students <sup>1</sup>		
		Less than 20 percent	20–50 percent	More than 50 percent
<b>Teachers in elementary, secondary, or combined schools</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Sector of 2007–08 bachelor's degree institution				
Public 4-year	68.3	66.7	68.7	68.9
Private nonprofit 4-year	30.8	‡	‡	29.7
For-profit 4-year	0.9 !	‡	‡	1.4 !
Selectivity of 2007–08 bachelor's degree institution <sup>2</sup>				
Very selective	26.5	18.5	29.0	30.1
Moderately selective	58.3	64.8	55.8	55.4
Minimally selective or open admission	15.2	16.7	15.2	14.5
Plans to apply to graduate school in the future, as of 2007–08				
Planned to apply	68.0	70.5	65.2	68.1
Maybe planned to apply	28.7	24.5	33.1	28.6
Did not plan to apply	3.3	5.0 !	1.7 !	3.3
Certification status				
Full certification	59.7	66.4	58.7	54.7
Working toward full certification	18.3	10.8	18.2	24.9
No certification or courses toward certification	22.0	22.9	23.2	20.4
Certification in teaching subjects <sup>3</sup>				
Certified in all subjects taught	57.1	64.5	53.6	54.5
Certified in some subjects taught	6.4	5.7	5.7	7.1
No certification in subjects taught	36.5	29.8	40.8	38.4
Took remedial education courses	33.6	31.7	33.4	35.8
Cumulative undergraduate grade point average				
Average	3.4	3.5	3.4	3.4
Median	3.5	3.5	3.5	3.4
Earned credits in education (excluding student teaching) <sup>4</sup>				
Average number of credits earned	25.2	25.8	27.8	23.4
Median number of credits earned	20.4	20.0	23.3	20.3

See notes at end of table.

# National Center for Education Statistics

**Table 6.**  
**TEACHERS' PREPARATION AND SCHOOL RACE/ETHNICITY: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students and school level: 2009**  
**—Continued**

Teacher preparation characteristic	All	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students <sup>1</sup>		
		Less than 20 percent	20–50 percent	More than 50 percent
Earned credits in student teaching	50.8	56.3	52.8	45.8
Average number of credits earned	10.9	11.7	10.8	10.2
Median number of credits earned	11.3	12.0	11.3	10.0
<b>Teachers in elementary schools<sup>5</sup></b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Sector of 2007–08 bachelor's degree institution				
Public 4-year	71.1	70.3	73.4	70.1
Private nonprofit 4-year	‡	‡	‡	‡
For-profit 4-year	‡	#	#	‡
Selectivity of 2007–08 bachelor's degree institution <sup>2</sup>				
Very selective	23.0	12.1	28.9	26.3
Moderately selective	61.4	69.2	55.9	59.5
Minimally selective or open admission	15.6	18.8	15.2	14.2
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	70.2	73.5	68.4	70.1
Maybe planned to apply	25.5	19.6	‡	25.4
Did not plan to apply	4.4	6.9 !	‡	4.5
Certification status				
Full certification	65.3	77.6	61.1	60.3
Working toward full certification	16.4	9.3	14.5	23.1
No certification or courses toward certification	18.3	13.1	24.4	16.6
Certification in teaching subjects <sup>3</sup>				
Certified in all subjects taught	60.8	74.6	57.0	57.3
Certified in some subjects taught	7.3	5.9 !	7.0	7.8
No certification in subjects taught	31.8	19.5	35.9	34.9
Took remedial education courses	35.7	35.6	34.4	37.2
Cumulative undergraduate grade point average				
Average	3.4	3.5	3.4	3.4
Median	3.5	3.5	3.5	3.4

See notes at end of table.

# National Center for Education Statistics

**Table 6.**  
**TEACHERS' PREPARATION AND SCHOOL RACE/ETHNICITY: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students and school level: 2009**  
**—Continued**

Teacher preparation characteristic	All	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students <sup>1</sup>		
		Less than 20 percent	20–50 percent	More than 50 percent
Earned credits in education (excluding student teaching) <sup>4</sup>	80.8	88.1	85.7	74.2
Average number of credits earned	31.1	32.6	34.6	28.4
Median number of credits earned	32.0	35.0	39.0	28.0
Earned credits in student teaching	56.4	61.5	56.8	54.0
Average number of credits earned	11.2	12.1	10.8	10.8
Median number of credits earned	11.3	12.0	11.3	11.3
<b>Teachers in secondary schools<sup>5</sup></b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Sector of 2007–08 bachelor's degree institution				
Public 4-year	69.6	64.5	69.0	73.7
Private nonprofit 4-year	‡	‡	‡	‡
For-profit 4-year	‡	‡	‡	‡
Selectivity of 2007–08 bachelor's degree institution <sup>2</sup>				
Very selective	31.3	25.3	32.4	34.2
Moderately selective	53.9	60.5	51.6	51.6
Minimally selective or open admission	14.7	14.2	16.0 !	14.3 !
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	60.6	71.7	55.8	53.9
Maybe planned to apply	‡	‡	‡	‡
Did not plan to apply	‡	‡	‡	#
Certification status				
Full certification	55.8	63.0	54.0	49.7
Working toward full certification	22.9	11.5 !	23.6	32.8
No certification or courses toward certification	21.3	25.5	22.4	17.5
Certification in teaching subjects <sup>3</sup>				
Certified in all subjects taught	56.5	61.5	49.5	55.6
Certified in some subjects taught	5.1	6.0	‡	6.0 !
No certification in subjects taught	38.4	32.5	‡	38.4

See notes at end of table.

# National Center for Education Statistics

Table 6.

**TEACHERS' PREPARATION AND SCHOOL RACE/ETHNICITY: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students and school level: 2009**  
—Continued

Teacher preparation characteristic	All	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students <sup>1</sup>		
		Less than 20 percent	20–50 percent	More than 50 percent
Took remedial education courses	33.9	25.0	38.8	38.4
Cumulative undergraduate grade point average				
Average	3.4	3.5	3.4	3.3
Median	3.5	3.6	3.5	3.3
Earned credits in education (excluding student teaching) <sup>4</sup>	73.5	77.7	75.9	67.8
Average number of credits earned	17.4	18.1	18.0	16.0
Median number of credits earned	15.0	15.6	15.0	13.0 !
Earned credits in student teaching	46.3	58.6	45.5	34.9
Average number of credits earned	10.0	10.7	10.8	8.2
Median number of credits earned	10.5	11.0	11.0	8.0

# Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Black includes African American and Hispanic includes Latino.

<sup>2</sup> Excludes the 4.6 percent of graduates who received their degrees from for-profit institutions. The selectivity measure was developed for the Integrated Postsecondary Education Data System (IPEDS) for public or private nonprofit 4-year institutions using the following criteria: whether the institution was open admission (no minimal requirements), the number of applicants, the number of students admitted, the 25th and 75th percentiles of ACT and/or SAT scores, and whether or not test scores were required. For additional information on the measure, see Cunningham, A.F. (2006). *Changes in Patterns of Prices and Financial Aid* (NCES 2006-153). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved October 1, 2012, from <http://nces.ed.gov/pubs2006/2006153.pdf>.

<sup>3</sup> Information on certification in the subject or subjects taught was limited to respondents who reported teaching arts and music, general elementary education, English and language arts, English as a second language (ESL), foreign languages, health and physical education, math and computer science, science, general secondary education, social sciences, special education, and vocational, career, and technical education. The certification status in the subject or subjects taught among respondents who reported teaching driver education, humanities and liberal studies, library and information science, military science and Reserve Officers' Training Corps (ROTC), and philosophy, religious studies, theology, or divinity could not be determined from the interview data.

<sup>4</sup> Excludes credits earned in education for practicums in education, student teaching, directed teaching, field placement, observation and participation, supervised teaching, field experience, field workshop and/or internship. For more information on how courses are classified, see the 2010 College Course Map (CCM:2010) at <http://nces.ed.gov/surveys/pets/ccm.asp>.

<sup>5</sup> Excludes the 1.4 percent of graduates who worked in schools that combined elementary and secondary levels.

NOTE: School level was determined using the definitions in the Private School Survey (PSS). PSS defines elementary schools as those with a lowest grade offered of Pre-Kindergarten, Kindergarten, or grades 1–6, and a highest grade offered of K–8. PSS defines secondary schools as those with a lowest and highest grade offered of 7 through 12. Schools not fitting either category are combined schools. Estimates exclude the 4.2 percent of graduates who worked as itinerant teachers, teacher aides, short-term substitutes, or student teachers and the 0.5 who taught in foreign schools. Detail may not sum to totals because of rounding. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

Table S6.

Standard errors for table 6: TEACHERS' PREPARATION AND SCHOOL RACE/ETHNICITY: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students and school level: 2009

Teacher preparation characteristic	All	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students		
		Less than 20 percent	20–50 percent	More than 50 percent
Teachers in elementary, secondary, or combined schools	†	†	†	†
Sector of 2007–08 bachelor's degree institution				
Public 4-year	1.83	3.09	3.33	3.05
Private nonprofit 4-year	1.82	†	†	3.05
For-profit 4-year	0.35	†	†	0.60
Selectivity of 2007–08 bachelor's degree institution				
Very selective	1.73	2.48	3.30	3.01
Moderately selective	2.04	3.27	3.79	3.11
Minimally selective or open admission	1.66	2.75	2.68	2.53
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	2.29	3.46	4.71	3.53
Maybe planned to apply	2.24	3.24	4.73	3.54
Did not plan to apply	0.59	1.50	0.81	0.89
Certification status				
Full certification	1.74	3.15	3.50	3.12
Working toward full certification	1.35	1.93	2.97	2.64
No certification or courses toward certification	1.57	2.86	3.01	2.53
Certification in teaching subjects				
Certified in all subjects taught	1.83	3.49	3.65	3.06
Certified in some subjects taught	0.93	1.58	1.31	1.42
No certification in subjects taught	1.70	2.94	3.52	3.05
Took remedial education courses	1.93	3.20	3.63	3.26
Cumulative undergraduate grade point average				
Average	0.02	0.03	0.04	0.03
Median	0.02	0.04	0.04	0.04

See notes at end of table.

# National Center for Education Statistics

Table S6.

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Teacher preparation characteristic	All	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students		
		Less than 20 percent	20–50 percent	More than 50 percent
Earned credits in education (excluding student teaching)	1.80	3.16	2.97	2.81
Average number of credits earned	0.87	1.60	1.80	1.34
Median number of credits earned	1.35	3.06	2.82	1.59
Earned credits in student teaching	1.79	3.64	3.93	2.91
Average number of credits earned	0.32	0.46	0.50	0.61
Median number of credits earned	0.24	0.48	0.51	0.95
<b>Teachers in elementary schools</b>	†	†	†	†
Sector of 2007–08 bachelor's degree institution				
Public 4-year	2.21	3.81	4.23	3.33
Private nonprofit 4-year	†	†	†	†
For-profit 4-year	†	†	†	†
Selectivity of 2007–08 bachelor's degree institution				
Very selective	2.01	3.09	4.71	3.40
Moderately selective	2.62	4.52	4.95	3.84
Minimally selective or open admission	2.05	3.94	3.40	3.12
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	2.52	4.22	6.12	3.82
Maybe planned to apply	2.43	3.97	†	3.87
Did not plan to apply	0.90	2.38	†	1.28
Certification status				
Full certification	2.14	3.62	4.79	3.68
Working toward full certification	1.47	2.17	3.46	2.79
No certification or courses toward certification	1.72	3.04	3.96	2.91
Certification in teaching subjects				
Certified in all subjects taught	2.57	4.27	4.79	3.93
Certified in some subjects taught	1.23	2.24	1.91	1.75
No certification in subjects taught	2.39	3.91	4.50	3.92

See notes at end of table.

# National Center for Education Statistics

Table S6.

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Teacher preparation characteristic	All	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students		
		Less than 20 percent	20–50 percent	More than 50 percent
Took remedial education courses	2.57	4.41	4.90	3.98
Cumulative undergraduate grade point average				
Average	0.02	0.04	0.04	0.03
Median	0.03	0.05	0.05	0.04
Earned credits in education (excluding student teaching)	2.02	2.87	3.73	3.39
Average number of credits earned	1.09	2.22	2.39	1.72
Median number of credits earned	1.73	3.68	4.36	2.88
Earned credits in student teaching	2.18	5.17	5.01	3.54
Average number of credits earned	0.46	0.69	0.76	0.79
Median number of credits earned	0.25	0.47	0.96	1.14
<b>Teachers in secondary schools</b>	†	†	†	†
Sector of 2007–08 bachelor's degree institution				
Public 4-year	3.33	5.71	6.76	6.03
Private nonprofit 4-year	†	†	†	†
For-profit 4-year	†	†	†	†
Selectivity of 2007–08 bachelor's degree institution				
Very selective	3.78	5.54	6.77	6.97
Moderately selective	3.84	6.06	7.23	6.77
Minimally selective or open admission	3.11	3.92	5.48	4.94
Planned to apply to graduate school in the future, as of 2007–08				
Planned to apply	4.44	6.62	8.37	7.50
Maybe planned to apply	†	†	†	†
Did not plan to apply	†	†	†	†
Certification status				
Full certification	3.10	6.01	6.33	5.63
Working toward full certification	3.02	4.21	6.93	5.44
No certification or courses toward certification	2.89	5.01	6.26	4.31

See notes at end of table.

# National Center for Education Statistics

Table S6.

Standard errors for table 6: TEACHERS' PREPARATION AND SCHOOL RACE/ETHNICITY: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students and school level: 2009—Continued

Teacher preparation characteristic	All	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students		
		Less than 20 percent	20–50 percent	More than 50 percent
Certification in teaching subjects				
Certified in all subjects taught	3.20	5.53	6.92	5.92
Certified in some subjects taught	1.32	2.76	†	2.36
No certification in subjects taught	3.19	5.58	†	6.07
Took remedial education courses	3.54	5.19	6.91	6.47
Cumulative undergraduate grade point average				
Average	0.03	0.04	0.08	0.06
Median	0.05	0.07	0.11	0.11
Earned credits in education (excluding student teaching)	3.56	5.62	7.09	5.50
Average number of credits earned	1.31	1.95	2.48	2.19
Median number of credits earned	1.27	1.94	2.58	4.24
Earned credits in student teaching	3.52	6.67	7.68	5.68
Average number of credits earned	0.48	0.77	0.88	0.97
Median number of credits earned	0.76	1.10	0.95	1.99

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

Table 7.

**TEACHERS' PREPARATION AND SCHOOL SECTOR: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school sector: 2009**

Teacher preparation characteristic	All	School sector	
		Public	Private
<b>Teachers in elementary, secondary, or combined schools</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Sector of 2007–08 bachelor's degree institution			
Public 4-year	68.3	71.4	48.0
Private nonprofit 4-year	30.8	27.7	‡
For-profit 4-year	0.9 !	0.8 !	‡
Selectivity of 2007–08 bachelor's degree institution <sup>1</sup>			
Very selective	26.5	26.1	29.6
Moderately selective	58.3	58.3	56.6
Minimally selective or open admission	15.2	15.6	13.8
Planned to apply to graduate school in the future, as of 2007–08			
Planned to apply	68.0	68.1	65.3
Maybe planned to apply	28.7	28.8	‡
Did not plan to apply	3.3	3.1	‡
Certification status			
Full certification	59.7	64.3	38.0
Working toward full certification	18.3	18.6	18.5
No certification or courses toward certification	22.0	17.1	43.5
Certification in teaching subjects <sup>2</sup>			
Certified in all subjects taught	57.1	61.9	34.7
Certified in some subjects taught	6.4	6.1	7.1 !
No certification in subjects taught	36.5	31.9	58.3
Took remedial education courses	33.6	35.2	23.2
Cumulative undergraduate grade point average			
Average	3.4	3.4	3.4
Median	3.5	3.5	3.5

See notes at end of table.

# National Center for Education Statistics

Table 7.

**TEACHERS' PREPARATION AND SCHOOL SECTOR: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school sector: 2009—Continued**

Teacher preparation characteristic	All	School sector	
		Public	Private
Earned credits in education (excluding student teaching) <sup>3</sup>	75.6	79.5	60.9
Average number of credits earned	25.2	27.0	16.1
Median number of credits earned	20.4	23.0	5.3 !
Earned credits in student teaching	50.8	53.9	37.2
Average number of credits earned	10.9	11.0	10.1
Median number of credits earned	11.3	11.3	10.5

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Excludes the 4.6 percent of graduates who received their degrees from for-profit institutions. The selectivity measure was developed for the Integrated Postsecondary Education Data System (IPEDS) for public or private nonprofit 4-year institutions using the following criteria: whether the institution was open admission (no minimal requirements), the number of applicants, the number of students admitted, the 25th and 75th percentiles of ACT and/or SAT scores, and whether or not test scores were required. For additional information on the measure, see Cunningham, A.F. (2006). *Changes in Patterns of Prices and Financial Aid* (NCES 2006-153). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved October 1, 2012, from <http://nces.ed.gov/pubs2006/2006153.pdf>.

<sup>2</sup> Information on certification in the subject or subjects taught was limited to respondents who reported teaching arts and music, general elementary education, English and language arts, English as a second language (ESL), foreign languages, health and physical education, math and computer science, science, general secondary education, social sciences, special education, and vocational, career, and technical education. The certification status in the subject or subjects taught among respondents who reported teaching driver education, humanities and liberal studies, library and information science, military science and Reserve Officers' Training Corps (ROTC), and philosophy, religious studies, theology, or divinity could not be determined from the interview data.

<sup>3</sup> Excludes credits earned in education for practicums in education, student teaching, directed teaching, field placement, observation and participation, supervised teaching, field experience, field workshop and/or internship. For more information on how courses are classified, see the 2010 College Course Map (CCM:2010) at <http://nces.ed.gov/surveys/pets/ccm.asp>.

NOTE: Estimates exclude the 4.2 percent of graduates who worked as itinerant teachers, teacher aides, short-term substitutes, or student teachers and the 0.5 who taught in foreign schools. Detail may not sum to totals because of rounding. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).

# National Center for Education Statistics

Table S7.

Standard errors for table 7: TEACHERS' PREPARATION AND SCHOOL SECTOR: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school sector: 2009

Teacher preparation characteristic	All	School sector	
		Public	Private
Teachers in elementary, secondary, or combined schools	†	†	†
Sector of 2007–08 bachelor's degree institution			
Public 4-year	1.83	2.01	5.43
Private nonprofit 4-year	1.82	2.00	†
For-profit 4-year	0.35	0.40	†
Selectivity of 2007–08 bachelor's degree institution			
Very selective	1.73	1.90	5.40
Moderately selective	2.04	2.15	5.92
Minimally selective or open admission	1.66	1.77	3.80
Planned to apply to graduate school in the future, as of 2007–08			
Planned to apply	2.29	2.45	6.29
Maybe planned to apply	2.24	2.44	†
Did not plan to apply	0.59	0.64	†
Certification status			
Full certification	1.74	1.90	5.19
Working toward full certification	1.35	1.56	3.78
No certification or courses toward certification	1.57	1.55	5.77
Certification in teaching subjects			
Certified in all subjects taught	1.83	1.85	5.05
Certified in some subjects taught	0.93	0.92	2.50
No certification in subjects taught	1.70	1.78	5.52
Took remedial education courses	1.93	2.17	4.28
Cumulative undergraduate grade point average			
Average	0.02	0.02	0.05
Median	0.02	0.02	0.06

See notes at end of table.

# National Center for Education Statistics

Table S7.

Standard errors for table 7: TEACHERS' PREPARATION AND SCHOOL SECTOR: Percentage distribution of 2007–08 bachelor's degree recipients who taught in a K–12 school for selected preparation characteristics, percentage who took remedial education courses, average and median cumulative grade point average, and average and median credits earned in selected fields, by school sector: 2009—Continued

Teacher preparation characteristic	All	School sector	
		Public	Private
Earned credits in education (excluding student teaching)	1.80	1.78	6.16
Average number of credits earned	0.87	0.96	2.32
Median number of credits earned	1.35	1.52	1.79
Earned credits in student teaching	1.79	1.99	5.39
Average number of credits earned	0.32	0.32	0.87
Median number of credits earned	0.24	0.22	1.09

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Study (B&B:08/09).