

Appendix table 1-16

Pathway to teaching for public middle and high school mathematics and science teachers, by participation in practice teaching: Academic year 2007–08

(Percent)

Participated in practice teaching	Entered through alternative pathway			Entered through traditional pathway		
	Mathematics teachers	Science teachers	Other teachers ^a	Mathematics teachers	Science teachers	Other teachers ^a
All teachers	100.0	100.0	100.0	100.0	100.0	100.0
No practice teaching	57.2	48.9	51.3	6.4	7.7	6.0
Any practice teaching	42.8	51.1	48.7	93.6	92.3	94.0

^aOther teachers include those who teach any subject other than mathematics or science.

NOTES: The Schools and Staffing Survey asked teachers whether they entered the teaching profession through an alternative certification program designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program. Teachers who responded "yes" comprise those in the "entered through alternative pathway" category and those who said "no" comprise the "entered through traditional pathway" teachers. The traditional pathway usually begins in an undergraduate education program, where future teachers earn a bachelor's or master's degree and full teaching certification prior to beginning to teach.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2011) of 2007–08 Schools and Staffing Survey, National Center for Education Statistics.

Science and Engineering Indicators 2012