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Action

General Session

Teacher Supply in California 2005-2006, A Report to the Legislature

Executive Summary: This agenda item is in response to Assembly Bill 471 (Chap. 381, Stats. 1999), which requires the Commission to report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers to teach in California public schools.

Recommended Action: Staff recommends that the Commission approve the *Teacher Supply in California 2005-06* report for submission to the Governor and Legislature.

Presenter: Teri Clark, Administrator, and Marjorie Suckow, Consultant, Professional Services Division

Strategic Plan Goal: 6

Provide leadership in exploring multiple, high quality routes to prepare professional educators California's schools

- Work with education entities to expand the pool of qualified professional educators

April 2007

Teacher Supply in California 2005-2006, A Report to the Legislature

Introduction

This agenda item is a report of multiple subject, single subject and special education credentials, permits and waivers awarded by the Commission on Teacher Credentialing (Commission) in 2005-06. The full report is available on the Commission's web site. An agenda item is planned for the August 2007 Commission meeting providing additional analysis of this data.

Background

Assembly Bill 471 (Chap. 381, Stats.1999) requires the Commission to report to the Governor and Legislature annually. The requirements of the report are detailed in EC 44225.6 and must include the following:

1. The number of individuals recommended for multiple subject, single subject and special education credentials, by higher education and alternative certification routes and the type of credential or certificate for which they were recommended.
2. The number of individuals receiving an initial credential based on a program completed outside of California and the type of credential or certificate for which they were recommended.
3. The number of individuals receiving an emergency permit, credential waiver, or other authorization that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act (NCLB) of 2001.
4. The number of individuals receiving a certificate of completion of staff development pursuant to 44253.10.
5. The number of individuals, statewide, by county and by school district, serving on the following documents and the percentage of the total number of individuals serving as teachers statewide: university and district internships, pre-internships, emergency permits, credential waivers and preliminary or professional clear credentials.
6. The total number of credentials recommended by all accredited teacher preparation programs for each of the following:
 - The University of California system
 - The California State University system
 - Independent colleges and universities that offer teacher preparation programs approved by the Commission
 - Other institutions that offer teacher preparation programs approved by the Commission

Note: This report provides data on the preparation of teachers and credentials awarded in 2005-06. In addition, the report provides information on the individuals employed by the schools and districts and the certification held by these individuals.

Recommended Action

Staff requests approval of the report for submission to the Governor and Legislature.



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

**Teacher Supply in California
A Report to the Legislature
Annual Report
2005-06**

**Submitted Pursuant to Chapter 381
Statutes of 1999**

This report was developed by Teri Clark and Marjorie Suckow of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact msuckow@ctc.ca.gov.

April 2007

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Teacher Supply in California 2005-2006

A Report to the Legislature

Executive Summary

Determining teacher supply in California is essential for policy makers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the California Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

This report is provided in response to Assembly Bill 471 (Chap. 381, Stats. of 1999). AB 471 requires that the Commission report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers. The report includes the type and number of documents issued authorizing service to teach in California public schools or schools under public contract for fiscal year 2005-06. The report incorporates the requirements of the legislation into a tool for policy makers and others interested in teacher supply. More detailed data is available on-line in the full report at www.ctc.ca.gov.

This report is structured based on the following headings:

- The Number of Teachers Earning Credentials
- The Types of Credentials Teachers Are Earning
- Preparation through an Intern Delivery Model
- Paraprofessional Program
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Teachers Who Earned an English Learner Authorization Through Staff Development
- The Number of Permits and Waivers that are Not Compliant With The Highly Qualified Teacher Requirement In NCLB
- Number of Individuals Employed in Public Schools Holding Teaching Documents

In fiscal year 2005-06, California saw an 8% decrease in the number of newly credentialed teachers, but an increase of almost 16% in the number of newly credentialed special education teachers.

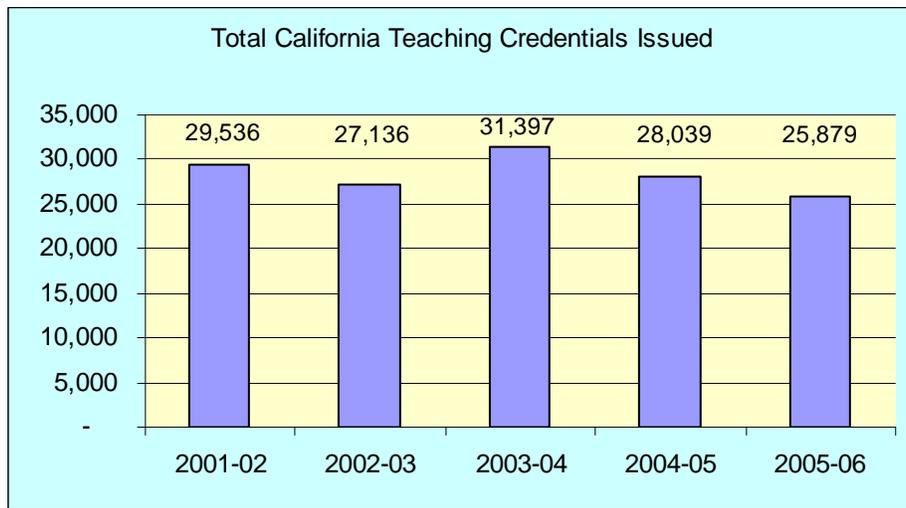
The Number of Teachers Earning Credentials

Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district, county office of education, or consortia of districts. All teacher preparation programs must meet the same high teacher preparation standards and be accredited by the Commission. Teachers prepared in other states have options for obtaining a California credential depending on their years of experience. Recent legislation has streamlined this process for out-of-state teachers.

The following chart shows the numbers of teachers initially earning California teaching credentials for fiscal years 2001-02 through 2005-06. The chart also shows that the supply of newly credentialed teachers in 2005-06 decreased by 7.7% over the previous fiscal year.

Chart A: Total California Teaching Credentials Issued

	2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
California IHE Prepared	23,225	21,649	27,150	24,149	22,419	-7.2%
District Prepared	682	631	672	586	379	-35.3%
Out-of-State Prepared	5,629	4,856	3,575	3,304	3,081	-6.7%
Totals	29,536	27,136	31,397	28,039	25,879	-7.7%



The following charts show the types of teaching credentials earned in California through the avenues outlined on the previous page – California IHE programs, school district programs, and

teachers prepared in other states. There are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple subject teaching credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single subject teaching credentials authorize service in departmentalized classes such as those in most middle and high schools. Education specialist credentials authorize service in special day classes and in resource programs for students with special needs.

Chart B: California IHE Prepared*

	2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
Multiple Subject	15,080	13,468	16,117	13,805	12,135	-12.1%
Single Subject	6,313	5,701	8,053	7,543	7,050	-6.5%
Education Specialist	1,832	2,480	2,980	2,801	3,234	15.5%
Totals	23,225	21,649	27,150	24,149	22,419	-7.2%

*IHE prepared includes both student teacher and intern delivery models

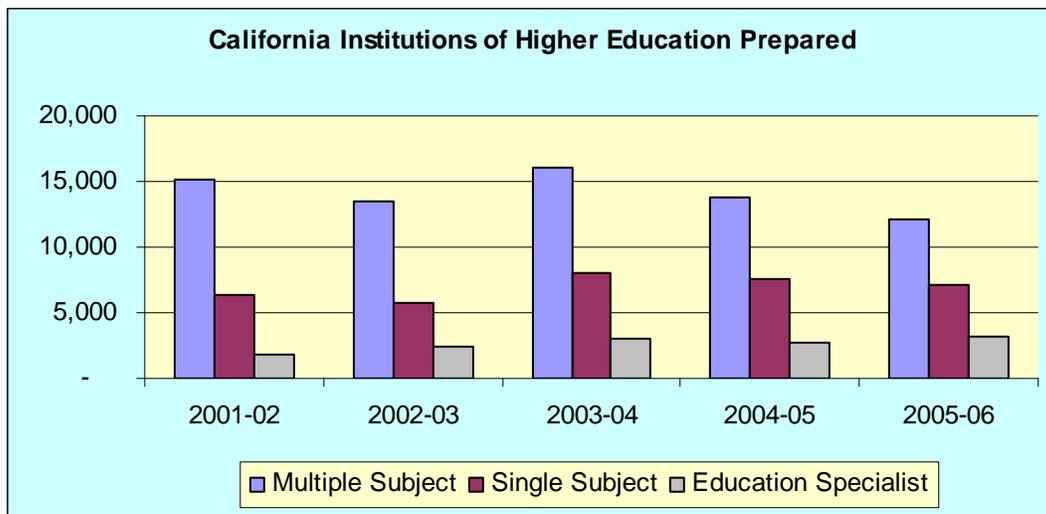


Chart C: District Prepared

	2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
Multiple Subject	539	514	515	350	118	-66.3%
Single Subject	126	106	142	220	194	-11.8%
Education Specialist	17	11	15	16	67	318.8%
Totals	682	631	672	586	379	-35.3%

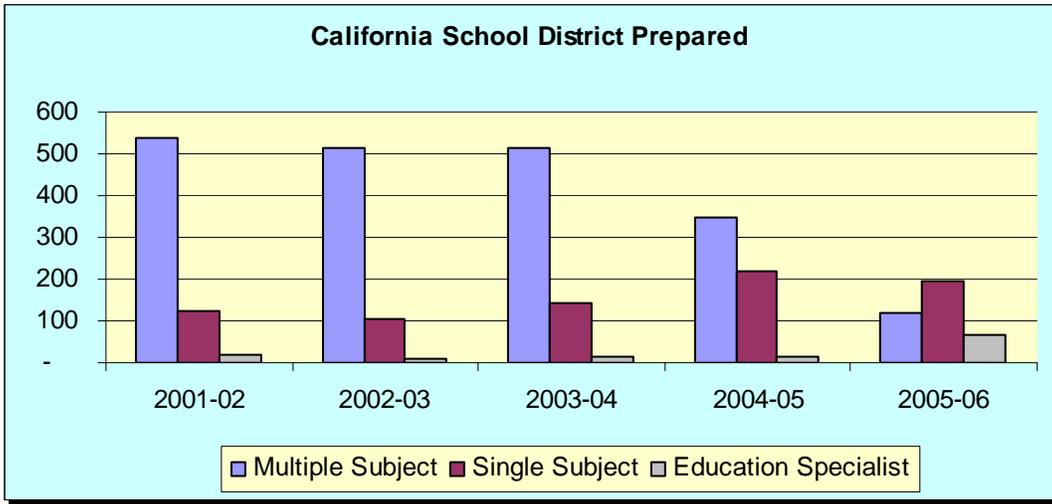
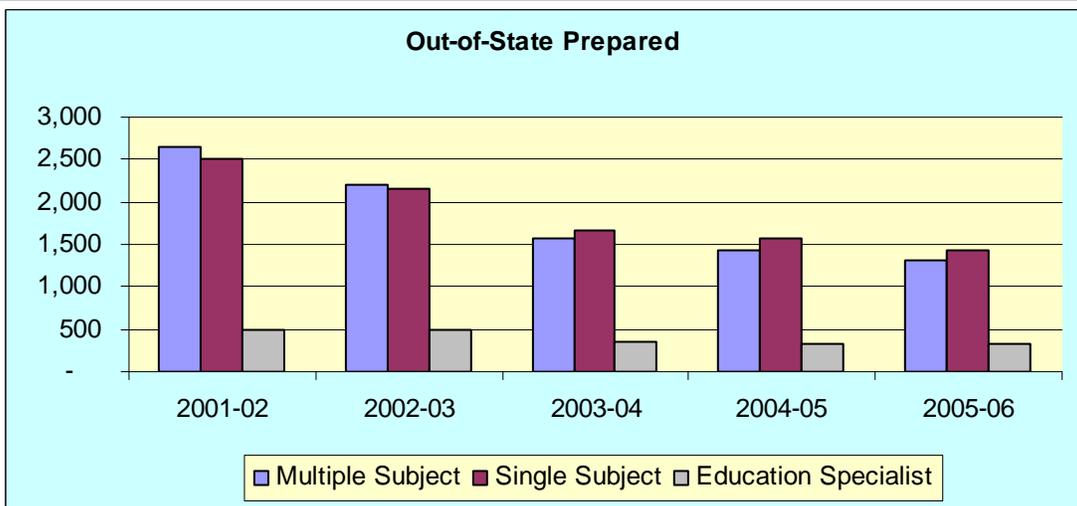


Chart D: Out-of-State Prepared

	2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
Multiple Subject	2,640	2,210	1,577	1,423	1,310	-7.9%
Single Subject	2,497	2,161	1,655	1,564	1,436	-8.2%
Education Specialist	492	485	343	317	335	5.7%
Totals	5,629	4,856	3,575	3,304	3,081	-6.7%



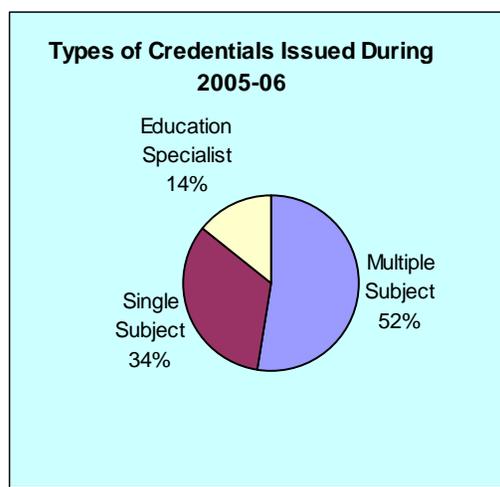
The Types of Credentials Teachers Are Earning

This report focuses on teaching credentials for California’s K-12 classrooms. As stated previously, there are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings, multiple subject teaching credentials, single subject teaching credentials, and education specialist credentials.

As shown in the chart below, multiple subject teaching credentials comprised 52% of the total number of credentials issued in 2005-06 at 13,563. Single subject teaching credentials comprised 34%, at 8,680, and education specialist teaching credentials comprised 14% of the total at 3,636.

Chart E: Types of Credentials Issued During 2005-06

Multiple Subject	13,563
Single Subject	8,680
Education Specialist	3,636
Total	25,879



Preparation through an Intern Delivery Model

California offers great flexibility for individuals interested in becoming teachers. The traditional route to teaching includes a year of preparation courses including field experience and student teaching. The experience is carefully planned to introduce the prospective teacher into the classroom and to ensure that the teacher is fully prepared upon earning the credential. However, this route does not meet the needs of many individuals who have the skills and dedication necessary to become excellent teachers. For individuals who must earn a living while completing a teacher preparation program and for career changers who bring valuable skills and experience to the classroom, internship programs are a viable option.

Many IHEs offering teacher preparation programs also offer an internship alternative. School districts may also offer teaching internship programs. All alternative programs must meet the same high standards as traditional programs and must be accredited by the Commission. Each program must show how it prepares interns prior to their classroom experience – usually during the summer – and must show how interns are mentored and assessed in addition to providing continued teacher education courses and seminars.

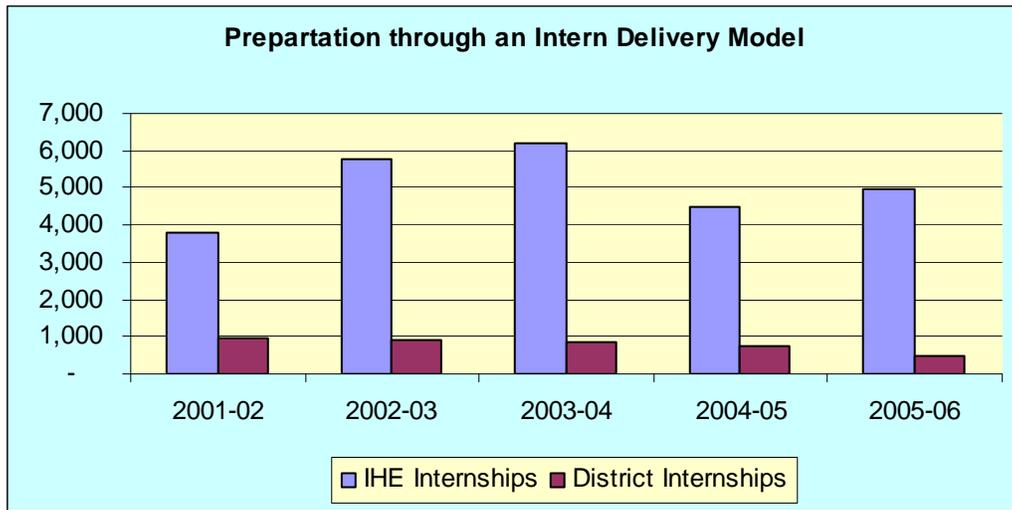
The chart below shows the number of internship credentials issued for use in both IHE and school district programs over a five-year period. Data for fiscal year 2005-06 showed a 9%

increase in the total number of documents issued over the previous fiscal year even though district internship programs showed a slight declining trend, the university internship total rose by over 10%.

Chart F: Preparation through an Intern Delivery Model* Credentials

	2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
IHE Internships	3,769	5,779	6,197	4,486	4,967	10.7%
District Internships	944	915	875	746	722	-3.2%
Totals	4,713	6,694	7,072	5,232	5,689	8.7%

* Internships may be 1, 2, or 3 years in length.



Paraprofessional Program

In the past few years, the Governor and the Legislature have provided funding for individuals working in classrooms as paraprofessionals. The paraprofessional teacher training program provides money for tuition and books, and offers academic support as participating classroom aides earn a college degree and complete a credentialing program. Due to fiscal challenges experienced by the State of California, the paraprofessional program had experienced a dramatic reduction in funding, resulting in a declining trend in the past three years. However, there is a 5% increase between 2004-05 and 2005-06. The paraprofessional program has been highly successful in moving participants into internship programs and later to obtaining full credentials.

Chart G: Paraprofessional Program Participants

2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
2,266	2,266	1,876	1,618	1,699	5.0%

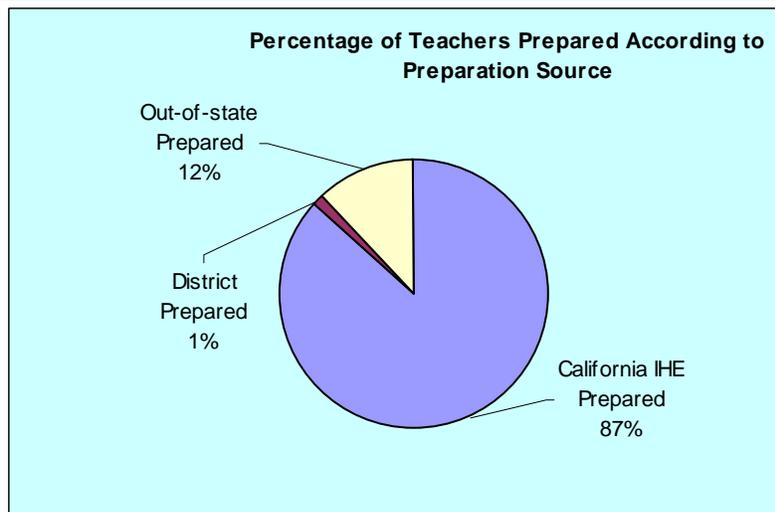


Who Prepares California’s Teachers?

California Universities prepared 87% of the newly credentialed teachers in California during fiscal year 2005-06. Teachers prepared in other states who became credentialed in California comprised 12% of newly credentialed California teachers. The remaining 1% of teachers was prepared through school district internship programs.

**Chart H: Percentage of Teachers Prepared According to Preparation Source
Fiscal Year 2005-06**

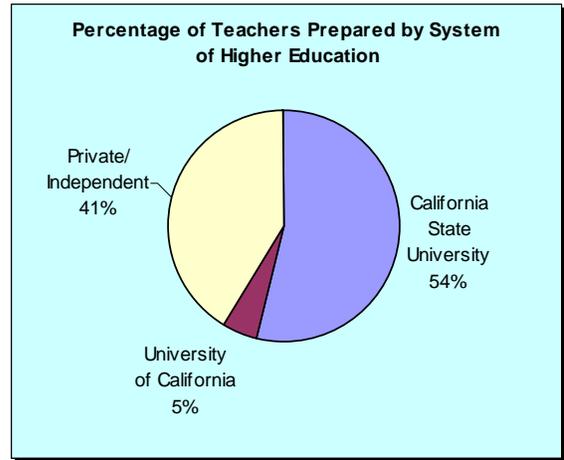
Certification Route	Multiple Subject	Single Subject	Education Specialist	Totals
California IHE Prepared	12,135	7,050	3,234	22,419
District Prepared	118	194	67	379
Out-of-state Prepared	1,310	1,436	3,636	3,081



Of the three university systems – California State University (CSU), University of California (UC) and Private/Independent Universities – CSU’s prepared 54% of the new teachers in the fiscal year 2005-06. Private/Independent Universities prepared 41%, and UC programs prepared 5% of the new teachers.

**Chart J: Percentage of Teachers Prepared by System of Higher Education
Fiscal Year 2005-06**

California State University	12,036	54%
University of California	1,099	5%
Private/Independent	9,284	41%
Totals	22,419	100%



Are More People Considering a Teaching Career?

Tracking teacher preparation program enrollment can serve as a forecasting tool. Federal regulations require all states to report data on teacher preparation. Included in this report is enrollment data for all California IHE teacher preparation programs during fiscal year 2004-05.

The charts show enrollment data for multiple subject, single subject, and education specialist teaching credential programs. The first three charts show this data according to enrollment in programs offered through the California State University (CSU), the University of California (UC), Private/Independent Universities, and District Intern programs during fiscal year 2004-05.

Chart K: Multiple Subjects

CSU	17,338
UC	671
Private/Independent	15,608
District Intern Prog.	559
Total	34,176

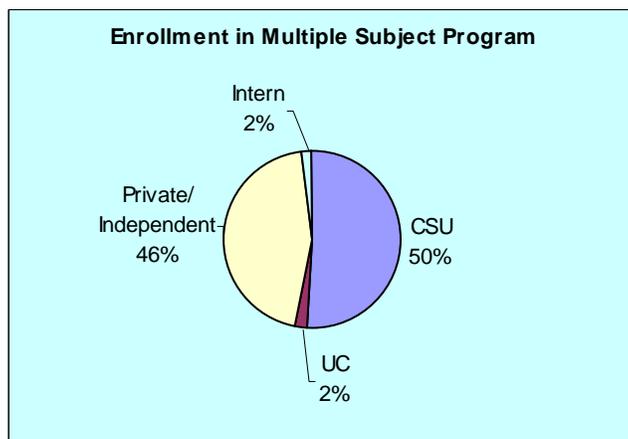


Chart L: Single Subject

CSU	8,577
UC	548
Private/Independent	10,483
District Intern Prog.	465
Total	20,073

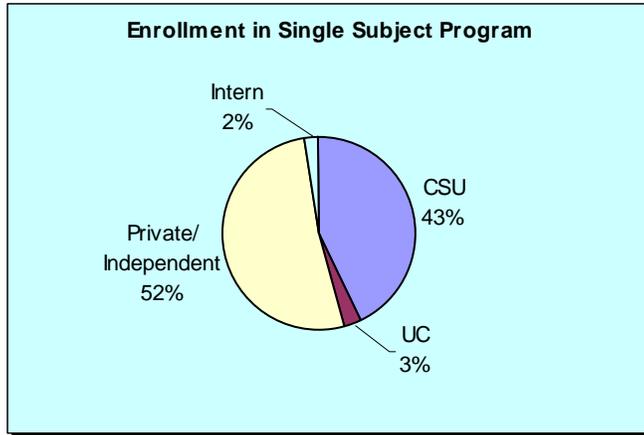
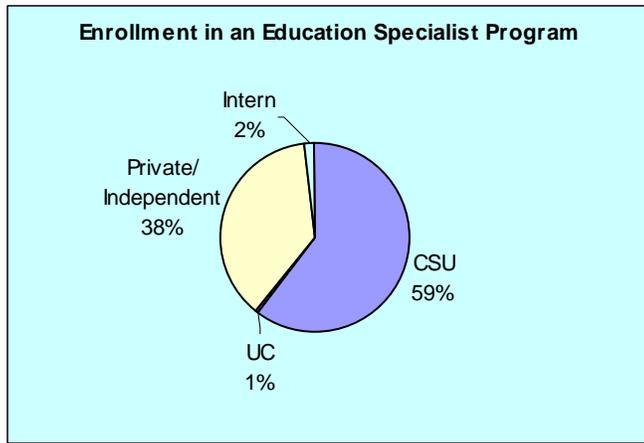


Chart M: Education Specialist

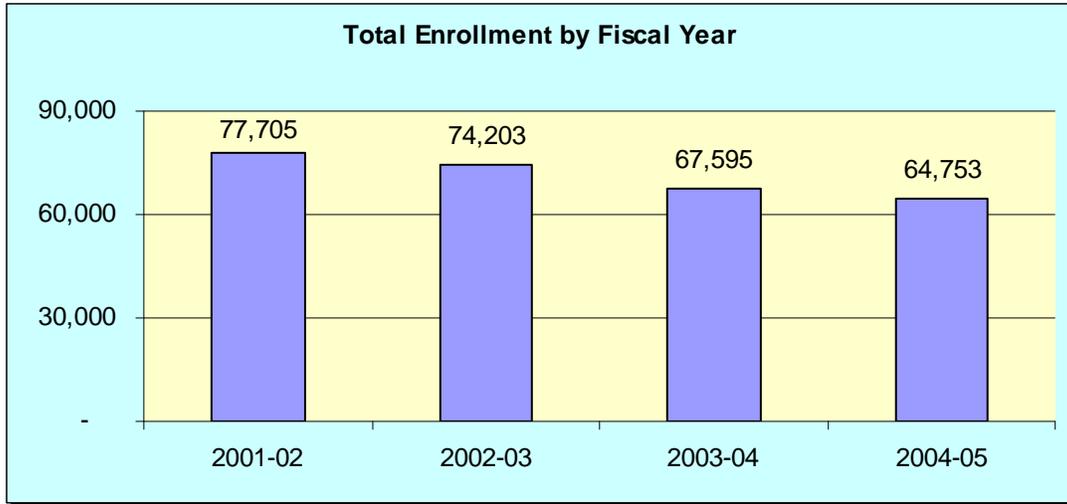
CSU	6,305
UC	56
Private/Independent	3,976
District Intern Prog.	167
Total	10,504



The next chart shows aggregate data for fiscal years 2001-02 through 2004-05. Because not all credential candidates will complete their teacher preparation program in one year, the data should be viewed in light of the varying length of each candidate's progress toward the credential. The data show that there were 34,176 candidates enrolled in programs for multiple subject teaching credentials, 20,073 candidates enrolled in programs for single subject teaching credentials, and 10,504 candidates enrolled in programs for education specialist teaching credentials during fiscal year 2004-05. Total enrollment was down 4% over fiscal 2003-04.

Chart N: Total Enrollment by Fiscal Year

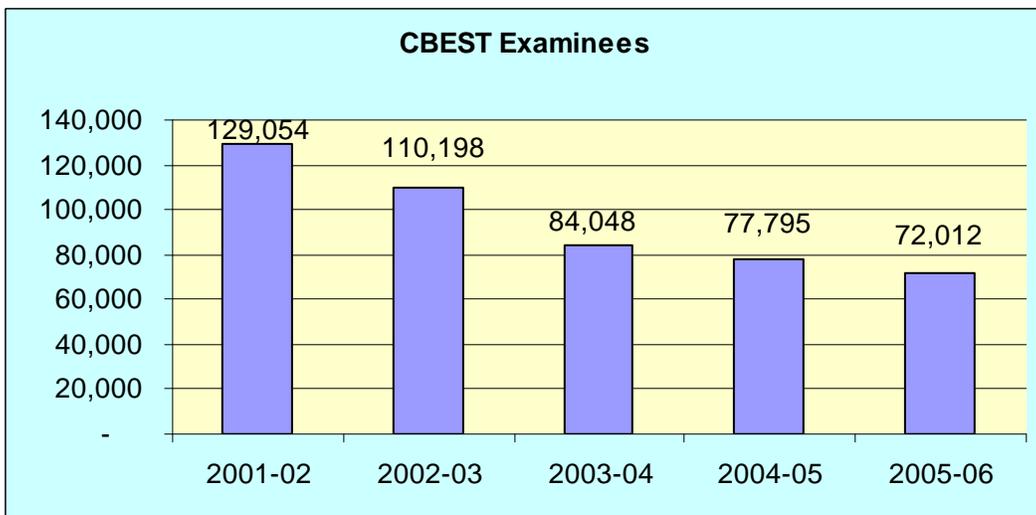
	2001-02	2002-03	2003-04	2004-05	% Change over 04-05
Multiple Subject	44,820	42,339	36,570	34,176	-6.5%
Single Subject	20,993	20,533	19,462	20,073	3.1%
Education Specialist	11,892	11,331	11,563	10,504	-9.2%
Totals	77,705	74,203	67,595	64,753	-4.2%



Another indicator of interest in teaching is the number of individuals taking the California Basic Educational Skills Test (CBEST). This exam is a prerequisite for all teaching and service credentials in California. It measures an individual's basic competence in reading, writing and mathematics. There were 72,012 CBEST examinees during fiscal year 2005-06. This was a 7.4% decrease over the previous year. All examinee numbers include repeat test takers.

Chart P: CBEST Examinees

2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
129,054	110,198	84,048	77,795	72,012	-7.4%



Teachers Who Earned an English Learner Authorization Through Staff Development

Teachers can be authorized to teach English learners through the provisions of Senate Bill 395 (Chap. 685, Stats. of 1999), which became effective on January 1, 2000. This bill amended Education Code 44253.10, and created a transition to Commission approval of Staff Development programs and Commission issuance of the Certificate of Completion. The certificate serves as an additional authorization for experienced credentialed teachers and allows the holder to teach English learners in content areas using English. The provisions of SB 395 are scheduled to sunset on January 1, 2008.

Chart Q: Certificate of Completion of Staff Development

2002-03	2003-04	2004-05	2005-06	% Change over 04-05
2,388	5,522	6,107	4,314	-29.4%



The Number of Permits and Waivers That Are Not Compliant With The Highly Qualified Teacher Requirement In No Child Left Behind

The NCLB Act defines a highly qualified teacher as one who holds a bachelor’s degree, a teaching credential issued by the State, and is proficient in the subject of the credential. There are a number of documents that an individual may hold that are not compliant with the NCLB Act. This section shows the numbers of Pre-Internship, Special Temporary Certificates, Short-term Staff Permit (STP), Provisional Internship Permit (PIP), Emergency Permits and Waivers that were issued in 2005-06. All of these documents are not compliant with the Highly Qualified Teacher Requirement in the NCLB Act.

The pre-intern program has seen its funding eliminated since pre-intern certificates are not compliant with NCLB. The pre-intern program provided funds for school districts to support teachers who would otherwise have served on emergency permits. The program offered training in basic classroom skills such as classroom management and organization, provided mentoring

and helped participants meet the credentialing subject matter requirements to enter an internship program.

On August 2, 2005, Californians for Justice Education Fund filed suit against the California Commission on Teacher Credentialing regarding the Commission's authority to issue Individualized Internship Certificates (IIC). On November 2, 2005, the Court determined in a stipulated judgment that the Commission did not have the authority to issue Individualized Internship Certificates without first promulgating regulations. As a result the previously issued IICs were deemed void and replaced with Special Temporary Certificates. A Special Temporary Certificate allowed individuals who had completed subject matter programs to participate in college and university based teacher preparation programs while earning a credential.

The following chart shows that the combined total for both documents issued during 2005-06 was down by 58% compared to the previous fiscal year. Neither Pre-intern Certificates nor Special Temporary Certificates are issued as of June 30, 2006.

Chart R: Pre-Internship and Special Temporary Certificates

	2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
Pre-Internship	9,841	9,152	3,523	319	0	-100%
IIC/Special Temporary	0	209	2,627	1,658	829	-50%
Totals	9,841	9,361	6,150	1,977	829	-58%

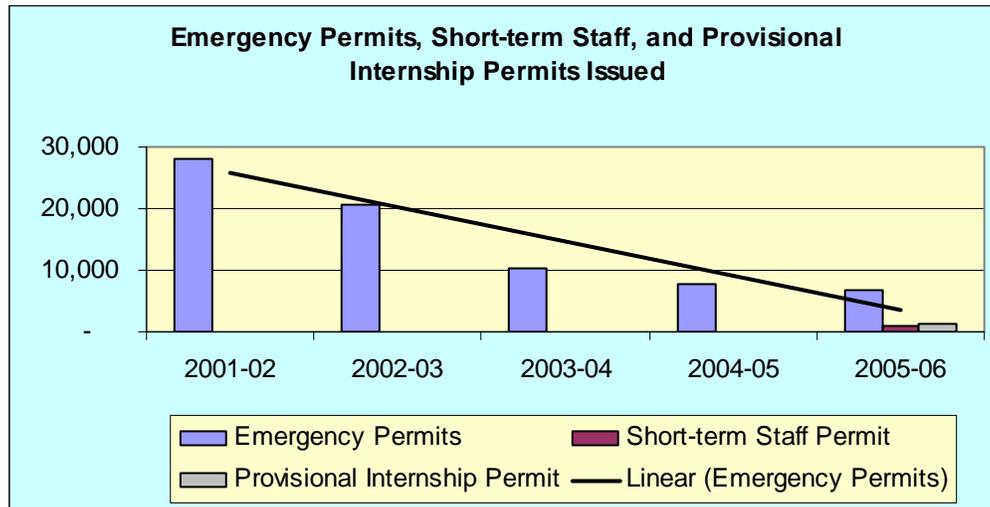


For the sixth consecutive year, emergency permits decreased over the previous fiscal year. Although the number of emergency teaching permits (multiple subject, single subject, and special education) decreased by 12% -- from 7,766 in 2004-05, to 6,815 in 2005-06, the total issuance of documents that authorize 'emergency' service in the public schools has increased by 16%. Two new documents began to be issued in 2005-06, the STP and the PIP. The STP allows an employing agency to fill an acute staffing need when local recruitment efforts have been made but a fully credentialed teacher cannot be found. The PIP allows an employing agency to

fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an internship program. The PIP and STP documents were issued to individuals that previously might have been issued an Individualized Intern Certificate.

Chart S: Emergency Teaching Permits, Short-term Permit, and Provisional Internship Permit

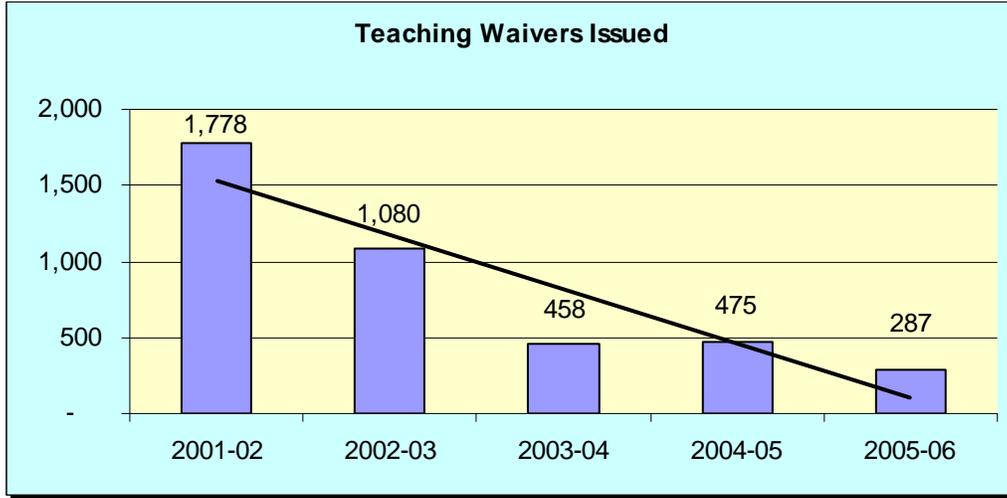
	2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
Emergency Permits	28,126	20,583	10,242	7,766	6,815	-12%
Short-term Staff Permit					1,049	
Provisional Internship Permit					1,163	
Total	28,126	20,583	10,242	7,766	9,027	16%



Since fiscal year 2001-02, California has seen a 76% decrease in the number of emergency teaching permits issued, and an 84% decrease in the number of credential waivers issued. The number of credential waivers also decreased by 40% -- from 475 in 2004-05, to 287 in 2005-06. But in 2005-06, STP and PIP certificates were a new type of permit that authorizes 'emergency' service. Taking into account the total number of certificated teaching staff in California's schools and the number of emergency type teaching permits issued, the percentage of teachers on emergency permits has increased from 2.5% in 2004-05 to 2.9% in 2005-06. Credential waivers remained at .1% of the total certificated teaching in 2005-06.

Chart T: Teaching Waivers

2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
1,778	1,080	458	475	287	-40%



Number of Individuals Employed in Public Schools Holding Teaching Documents

The following table shows the total number of individuals holding teaching documents who were employed in California public schools during fiscal year 2005-06. The table also shows these numbers as a percentage of the total teaching staff¹.

Chart U: Number of Individuals Holding Teaching Documents

	2005-06	% of Total
University Internships	4,967	1.6%
District Internships	722	0.2%
Special Temporary	829	0.3%
PIP	1,163	0.4%
STSP	1,049	0.3%
Emergency Permit	6,815	2.2%
Waivers	287	0.1%
Fully Credentialed	292,032	94.9%
Total Teaching Staff	307,864	100.0

¹ California Department of Education 2005-06 CBEDS Data

Summary

Fiscal year 2005-06 saw the number of individuals initially earning a California teaching credential decrease by 7.7%. This is the second straight year where the total number of credentials issued has decreased. Although the total number of credentials has decreased, the number of Education Specialist credentials has increased by almost 16 %. There has been a 36 % decrease in the number of teachers prepared through district intern programs, although the number of Education Specialist teachers prepared by the district intern programs has increased from 16 to 67. There is a continued declining trend in both the number of individuals taking the CBEST and in the number of candidates enrolled in teacher preparation programs.