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Teacher Diversity 2017–18 Online Supplement

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This online appendix is a supplement to the report *Supporting and Sustaining a Diverse Teacher Workforce*. That report provides the most recent descriptive statistics on teachers of color from the National Teacher and Principal Survey (NTPS), primarily from the 2020–21 survey year. It also includes some items from the 2017–18 survey year, particularly where those items were not available in 2020–21. This online supplement offers additional descriptives across items included in our report from the 2017–18 NTPS data, including data on the distribution of teachers of color by school region and urbanicity, their intentions to leave teaching or move schools, teacher preparation and certification, teacher satisfaction indicators, and access to coaching, mentoring, and other professional development activities.

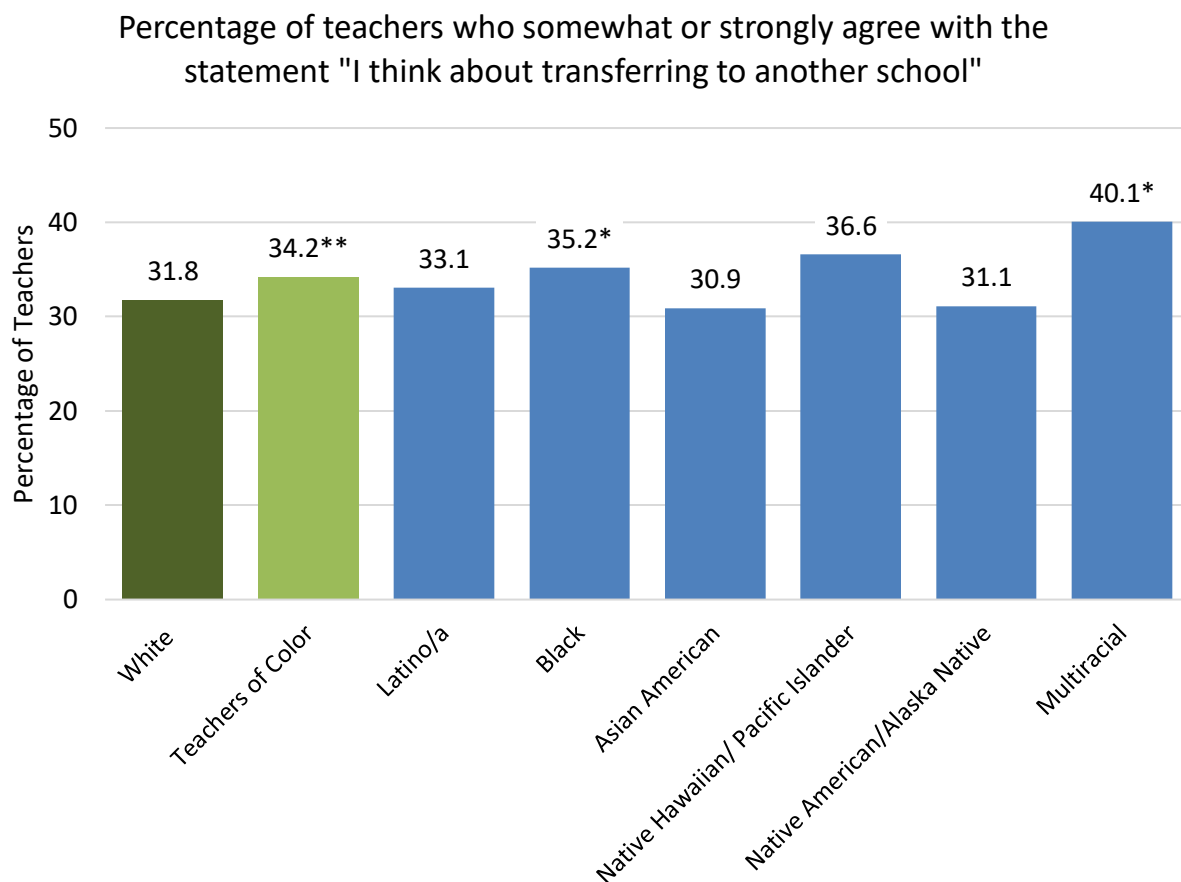
Table A1. Distribution of Teachers by Race/Ethnicity, School Region, and School Urbanicity, 2017–18

	Teachers of Color by Group							
	White	Total Teachers of Color	Latino/a	Black	Asian American	Native Hawaiian/ Pacific Islander	Native American/ Alaska Native	Multiracial
Region								
Northeast	20.9	12.5**	12.6**	11.7**	15.8**	7.1**	5.8**	13.2**
Midwest	25.3	9.0**	7.4**	9.7**	11.5**	4.9**	11.8**	11.4**
South	36.5	52.9**	50.0**	71.4**	21.4**	13.4**	51.6**	42.3**
West	17.6	25.6**	29.9**	7.1**	51.4**	74.6**	30.9**	33.1**
Urbanicity								
City	25.2	44.2**	43.6**	51.1**	42.6**	28.4	15.9**	34.3**
Suburb	38.9	38.1	40.9	31.6**	48.2**	48.2	22.5**	39.0
Town	12.7	7.4**	7.3**	6.3**	4.7**	13.1	20.1	11.1**
Rural	23.1	10.3**	8.3**	11.1**	4.5**	10.3**	41.5**	15.6**

Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. National Center for Education Statistics classifies all territory in the United States into four types—rural, town, suburban, and city—and all 50 states and District of Columbia into four regions—Northeast, Midwest, South, and West. Northeast = CT, ME, MA, NH, NJ, NY, PA, RI, and VT. Midwest = IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI. South = AL, AR, DE, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, and WV. West = AK, AZ, CA, CO, HI, ID, MT, NE, NM, OR, UT, WA, and WY. Statistical tests were conducted to compare school region and urbanicity for teachers from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

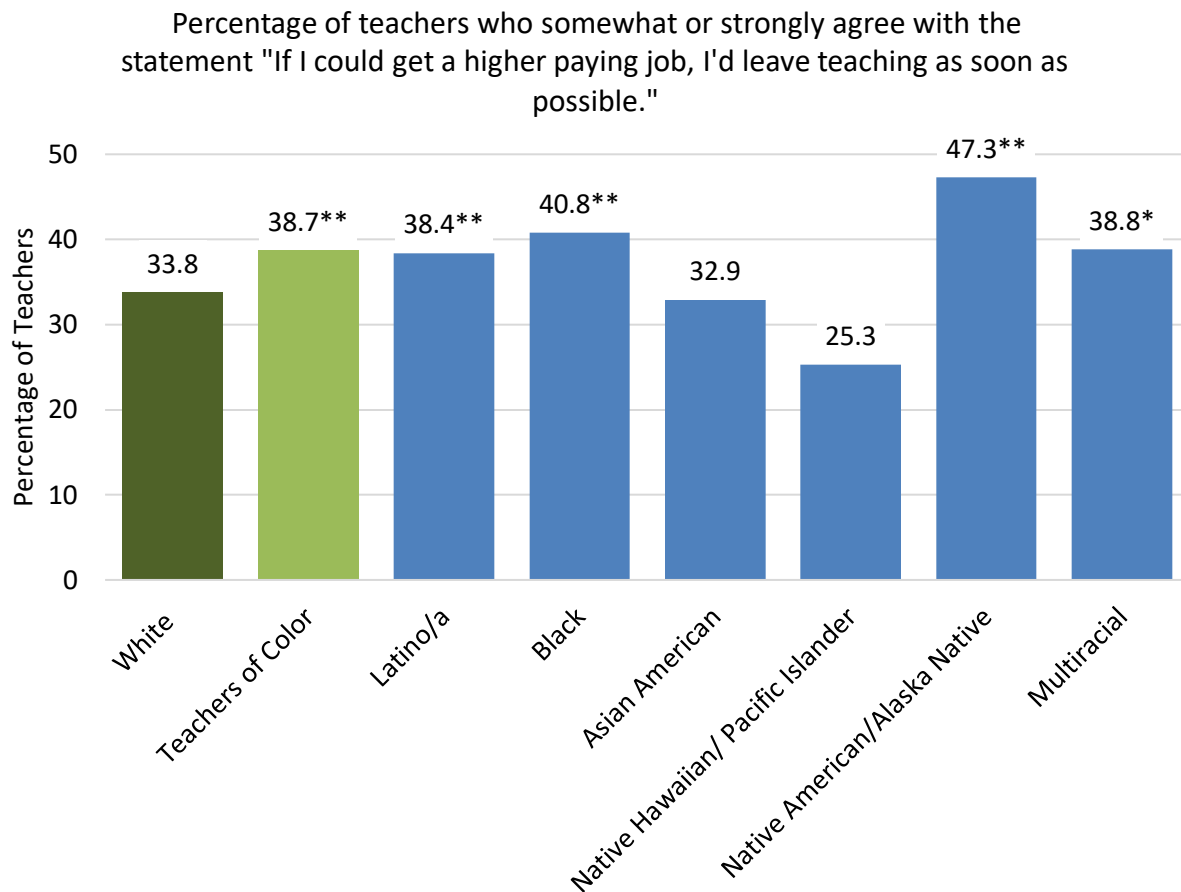
Figure A1. Percentage of Teachers Agreeing or Strongly Agreeing That They Think About Transferring to Another School, 2017–18



Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Figure A2. Percentage of Teachers Agreeing or Strongly Agreeing They Would Leave Teaching If They Could Get a Higher Paying Job, 2017–18



Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Table A2. Percent Teachers Entering Teaching through Alternative Certification Route by Race/Ethnicity, 2017–18

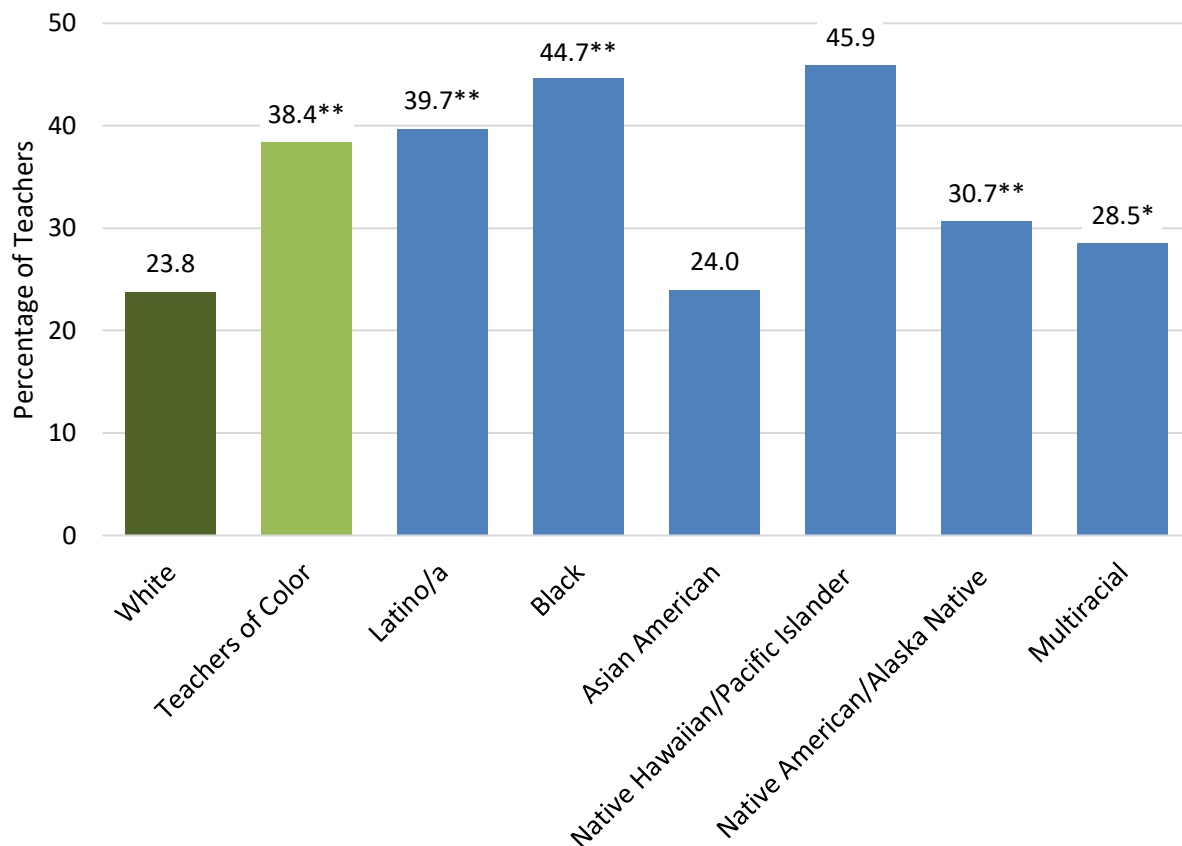
	White	Total Teachers of Color	Teachers of Color by Group					
			Latino/a	Black	Asian American	Native Hawaiian/ Pacific Islander	Native American/ Alaska Native	Multiracial
Entered teaching through an alternative route to certification program	15.7	30.3**	31.1**	36.2**	19.2*	26.5	18.6	21.5**

Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers.

* $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Figure A3. Percentage of Beginning Teachers Who Entered Teaching Through an Alternative Route to Certification Program, 2017–18



Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Beginning teachers are teachers with 3 or fewer years of experience. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

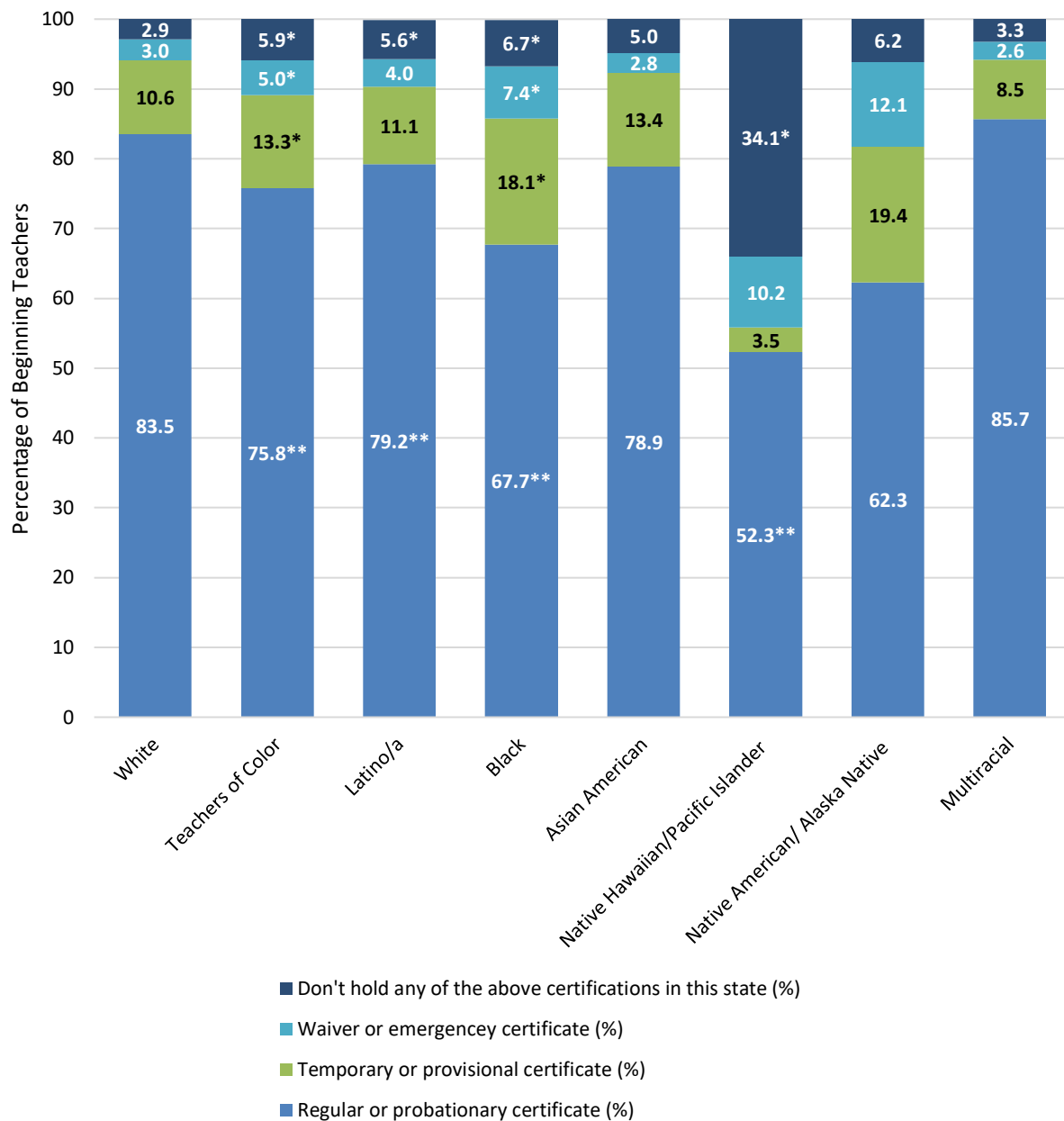
Table A3. Percentage of Teachers Who Hold a Regular or Probationary Certificate by Race/Ethnicity, 2017–18

	White	Total Teachers of Color	Teachers of Color by Group					
			Latino/a	Black	Asian American	Native Hawaiian/ Pacific Islander	Native American/ Alaska Native	Multiracial
Hold a regular or probationary certificate to teach in this state	91.7	89.9**	89.6**	88.6**	91.7**	86.5*	90.6	94.1

Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Statistical tests were conducted to compare teachers holding regular or probationary certificates from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Figure A4. Type of Teaching Certification Held by Beginning Teachers, by Race/Ethnicity



Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Beginning teachers are teachers with 3 or fewer years of experience. “Regular” certificate stands for “Regular or standard state certificate or advanced professional certificate.” Statistical tests were conducted to compare teachers holding regular or probationary certificates from each racial group, as well as teachers of color overall, with White teachers. Shares may not sum to 100 because of rounding. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Table A4. Teacher Preparation Experiences by Race/Ethnicity, 2017–18

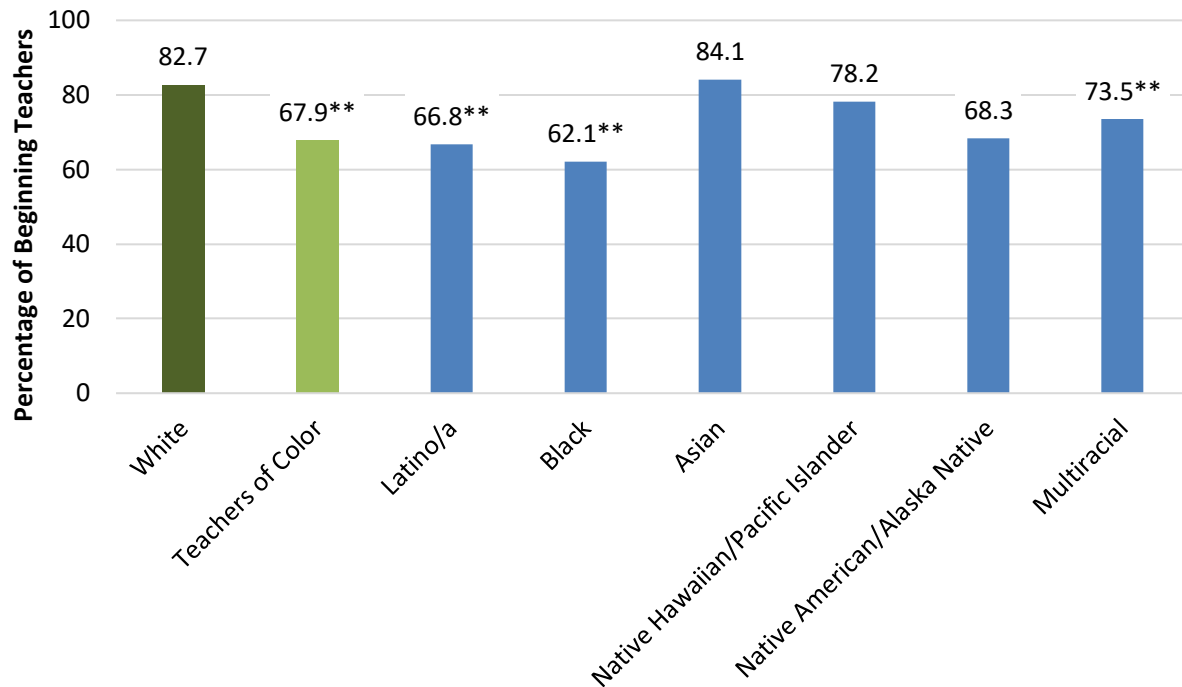
				Teachers of Color by Group					
						Asian	Native Hawaiian/ Pacific Islander	Native American/ Alaska Native	
Teachers Overall		White	Total Teachers of Color	Latino/a	Black	American			Multiracial
Percentage of teachers who took any graduate or undergraduate courses (before the first year of teaching) that taught them:									
Classroom management techniques	74.1	75.5	68.6**	68.3**	64.9**	74.0	77.1	73.2	74.4
Lesson planning	78.9	80.7	72.0**	70.7**	69.2**	82.0	76.9	67.5**	78.4
How to assess learning	76.7	78.2	71.2**	70.4**	67.5**	79.9	78.8	71.8	77.1
How to serve students from diverse economic backgrounds	64.6	64.2	66.3**	67.7**	61.0*	73.5**	65.5	64.6	70.4**
How to serve students with special needs	69.9	71.5	63.9**	63.4**	61.9**	68.9	58.8*	65.2	68.6
How to teach English learners	41.1	38.6	50.7**	59.3**	36.8	57.9**	57.6**	44.8	49.4**
Percentage of teachers experiencing student teaching									
Did not have student teaching	13.9	11.0	25.1**	27.8**	28.0**	13.2	14.1	12.6	19.0**
Had student teaching for 12 weeks or more	60.2	63.4	47.7**	47.4**	41.0**	58.7*	61.3	56.0	57.4*

Notes: Sample includes teachers who are full time, part time, or itinerant, in public schools. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers.

* $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Figure A5. Percentage of Beginning Teachers with Access to Student Teaching, 2017–18



Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Beginning teachers are teachers with 3 or fewer years of experience. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

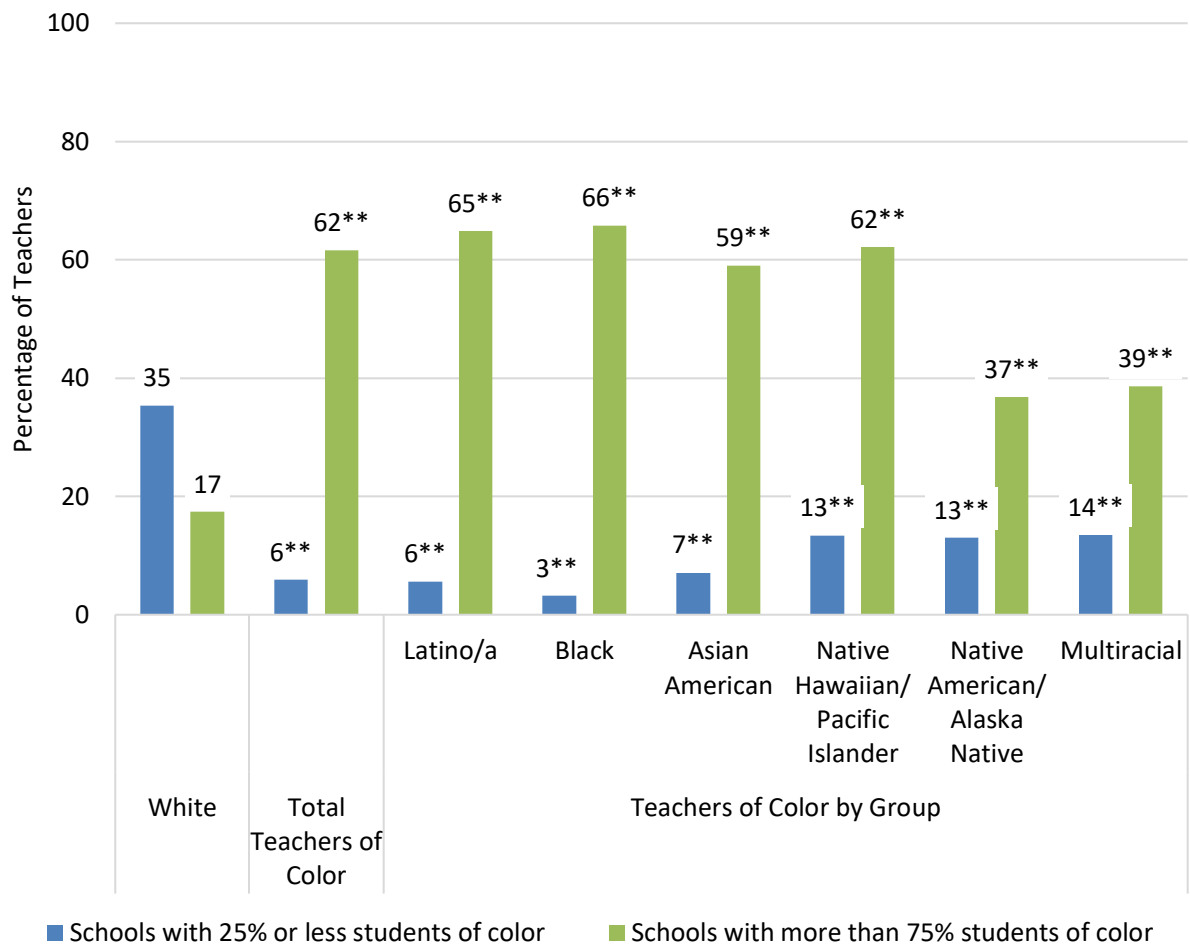
Table A5. Beginning Teacher Preparation Experiences by Race/Ethnicity, 2017–18

			Teachers of Color by Group					
			Latino/a	Black	Asian American	Native Hawaiian/ Pacific Islander	Native American/ Alaska Native	Multiracial
White	Total Teachers of Color							
Percentage of beginning teachers who took any graduate or undergraduate courses (before the first year of teaching):								
Have not taken any courses	26.2	30.4**	34.5**	30.9	15.0**	12.8*	33.8	25.8
No, not before the first year of teaching	17.5	18.9	17.8	21.8	16.2	10.4	27.8	17.3
Yes, courses taken before the first year of teaching	56.3	50.7**	47.7**	47.2**	68.8**	76.8*	38.4	56.8
Percentage of beginning teachers who had any student teaching/ practice teaching								
	82.7	67.9**	66.8**	62.1**	84.1	78.2	68.3	73.5*

Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

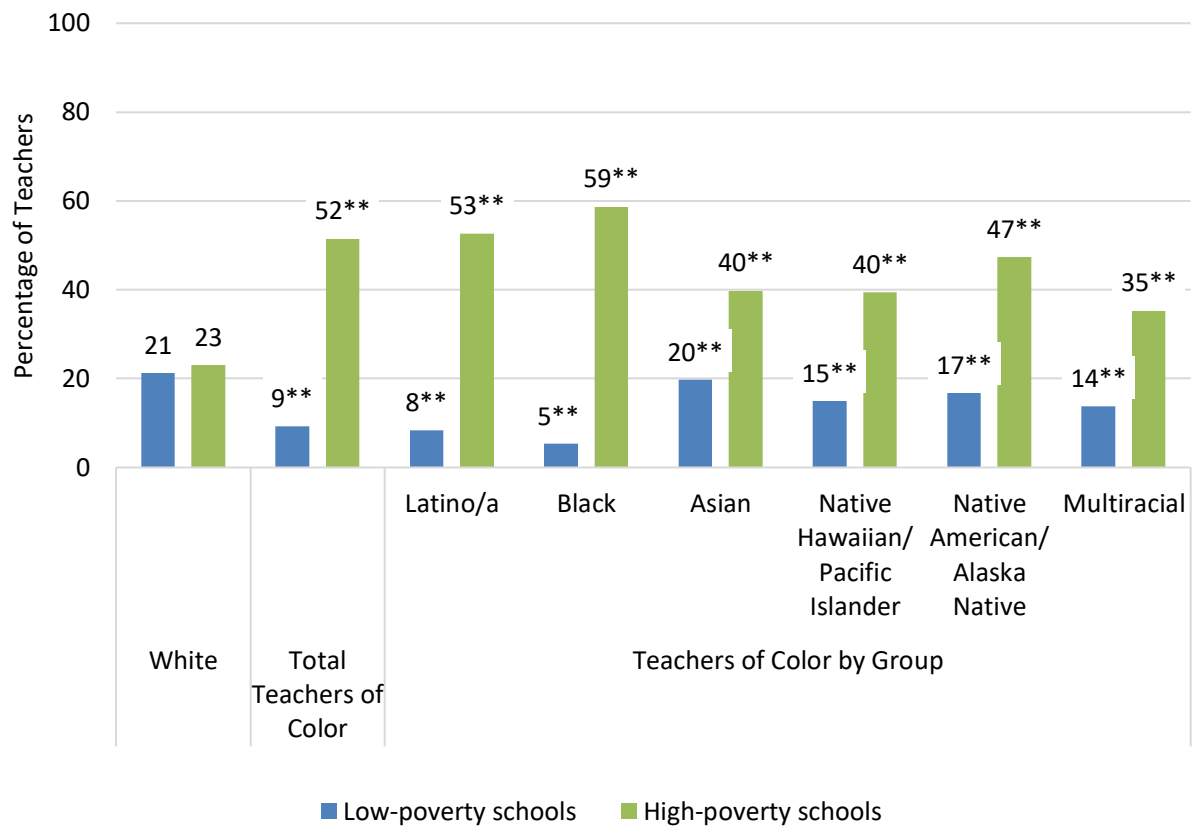
Figure A6. Distribution of Teachers by Race/Ethnicity in Schools by Share of Students of Color, 2017–18



Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Figure A7. Distribution of Teachers by Race/Ethnicity in Schools by Share of Students Eligible for Free or Reduced-Price Lunch, 2017–18



Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. A school is a low-poverty school with 25% or less students eligible for free or reduced-price lunch. A school is a high poverty school if more than 75% students are eligible for free or reduced-price lunch. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Table A6. Percentage of Teachers by Race/Ethnicity and Their Distribution in Schools by School Characteristics, 2017–18

			Teachers of Color by Group					
					Asian	Native	Native	
School Characteristic	White	Total Teachers of Color	Latino/a	Black	American	Hawaiian/ Pacific Islander	American/ Alaska Native	Multiracial
Share of students with an IEP								
Percentage of teachers in low-IEP schools (bottom quartile)	23.5	30.3**	34.3**	25.1	33.3**	27.3	18.5	28.1
Percentage of teachers in high-IEP schools (top quartile)	22.7	19.7**	15.3**	26.4*	16.6**	23.1	31.3	19.9
Share of students who are English learners								
Percentage of teachers in low-LEP schools (bottom quartile)	22.9	11.3**	6.8**	15.6**	11.7**	14.3*	19.2	17.1**
Percentage of teachers in high-LEP schools (top quartile)	18.0	38.8**	50.4**	27.8**	34.9**	32.1*	22.6	26.1**
Average class size (self-contained classes)	20.2	20.7*	21.0**	19.5	21.6*	22.7	20.0	21.5*

Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. IEP = Individualized Education Plan. LEP = Limited English Proficiency. Schools' percentage of students with an IEP is based on the school's student body. Schools' percentage of students who are LEP is based on the school's student body. A school is a low-IEP school if the school's percentage of IEP students is in the bottom quartile. A school is a high-IEP school if the school's percentage of IEP students is in the top quartile. A school is a low-LEP school if the school's percentage of LEP students is in the bottom quartile. A school is a high-LEP school if the school's percentage of LEP students is in the top quartile. Average class sizes are calculated from teacher-reported number of students enrolled in self-contained classes; teachers who have several classes of different students (often subject specialists) are not included. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Table A7. Teachers' Satisfaction Indicators by Race/Ethnicity, 2017–18

				Teachers of Color by Group					
	Teachers Overall	White	Total Teachers of Color	Latino/a	Black	Asian American	Native Hawaiian/ Pacific Islander	Native American/ Alaska Native	Multiracial
I like the way things are run at this school (%)									
Strongly agree	27.2	27.8	25.2**	26.7	24.0**	26.9	15.9**	24.7	21.3**
Somewhat agree	44.4	44.2	45.2	43.7	46.0	46.3	44.7	45.5	48.6
Somewhat + strongly agree	71.7	72.0	70.4	70.4	70.0	73.2	60.6	70.2	69.8
The stress and disappointments involved in teaching at this school aren't really worth it (%)									
Strongly agree	5.9	5.6	7.4**	6.9*	8.4**	5.3	5.2	6.2	9.5**
Somewhat agree	22.0	21.8	22.8	22.1	23.1	22.5	14.7	30.6*	24.6
Somewhat + strongly agree	27.9	27.3	30.2**	29.0	31.5**	27.8	19.9	36.8*	34.2**

Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers.

* $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Table A8. Percentage of Teachers with Access to Coaching and Mentoring by Race/Ethnicity, 2017–18

				Teachers of Color by Group					
				Latino/a	Black	Asian American	Native Hawaiian/ Pacific Islander	Native American / Alaska Native	Multiracial
Teachers Overall	White	Total Teachers of Color							
Received coaching or mentoring from other teachers or staff									
Once or a few times a week	13.5	12.6	16.9**	16.5**	19.2**	12.3	8.9	15.5	17.5*
Once or a few times a month	24.6	23.9	27.1**	26.3*	28.3**	27.4	23.2	29.0	26.4
Once or a few times a year	29.4	29.8	27.7**	28.6	24.8**	31.3	33.0	27.9	28.2
Did not participate	32.6	33.7	28.3**	28.6**	27.6**	29.0*	34.9	27.6	27.9**
Acted as a coach or mentor to other teachers or staff									
Once or a few times a week	19.3	19.0	20.2	19.4	23.0**	13.9**	11.7*	26.3	20.2
Once or a few times a month	21.7	21.9	21.0	20.9	21.1	20.8	21.5	21.6	21.4
Once or a few times a year	21.7	22.2	19.9**	19.4**	20.1*	19.8	36.4*	25.0	18.7
Did not participate	37.3	36.9	38.9**	40.2**	35.8	45.5**	30.5	27.1**	39.8

Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Statistical tests were conducted to compare each race/ethnicity group with White, as well as teachers of color overall and White. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.

Table A9. Percentage of Teachers With Various Professional Development Experiences by Race/Ethnicity, 2017–18

			Teachers of Color by Group					
			Latino/a	Black	Asian American	Native Hawaiian/ Pacific Islander	Native American/ Alaska Native	Multiracial
White	Total Teachers of Color							
Planned lessons or courses with other teachers								
Once or a few times a week	40.3	43.8**	44.0**	47.1**	37.0	36.0	35.3	41.6
Once or a few times a month	26.5	28.7**	29.1*	25.4	35.1**	29.5	29.7	30.8
Once or a few times a year	24.5	20.5**	19.9**	20.3**	21.1	25.5	26.7	21.2
Did not participate	8.7	7.1**	7.0**	7.2*	6.8	9.0	8.2	6.5*
Collaborated with other teachers on issues of instruction excluding administrative meetings								
Once or a few times a week	46.0	48.4**	48.8*	50.7**	41.1*	36.5	47.6	48.6
Once or a few times a month	36.3	33.6**	32.3**	32.4**	40.0	47.0	34.6	34.9
Once or a few times a year	14.0	13.8	14.7	12.2*	15.2	14.8	14.2	13.0
Did not participate	3.8	4.2	4.2	4.8	3.7	1.7*	3.6	3.5
During the past 12 months, did you receive release time from teaching to attend professional development								
Yes	64.3	65.2	67.1*	63.1	64.7	70.0	58.1	65.8
No	35.2	34.3	32.3*	36.6	34.9	30.0	41.7	33.4
To what extent do you agree or disagree with the following statements about YOUR PD as a teacher at THIS school?								
I have sufficient resources available for my PD								
Strongly agree	26.8	28.6*	28.7	30.3**	27.5	14.9**	18.0**	27.3
Somewhat agree	49.3	47.2**	46.1**	47.3	51.4	62.6*	53.1	44.0*
Somewhat disagree	16.9	16.2	16.9	13.9**	17.0	16.8	19.9	19.0
Strongly disagree	7.0	8.0*	8.3	8.5	4.1**	5.8	9.1	9.7*
I have access to about the same amount of resources for PD as other teachers								
Strongly agree	37.8	35.5**	35.3*	36.2	36.9	24.9**	24.4**	36.9
Somewhat agree	43.1	42.5	40.8*	43.9	45.0	49.3	47.8	40.9
Somewhat disagree	12.7	14.1*	15.6**	11.6	13.2	19.8	20.0	14.4
Strongly disagree	6.4	7.9**	8.3**	8.3*	4.9	6.0	7.8	7.8
My PD opportunities are aligned with this school's performance goals								
Strongly agree	35.1	38.3**	37.5*	41.4**	39.0	32.3	24.2**	34.6
Somewhat agree	48.8	44.9**	45.5**	42.6**	46.2	52.7	50.1	46.4
Somewhat disagree	11.7	11.4	11.3	10.4	10.5	10.3	20.7**	14.1
Strongly disagree	4.4	5.4**	5.7*	5.7	4.2	4.7	5.1	4.8

			Teachers of Color by Group					
	White	Total Teachers of Color	Latino/a	Black	Asian American	Native Hawaiian/ Pacific Islander	Native American/ Alaska Native	Multiracial
The techniques I am learning about in my PD will help improve student achievement								
Strongly agree	31.4	39.9**	40.0**	41.1**	41.2**	30.9	29.8	36.8*
Somewhat agree	51.7	46.6**	46.5**	46.1**	48.0	55.7	52.1	44.8**
Somewhat disagree	12.7	8.9**	8.8**	8.0**	7.3**	8.1	16.2	13.2
Strongly disagree	4.2	4.6	4.7	4.8	3.4	5.3	1.9**	5.3
I feel capable of incorporating the kinds of techniques I am learning about in my PD								
Strongly agree	39.9	44.0**	45.8**	43.7**	41.2	41.7	29.3**	43.2
Somewhat agree	49.0	44.8**	42.9**	45.2**	49.0	50.4	52.4	44.5
Somewhat disagree	8.0	7.5	7.2	6.9	7.6	2.8**	16.0*	9.4
Strongly disagree	3.1	3.7*	4.0*	4.1	2.1	5.1	2.3	2.9

Notes: Sample includes teachers who are full time, part time, or itinerant in public schools. Statistical tests were conducted to compare teachers from each racial group, as well as teachers of color overall, with White teachers. * $p < .05$, ** $p < .01$.

Source: Learning Policy Institute analysis of the 2017–18 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education, National Center for Education Statistics.