

Teacher Educational Attainment, Experience, and Credentials

The professional development of teachers has long been an interest of adult education stakeholders. Many States have implemented policies articulating the minimum requirements for adult education teachers and currently collect their own data on teacher educational attainment, certification, and experience for program planning and reporting purposes. This data is often used to support State policy proposals regarding standards for professional credentials, inform the legislative process, and respond to public requests for information about teacher professionalism. States also use this data to plan appropriate professional development opportunities. Adult education researchers use the data to analyze a critical policy questions about teacher effectiveness and program performance. At the federal level this data can be useful in responding to national stakeholders and government officials who inquire about teacher standards and the credentials of adult education professionals.

The following tables are submitted for your review and comment. We believe they would yield aggregate data that would be beneficial at the federal level for Congressional reporting and to inform the WIA Reauthorization process. As we discuss other NRS proposals, we encourage you to consider these proposed tables as well and provide us with your feedback.

Number of full-time and part-time paid instructors by educational background

Education or Certification	Full-Time Instructors			Part-time Instructors		
	<1	1-3	>3	<1	1-3	>3
Years of Experience in Adult Education						
Some college or post-secondary Education						
BA/BS						
MA or higher degree						
Total						

Number of full-time and part-time paid instructors by teaching certification

Type of Certification	Full-time Instructors	Part-time Instructors
Adult Education Certification		
K-12 Certification		
Special Education Certification		
TESOL Certification		
Total		