

Sources: PEIMS We count a teacher to
the academic year immediately prior to the enumerated
by any LEA in the enumerated year. We count a

The table below presents annual counts and percentages of new hires by the pathway into teaching.

In this analysis, we connect a new hire to their pathway. We use this to measure the number and percent of new hires by pathway. We identify nine pathways contributing to new hires in Texas and define the pathways in footnotes below



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- ¹ An individual who was first issued an intern or probationary certificate signaling progression through an alternative certification or post-baccalaureate program and is employed for the first time as a teacher
 - ² An individual who was first issued a one-year certificate after being fully certified in another state and is employed for the first time as a teacher
 - ³ An individual who was first issued a standard certificate after being fully certified in another state and is employed for the first time as a teacher
 - ⁴ An individual who was first issued a standard certificate after clinical teaching in a traditional, post-baccalaureate, or alternative certification program and who was employed in the first possible year after being issued the standard certification
 - ⁵ An individual who was first issued a standard certificate after student teaching in a traditional, post-baccalaureate, or alternative certification program and who was not employed in the first possible year after being issued the standard certification
 - ⁶ An individual who has no Texas certification or permit and is employed for the first time as a teacher
 - ⁷ An individual who was first issued certificate an emergency permit and is employed for the first time as a teacher
 - ⁸ An individual who was previously certified and employed as a teacher and is re-entering employment as a teacher after at least one a one-year break in service in a Texas public school or following reassignment from another role within a Texas Public School
 - ⁹ An individual whose was previously certified less half-time employed as a teacher and is now employed more than half-time employment as a teacher

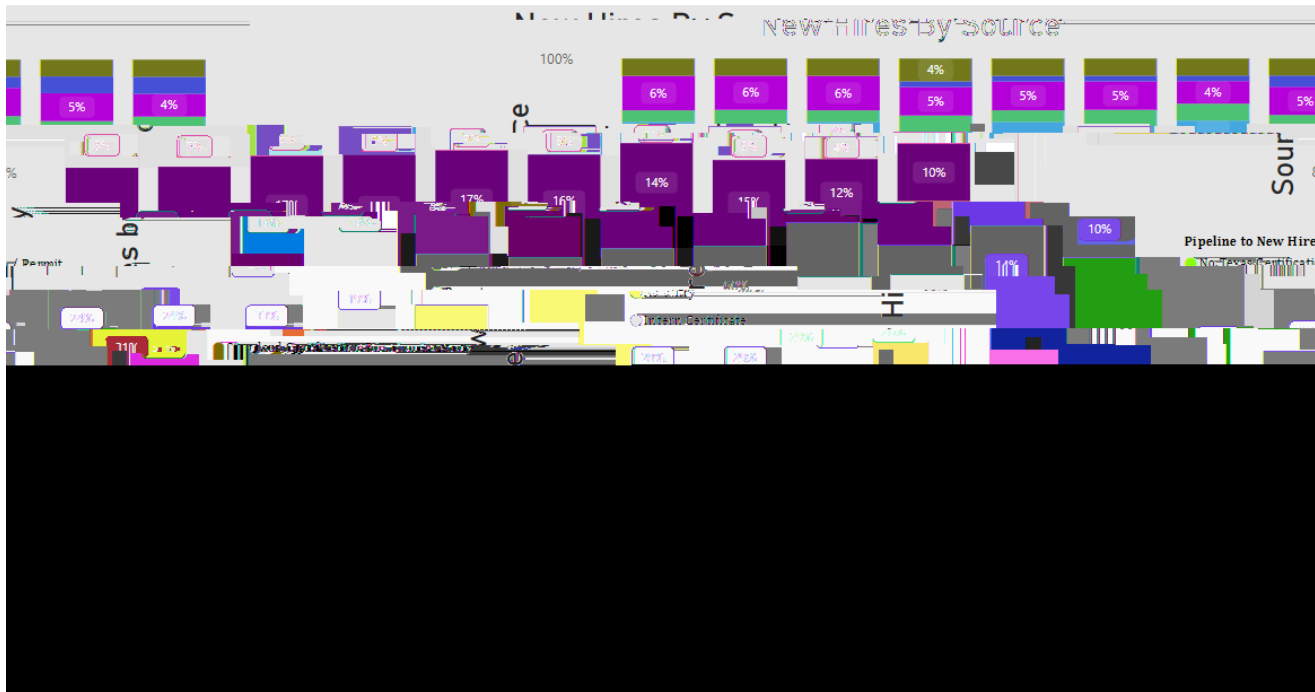
Sources: PEIMS Fall Collection and ECOS

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To identify the first pathway for new hires, we extracted the first certification or permit from the Educator Online Certification System (ECOS) database. We used the certification type and the certification issue date to identify the source of entry into Texas Public Schools of a new hire. For example, we considered an individual issued a standard certification with no temporary certification or permit before this a standard certified teacher. This type of teacher has completed their preparation with a clinical teaching experience prior to entry into the labor market as a teacher. This contrasts with an individual issued an intern or probationary certification first. Once this procedure was completed, we connected all teacher employment and certification records. After connecting the data, we retrospectively identified individuals who had been employed as a teacher previously and had a break in teaching service (e.g., a re-entering teacher) from 1993-1994 to the present. Once all new hires had a pathway assigned to them, we counted the new hires by source and in total. We calculated percent from each pathway by dividing the new hires within a pathway by the total new hires in a year.

The counts may differ from those reported in previous years. This is due to ongoing efforts to validate the data for accuracy.

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 Jeremy B. Landa, Ph.D.
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