

Limited certificated teachers in Washington: Barriers to becoming fully certificated and needed supports

Appendix A. Methods

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See <https://go.usa.gov/xpXZD> for the full report.

Appendix A. Methods

The study findings are based on analysis of responses to the Limited Certificated Teacher Survey administered in 2017 by the State of Washington Professional Educator Standards Board (see appendix B for the text of the survey). The study team analyzed survey responses using descriptive statistics, calculating the percentage of respondents who answered each item. The study team also analyzed responses by race/ethnicity (teachers of color and White teachers), and differences of at least 5 percentage points between groups were classified as meaningful.

To answer research question 1 on the percentage of limited certificated teachers in Washington who are interested in becoming fully certificated, the study team summarized responses to item 24 in section IV, “If you had all the support you needed to become a certificated teacher, would you be interested in pursuing full certification?” The study team also analyzed responses by race/ethnicity (teachers of color¹ and White teachers).

To answer research question 2 on the subject areas and grade levels that limited certificated teachers who express interest in becoming fully certificated want to teach, the study team analyzed responses to items related to respondents’ desires to teach particular subject areas and grade levels. Results were compared for teachers of color and White teachers.

To answer research question 3 on the barriers to becoming fully certificated that limited certificated teachers who express interest in doing so perceive, the study team examined responses to items asking about barriers to becoming certificated and reported the percentage of respondents who rated each barrier “a moderate barrier” or “a large barrier.” The study team also analyzed responses by race/ethnicity (teachers of color and White teachers).

To answer research question 4 on the supports that limited certificated teachers who express interest in becoming fully certificated report needing to pursue full certification, the study team reported the percentage of respondents who rated each support “important” or “very important.” The analysis also compared responses of teachers of color and White teachers.

¹ Teacher of color is defined as a teacher who identifies as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or as two or more races/ethnicities.

The study team also examined whether the study sample is representative of the population of limited certificated teachers in Washington in terms of district locale. This analysis was based on each district’s publicly available locale code from the National Center for Education Statistics Common Core of Data (Geverdt, 2015). Limited certificated teachers in urban and suburban schools are overrepresented, and limited certificated teachers in town and rural schools are underrepresented (table A1). Therefore, the findings should be interpreted with caution, as they are not representative of all limited certificated teachers in the state.

Table A1. Distribution of limited certificated teachers in the study sample and all limited certificated teachers in Washington, by locale, 2017 (percent)

Locale	Study sample	All limited certificated teachers in Washington
Urban	35	22
Suburban	40	36
Town	14	28
Rural	12	14
Total	100	100

Note: Percentages may not sum to 100 because of rounding.

Source: Authors’ analysis of responses to item 10 in section I of the Limited Certificated Teacher Survey administered in 2017 by the State of Washington Professional Educator Standards Board and 2015/16 data from U.S. Department of Education (n.d.).

References

- Geverdt, D. (2015). *Education demographics and geographic estimates program (EDGE): Locale boundaries user’s manual* (NCES No. 2016-012). National Center for Education Statistics Working Paper. Washington, DC: U.S. Department of Education. Retrieved July 17, 2017, from <http://nces.ed.gov/pubsearch>.
- U.S. Department of Education, National Center for Education Statistics. (n.d.). Common Core of Data. Public School District Data, 2015–2016. Retrieved April 3, 2018, from <https://nces.ed.gov/ccd/districtsearch/>.

Appendix B. The Limited Certificated Teacher Survey

Introduction

Dear Limited Certificated Teacher,

We invite you to complete this voluntary online survey. This survey will inform K–12 and higher education leaders as they determine policies regarding alternative certification pathways for limited certificated teachers and paraprofessionals who wish to become fully certificated.

The Professional Educator Standards Board (PESB) is conducting this survey of all current limited certificated teachers in Washington. The purpose of this survey is to understand the level of interest individuals have in becoming certificated teachers, the barriers that exist in becoming certificated, and the supports that individuals may need to become certificated.

Depending on your past experience and your level of interest in becoming a certificated teacher, the survey should take 10–20 minutes. Although we hope all limited certificated teachers in Washington complete the survey, you are not required to participate. There are no consequences or risks if you stop participating in the survey or skip any questions. Participating in the survey benefits schools in Washington and individuals who would like to become certificated teachers by providing information that could lead to a larger pool of candidates.

Your responses will be kept confidential and will not be shared with anyone except PESB and REL Northwest researchers who analyze responses. To ensure that no one can identify your responses, we will not use your personal information in any reports. Your feedback is valuable and is appreciated.

If you have any questions, you may contact [name] at [email] or [phone].

Do you agree to take this voluntary survey?

Yes No

Are you a fully certificated teacher in Washington, (that is, do you hold a residency, continuing, or professional teacher certificate)?

Yes No

[Logic: If a participant chooses “yes,” end the survey.]

[Logic: If a participant chooses “no,” continue the survey.]

I. Demographic information

1. What is your race/ethnicity? (Select one that describes the race/ethnicity category with which you primarily identify.) (Select all that apply.)

- 1) American Indian or Alaska Native: a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
- 2) Asian: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- 3) Black or African American: a person having origins in any of the black racial groups of Africa.
- 4) Hispanic or Latino: a person of Central American, Chicano, Cuban, Mexican, Puerto Rican, South American, or other Spanish culture or origin, regardless of race.
- 5) Native Hawaiian or Other Pacific Islander: a person having origins in any of the original peoples of Guam, Hawaii, Samoa, or other Pacific Islands.
- 6) White: a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- 7) Two or More Races: a person who primarily identifies with two or more of the above race/ethnicity categories.
- 8) Other, please indicate:

2. What is your gender?

- 1) Female
- 2) Male

3. What is your birth year?

19__

4. Are you on the salary schedule?

- 1) Yes
- 2) No
- 3) Not sure

5. During the current school year, what is your teaching salary for the entire school year?

\$_____ (For the entire school year)

6. What is the highest level of school you have attended or degree you have received?

- 1) Some grade school or some high school only
- 2) High school degree or equivalent (e.g., GED diploma)
- 3) Some associate degree courses, but no degree
- 4) Associate degree (usually two years)
- 5) Some bachelor's degree courses, but no degree
- 6) Bachelor's degree (usually four years)
- 7) Master's/graduate-level degree (usually two years)
- 8) Doctorate degree

[Logic: If a participant chooses 3 or lower, skip to the "General Information" section.]

[Logic: If a participant chooses 4 or higher, continue the survey.]

7. Was this degree awarded by a university's department or college of education or a college's department or school of education?

- 1) Yes
- 2) No

8. Did you complete any of your college or university education in another country?

- 1) Yes
- 2) No

9. What was your major field of study in your college or university?

- | | |
|---------------------------------------|--|
| 1) Agriculture education | 21) Middle-level math |
| 2) Bilingual education | 22) Middle-level science |
| 3) Biology | 23) Music: Choral |
| 4) Business and marketing education | 24) Music: General (neither choral nor instrumental) |
| 5) Chemistry | 25) Music: Instrumental |
| 6) Counseling and guidance | 26) Physics |
| 7) Dance | 27) Reading |
| 8) Earth and space science | 28) Science |
| 9) Early childhood education | 29) Secondary education |
| 10) Early childhood special education | 30) Social studies |
| 11) Educational psychology | 31) Special education |
| 12) Elementary education | 32) Technology education |
| 13) English language arts | 33) Theatre arts |
| 14) English language learners | 34) Traffic safety education |
| 15) Family consumer special education | 35) Visual arts |
| 16) Health/fitness | 36) World languages |
| 17) History | 37) World languages – Latin |
| 18) Library media | Other, please explain: |
| 19) Mathematics | |
| 20) Middle-level humanities | |

II. General information

10. What is the name of your primary district? [Dropdown name of districts]

11. Do you work for any other district(s)?

- 1) Yes
- 2) No

12. How many school(s) do you work for?

___ Number of schools

13. If you work as a substitute teacher, how would you classify your position?

- 1) Long-term substitute (more than 30 days in one assignment)
- 2) Day-to-day substitute (less than 30 days in one assignment)
- 3) Not applicable: I am not a substitute teacher.

14. During the 2016/17 school year, approximately how many hours have you worked as a limited certificated teacher?

- Report hours to the nearest whole hour. Do not record fractions of an hour or minutes.

___ Hours per week

___ None (I did not work as a limited certificated teacher in the 2016/17 school year)

15. What type of limited teaching certificate do you have from Washington state?

- 1) Conditional teacher certificate
- 2) Emergency teacher certificate
- 3) Emergency substitute
- 4) Not applicable: I do not have a limited teaching certificate from Washington state.
- 5) Other, please explain: _____

16. Do you have any type of teaching certification from another state in the United States?

- 1) Yes
- 2) No

17. Do you have any type of teaching certification from another country?

- 1) Yes
- 2) No

18. How would you describe your current assignment as a limited certificated teacher? (Select all that apply.)

- 1) Teacher of a general education classroom
- 2) Teacher of a bilingual education classroom
- 3) Teacher of a dual-language classroom
- 4) Teacher of a special education classroom
- 5) Teacher of a career and technical education (CTE) classroom
- 6) I'm not sure
- 7) Other, please explain: _____

19. With what grade level(s) do you currently work as a limited certificated teacher? (Select all that apply.)

- 1) Prekindergarten
- 2) Elementary (kindergarten–grade 5)
- 3) Middle school (grades 6–8)
- 4) High school (grades 9–12)

20. How many years have you worked (received pay) in a K–12 education setting?

Role	In Washington	In states other than Washington	In another country
20-1. General education teacher (preschool through grade 12 in any subject area)	_____	_____	_____
20-2. Career and technical education (CTE) teacher	_____	_____	_____
20-3. Other	_____	_____	_____

III. Language

21. Do you speak a language other than English?

- 1) Yes
- 2) No

22. Which language(s) do you speak? (Select all that apply.)

- | | | |
|--|---|--|
| <input type="checkbox"/> Akan | <input type="checkbox"/> Khmer | <input type="checkbox"/> Thai |
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Kinyarwanda | <input type="checkbox"/> Tigrinya |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Kirundi | <input type="checkbox"/> Toishanese |
| <input type="checkbox"/> Assamese | <input type="checkbox"/> Konkani | <input type="checkbox"/> Tongan |
| <input type="checkbox"/> Awadhi | <input type="checkbox"/> Korean | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Azerbaijani | <input type="checkbox"/> Kurdish | <input type="checkbox"/> Turkmen |
| <input type="checkbox"/> Balochi | <input type="checkbox"/> Laotian | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Belarusian | <input type="checkbox"/> Madurese | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Magahi | <input type="checkbox"/> Uyghur |
| <input type="checkbox"/> Bhojpuri | <input type="checkbox"/> Maithili | <input type="checkbox"/> Uzbek |
| <input type="checkbox"/> Burmese | <input type="checkbox"/> Malagasy | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Malay/Indonesian | <input type="checkbox"/> Wu (Shanghainese) |
| <input type="checkbox"/> Cebuano (Visayan) | <input type="checkbox"/> Malayalam | <input type="checkbox"/> Xhosa |
| <input type="checkbox"/> Cham | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Xiang (Hunnanese) |
| <input type="checkbox"/> Chewa | <input type="checkbox"/> Marathi | <input type="checkbox"/> Yoruba |
| <input type="checkbox"/> Chhattisgarhi | <input type="checkbox"/> Marwari | <input type="checkbox"/> Yue (Cantonese) |
| <input type="checkbox"/> Chittagonian | <input type="checkbox"/> Mien | <input type="checkbox"/> Zhuang |
| <input type="checkbox"/> Czech | <input type="checkbox"/> Mossi | <input type="checkbox"/> Zulu |
| <input type="checkbox"/> Deccan | <input type="checkbox"/> Nepali | <input type="checkbox"/> Other |
| <input type="checkbox"/> Dhundhari | <input type="checkbox"/> Northern Min | <input type="checkbox"/> Other, please |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Odia (Oriya) | explain: |
| <input type="checkbox"/> Eastern Min | <input type="checkbox"/> Oromo | _____ |
| <input type="checkbox"/> Farsi | <input type="checkbox"/> Pashto | |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Persian | |
| <input type="checkbox"/> French | <input type="checkbox"/> Polish | |
| <input type="checkbox"/> Fula | <input type="checkbox"/> Portuguese | |
| <input type="checkbox"/> Gan Chinese | <input type="checkbox"/> Punjabi | |
| <input type="checkbox"/> German | <input type="checkbox"/> Quechua | |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Romanian | |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Russian | |
| <input type="checkbox"/> Haitian Creole | <input type="checkbox"/> Samoan | |
| <input type="checkbox"/> Hakka | <input type="checkbox"/> Saraiki | |
| <input type="checkbox"/> Haryanvi | <input type="checkbox"/> Serbo-Croatian | |
| <input type="checkbox"/> Hausa | <input type="checkbox"/> Shona | |
| <input type="checkbox"/> Hiligaynon | <input type="checkbox"/> Sindhi | |
| <input type="checkbox"/> Hindi | <input type="checkbox"/> Sinhalese | |
| <input type="checkbox"/> Hmong | <input type="checkbox"/> Somali | |
| <input type="checkbox"/> Hungarian | <input type="checkbox"/> Southern Min | |
| <input type="checkbox"/> Igbo | <input type="checkbox"/> Spanish | |
| <input type="checkbox"/> Ilocano | <input type="checkbox"/> Sundanese | |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Swahili | |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> Swedish | |
| <input type="checkbox"/> Javanese | <input type="checkbox"/> Sylheti | |
| <input type="checkbox"/> Jin | <input type="checkbox"/> Tagalog | |
| <input type="checkbox"/> Kannada | <input type="checkbox"/> Tamil | |
| <input type="checkbox"/> Kazakh | <input type="checkbox"/> Telugu | |

IV. Future plans

We would like to learn about your future plans to become a fully certificated teacher in general education teacher (K–12) or career and technical education (CTE) teacher.

23. To what extent do you feel satisfied working in your current role as a limited certificated teacher?

- 1) Not at all satisfied
- 2) Somewhat satisfied
- 3) Satisfied
- 4) Very satisfied
- 5) No opinion

24. If you had all the support you needed to become a certificated teacher, would you be interested in pursuing full certification?

- 1) Yes
- 2) No
- 3) Maybe
- 4) I don't know

[Logic: If “yes,” “maybe,” or “I don’t know,” skip the next question and then continue.]

[Logic: If “no” to the above question, go to the next question and then skip to the section about “Education Credentials.”]

25. Why are you NOT interested in becoming a fully certificated teacher? (Select all that apply.)

- 1) I'm on a different career path
- 2) I'm more interested in becoming an educational staff associate (for example, a school counselor, psychologist, social worker, nurse, physical therapist, occupational therapist, speech language pathologist, or audiologist)
- 3) There are too many barriers to pursuing a teaching career
- 4) Other, please explain:

26. What roles do you want to have as a fully certificated teacher?

- 1) General education teacher (preschool through grade 12, any subject area)
- 2) Career and technical education (CTE) teacher
- 3) Not sure yet
- 4) Other, please explain: _____

27. At what grade level(s) would you be interested in working? (Select all that apply.)

- 1) Prekindergarten
 - 2) Elementary (kindergarten–grade 5)
 - 3) Middle school (grades 6–8)
 - 4) High school (grades 9–12)
 - 5) Not sure yet
- Other, please explain: _____

28. What subject area(s) would you be interested in teaching? (Select all that apply.)

- 1) Agriculture education
- 2) Bilingual education
- 3) Biology
- 4) Business and marketing education
- 5) Career and technical education
- 6) Chemistry
- 7) Computer science
- 8) Dance
- 9) Earth and space science
- 10) Early childhood education
- 11) Early childhood special education
- 12) Elementary education
- 13) Engineering
- 14) English language arts
- 15) English language learners
- 16) Family consumer science
- 17) Health/fitness
- 18) History
- 19) Library media
- 20) Mathematics
- 21) Music: Choral
- 22) Music: General (neither choral nor instrumental)
- 23) Music: Instrumental
- 24) Physics
- 25) Reading
- 26) Science
- 27) Social studies
- 28) Special education
- 29) Technology education
- 30) Theatre arts
- 31) Traffic safety education
- 32) Visual arts
- 33) World languages
- 34) World languages – Latin
- 35) Other, please explain:

V. Education credentials

29. Did you take and pass any of the following tests used to measure skills and content knowledge related to reading, writing, and math? (Select all that apply.)

	Washington Educator Skills Test- Basic (WEST-B)	California Basic Education Skills Test (CBEST) (California and Oregon)	PRAXIS Core Academic Skills	Washington Educator Skills Test- Endorsements (WEST-E)	Educational Testing Service ParaPro Assessment	National Evaluation Series™ Early Childhood Education (101)	Associate in Arts-Early Childhood Education	SAT or ACT
Yes, and passed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, and did not pass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No, did not take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. Participation in an alternative program

Alternative programs are designed for those changing careers and for individuals already working in the school system who want to become certificated to teach. Compared to traditional educator preparation programs, alternative routes tend to be shorter, more convenient, more affordable, more job embedded, and more practically oriented.

30. Are you currently participating in an alternative program?

- 1) Yes
- 2) No

[Logic: If a participant chooses “No,” go to the next question]

[Logic: If a participant chooses “Yes,” skip the next question and continue the survey]

31. Would you like to be in one?

- 1) Yes
- 2) No
- 3) Not sure

[Logic: If a participant chooses “Yes,” skip to the “What aspects of your alternative program appeal to you?” question]

[Logic: If a participant chooses “No” or “Not sure,” skip to the “District/School Support and Barriers” section]

32. Which institution do you attend?

- 1) Central Washington University
- 2) Centralia College
- 3) City University of Seattle
- 4) Grays Harbor College
- 5) Heritage University
- 6) Northwest University
- 7) Pacific Lutheran University
- 8) Pierce College
- 9) Saint Martin’s University
- 10) Seattle Pacific University
- 11) University of Washington-Seattle
- 12) Washington State University
- 13) Western Washington University
- 14) Other: _____

33. Which program do you participate in?

- 1) Alternative Certification Route at Seattle Pacific University
- 2) Alternative Pathways to Teaching (APT) Program at Central Washington University
- 3) Alternate Routes to Certification (ARC) Program at Pacific Lutheran University
- 4) Bachelor of Applied Science in Teaching (BAS-T) at Pierce College
- 5) Bachelor of Applied Science, Teacher Education at Centralia College
- 6) Bachelor of Applied Science, Teacher Education at Grays Harbor College
- 7) Future Bilingual Teacher Fellows (FBTF) Program at Western Washington University
- 8) Secondary Teachers Alternate Route (STAR) Program at Saint Martin's University
- 9) HU Accelerate Program at Heritage University
- 10) NU 'Grow-Your-Own' Alternative Routes Certification Program at Northwest University
- 11) Preparation for Teachers for Low-Incidence Disabilities at University of Washington-Seattle
- 12) Secondary Educators for Equity and Diversity (SEED) Program at Western Washington University
- 13) Southwest Washington Cooperative at City University of Seattle
- 14) Teacher Preparation Program at Washington State University
- 15) U-ACT Program at University of Washington-Seattle
- 16) City University Alternative Route (not Southwest WA Cooperative funded)

34. What aspects of alternative programs appeal to you?

- 1) Receiving credit for prior learning
- 2) Staying in my current job
- 3) The geographic location of the program
- 4) The hybrid class structure
- 5) Having local mentors
- 6) The short time period it takes to become certificated
- 7) The cohort structure
- 8) The collaboration with other teachers
- 9) Other, please explain: _____

VII. District/school support and barriers

35. Are you aware of any programs or supports at the district or school level that are available for people who want to become a teacher or other certificated staff member (such as the Grow Your Own program)?

- 1) Yes
- 2) No

36. Where did you hear about alternative programs or supports at the district or school level that are available for people who want to become a teacher or other certificated staff members? (Select all that apply.)

- 1) Principal at your school
- 2) Principal at another school
- 3) Teacher(s) at your school
- 4) Teacher(s) at another school
- 5) District administrator(s)
- 6) Family
- 7) Friends
- 8) Social media
- 9) Website (that is, Office of Superintendent of Public Instruction or Professional Educator Standards Board)
- 10) Conferences
- 11) Professional development
- 12) Other, please explain: _____
- 13) Not applicable: I have not heard about any alternative programs or supports.

37. Is there a person in your school or district that you can talk to about becoming a fully certificated teacher and that can help you access information and resources?

- 1) Yes
- 2) No

38. To what extent would you feel comfortable talking to the following people about becoming a fully certificated teacher?

	Not at all comfortable	Somewhat comfortable	Comfortable	Very comfortable	No opinion
38-1. Principal at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38-2. Principal at another school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38-3. Teacher(s) at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38-4. Teacher(s) at another school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38-5. District administrator(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38-6. Friends who are not in the education field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have other opinions, please describe here: _____

39. On a scale of 1–4, with 1 being “Not at all important” and 4 being “Very important,” how would you rate the importance of receiving the following supports, on your ability to become a fully certificated teacher?

	Not at all important	Somewhat important	Important	Very important	No opinion
39-1. Continued salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-2. Job security through the internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-3. Student teaching experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-4. Medical benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-5. Scholarship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-6. Affordable tuition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-7. Financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-8. Books and class materials supplied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-9. Testing fees paid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-10. Classes offered in the evening or on weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-11. Classes offered online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-12. Classes offered at a site close to your workplace or school district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have other opinions, please describe here: _____

40. On a scale of 1–4, with 1 being “Not a barrier” and 4 being “A large barrier,” how would you rate the following barriers to becoming a fully certificated teacher?

	Not a barrier	A small barrier	A moderate barrier	A large barrier	No opinion
40-1. I don't feel confident in my ability to pass the entrance and/or subject area exam(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40-2. I can't afford to go back to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40-3. I don't know how to get my transcripts evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40-4. I don't understand the certification process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40-5. I need to continue working to support my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40-6. I would need additional support in order to have time for classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40-7. I don't feel confident with my English skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40-8. I feel there are cultural barriers to my becoming a teacher or district certificated staff member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have other opinions, please describe here: _____

VIII. School climate

We want to learn more about the working conditions at your school(s) and your interactions with colleagues.

41. To what extent do you agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
41-1. Teachers in this school trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-2. At this school, it's OK to discuss feelings, worries, and frustrations with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-3. Teachers respect their colleagues who take the lead in school improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-4. Teachers at this school respect the expertise of their colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-5. Teachers at this school like being here. I would describe us as a satisfied group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly disagree	Disagree	Agree	Strongly agree
41-6. Teachers at this school really care about one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-7. I feel respected by my fellow teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-8. Working conditions in this school make me want to become a fully certificated teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-9. At this school, it's OK to discuss feelings, worries, and frustrations with the principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-10. The principal looks out for the personal welfare of the faculty members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-11. I trust the principal and feel I can take them at their word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-12. The principal at this school is an effective manager who keeps the school running smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-13. The principal takes a personal interest in the professional development of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-14. I feel respected by my principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-15. The principal has encouraged me to become a fully certificated teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-16. I feel that my colleagues encourage me to become fully certificated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-17. I feel that the principal encourages me to become fully certificated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-18. I feel that district administrators encourage me to become fully certificated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41-19. I am aware of teachers in this district who have used alternative routes to become fully certificated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your participation!

Appendix C. Supporting analyses

This appendix provides additional information about the characteristics of limited certificated teachers responding to the survey and what they consider barriers to and supports for becoming fully certificated.

Table C1. Characteristics of limited certificated teachers who expressed interest in becoming fully certificated and all limited certificated teachers who responded to the survey

Characteristic	Limited certificated teachers who expressed interest in becoming fully certificated		All limited certificated teachers who responded to the survey	
	Number	Percent	Number	Percent
Demographic characteristics				
<i>Gender</i>				
Male	184	25	258	24
Female	542	74	800	75
Total	726	100	1,058	100
<i>Race/ethnicity</i>				
White	546	76	817	77
People of color	177	24	238	23
American Indian	9	1	11	1
Asian	27	4	38	4
Black	25	3	33	3
Hispanic	74	10	90	9
Native Hawaiian	2	0	2	0
Two or more races/ethnicities	37	5	56	5
Others	3	0	8	1
Total	723	100	1,055	100
<i>Age</i>				
19 to <30	95	13	123	12
30 to <40	176	25	212	20
40 to <50	251	35	324	31
50 to <60	134	19	230	22
60 or older	59	8	161	15
Total	715	100	1,050	100
Professional characteristics				
<i>Salary</i>				
Less than \$20,000	245	48	395	54
\$20,000 to <\$30,000	74	14	109	15
\$30,000 to <\$40,000	88	17	96	13
\$40,000 to <\$50,000	63	12	66	9
\$50,000 to <\$60,000	32	6	38	5
\$60,000 to <\$70,000	8	2	16	2
\$70,000 or more	2	0	5	1
Total	512	100	725	100

Characteristic	Limited certificated teachers who expressed interest in becoming fully certificated		All limited certificated teachers who responded to the survey	
	Number	Percent	Number	Percent
<i>Years of experience</i>				
Less than 3	296	41	410	38
3 to <6	179	25	253	24
6 to <12	134	18	177	17
12 to <20	65	9	109	10
20 or more	55	8	121	11
Total	729	100	1,070	100
<i>Education level</i>				
Below associate's	30	4	68	6
Associate's	63	9	93	9
Bachelor's	429	59	621	58
Master's or above	206	28	286	27
Total	728	100	1,068	100
<i>Grade^a</i>				
Prekindergarten	75	10	117	11
Elementary	442	61	661	62
Middle	316	43	485	45
High	390	54	566	53
<i>Current assignment^a</i>				
General education	422	58	649	60
Bilingual	56	8	65	6
Dual	44	6	59	6
Special education	189	26	271	25
Career and technical education	95	13	135	13
School characteristic				
<i>Locale^b</i>				
Urban	250	35	363	35
Suburban	295	41	419	40
Town	101	14	148	14
Rural	71	10	121	12
Total	717	100	1,051	100

Note: Because of survey nonresponse, the total number of responses for each characteristic may not sum to 729 for limited certificated teachers who expressed interest in becoming fully certificated or to 1,073 for all limited certificated teachers who responded to the survey.

Percentages may not sum to 100 because of rounding.

a. Respondents could choose more than one answer, so the total number of responses in this category exceeds the total number of respondents.

b. The study team collapsed the 12 locale codes into four categories: urban (codes 11–13), suburban (codes 21–23), town (codes 31–33), and rural (codes 41–43).

Source: Authors' analysis of responses to items 1, 2, 3, 5, 6, 10, 18, 19, and 20 in section I and item 24 in section IV of the Limited Certificated Teacher Survey administered in 2017 by the State of Washington Professional Educator Standards Board and locale data from U.S. Department of Education (n.d.).

Table C2. Barriers to becoming identified by fully certificated that limited certificated teachers who expressed interest in doing so

Barrier	Rating	Number	Percent
I don't feel confident in my ability to pass the entrance and/or subject area exam(s). (n = 706)	Moderate	109	15
	Large	48	7
I can't afford to go back to school. (n = 711)	Moderate	204	29
	Large	262	37
I don't know how to get my transcripts evaluated. (n = 707)	Moderate	75	11
	Large	16	2
I don't understand the certification process (n = 709)	Moderate	160	23
	Large	56	8
I need to continue working to support my family. (n = 711)	Moderate	151	21
	Large	347	49
I would need additional support in order to have time for classes. (n = 709)	Moderate	203	29
	Large	157	22
I don't feel confident with my English skills. (n = 709)	Moderate	15	2
	Large	11	2
I feel there are cultural barriers to my becoming a teacher or district certificated staff member. (n = 710)	Moderate	21	3
	Large	17	2

Source: Authors' analysis of responses to item 24 in section IV and items 40-1 to 40-8 in section VII of the Limited Certificated Teacher Survey administered in 2017 by the State of Washington Professional Educator Standards Board.

Table C3. Barriers to becoming fully certificated identified by limited certificated teachers who expressed interest in doing, by teacher race/ethnicity

Barrier	Rating	Limited certificated teachers who expressed interest in becoming fully certificated (percent)		Difference ^a (percentage points)
		White teachers (n = 546)	Teachers of color (n = 177)	
I don't feel confident in my ability to pass the entrance and/or subject area exam(s). (n = 706)	Moderate	12	26	
	Large	5	14	
	Total	17	40	-23 [†]
I can't afford to go back to school. (n = 711)	Moderate	30	27	
	Large	34	43	
	Total	64	70	-6 [†]
I don't know how to get my transcripts evaluated. (n = 707)	Moderate	10	11	
	Large	2	2	
	Total	12	13	-1
I don't understand the certification process (n = 709)	Moderate	21	29	
	Large	8	8	
	Total	29	37	-8 [†]
I need to continue working to support my family. (n = 711)	Moderate	21	23	
	Large	47	53	
	Total	68	76	-8 [†]
I would need additional support in order to have time for classes. (n = 709)	Moderate	28	30	
	Large	20	26	
	Total	48	56	-8 [†]
I don't feel confident with my English skills. (n = 709)	Moderate	1	5	
	Large	0	5	
	Total	1	10	-9 [†]
I feel there are cultural barriers to my becoming a teacher or district certificated staff member. (n = 710)	Moderate	1	8	
	Large	1	6	
	Total	2	14	-12 [†]

† indicates that the difference between limited certificated teachers of color and White limited certificated teachers was at least 5 percentage points.

a. A negative value indicates a higher percentage of teachers of color than of White teachers.

Source: Authors' analysis of responses to item 1 in section I, item 24 in section IV, and items 40-1 to 40-8 in section VII of the Limited Certificated Teacher Survey administered in 2017 by the State of Washington Professional Educator Standards Board.

Table C4. Supports that limited certificated teachers who expressed interest in becoming fully certificated report needing to pursue full certification

Support	Rating	Number	Percent
Continued salary	Important	133	19
	Very important	529	4
Job security through the internship	Important	146	21
	Very important	472	67
Student teaching experience	Important	169	24
	Very important	364	51
Medical benefits	Important	134	19
	Very important	434	62
Scholarship	Important	145	21
	Very important	452	64
Affordable tuition	Important	104	15
	Very important	565	80
Financial aid	Important	129	18
	Very important	462	66
Books and class materials supplied	Important	174	25
	Very important	383	54
Testing fees paid	Important	157	22
	Very important	407	58
Classes offered in the evening or on weekends	Important	162	23
	Very important	429	61
Classes offered online	Important	98	14
	Very important	546	77
Classes offered at a site close to your workplace or school district	Important	155	22
	Very important	470	67

Source: Authors' analysis of responses to item 24 in section IV and items 39-1 to 39-12 in section VII of the Limited Certificated Teacher Survey administered in 2017 by the State of Washington Professional Educator Standards Board.

Table C5. Supports that limited certificated teachers who expressed interest in becoming fully certificated report needing to pursue full certification, by race/ethnicity

Perceived supports	Rating	Limited certificated teachers who expressed interest in becoming fully certificated (percent)		Difference ^a (percentage points)
		White teachers (n = 546)	Teachers of color (n = 177)	
Continued salary	Important	20	13	
	Very important	72	80	
	Total	92	93	-1
Job security through the internship	Important	22	19	
	Very important	64	75	
	Total	86	94	-8 [†]
Student teaching experience	Important	25	21	
	Very important	48	60	
	Total	73	81	-8 [†]
Medical benefits	Important	20	17	
	Very important	58	72	
	Total	78	89	-11 [†]
Scholarship	Important	21	18	
	Very important	61	72	
	Total	82	90	-8 [†]
Affordable tuition	Important	16	13	
	Very important	80	81	
	Total	96	94	2
Financial aid	Important	20	14	
	Very important	63	73	
	Total	83	87	-4
Books and class materials supplied	Important	27	19	
	Very important	50	66	
	Total	77	85	-8 [†]
Testing fees paid	Important	23	19	
	Very important	53	70	
	Total	76	89	-13 [†]
Classes offered in the evening or on weekends	Important	26	15	
	Very important	57	74	
	Total	83	89	-6 [†]
Classes offered online	Important	14	15	
	Very important	77	76	
	Total	91	91	0
Classes offered at a site close to your workplace or school district	Important	24	17	
	Very important	64	76	
	Total	88	93	-5 [†]

† indicates that the difference between limited certificated teachers of color and White limited certificated teachers was at least 5 percentage points.

a. A negative value indicates a higher percentage of teachers of color than of White teachers.

Source: Authors' analysis of responses to item 1 in section I, item 24 in section IV, and items 39-1 to 39-12 in section VII of the Limited Certificated Teacher Survey administered in 2017 by the State of Washington Professional Educator Standards Board.