
3A

Action

Professional Service Committee

Teacher Supply in California, 2008-2009, 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, 2008-09*, report for submission to the Governor and Legislature.

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

Strategic Plan Goal: 5

Engage in evaluation, assessment and research studies that inform the Commission's work

- ◆ Track current trends and research in educator preparation and certification

Teacher Supply in California, 2008-2009, A Report to the Legislature

Introduction

This agenda item is a report of multiple subject, single subject and special education credentials awarded by the Commission in 2008-09. The report includes information on all credentials, certificates, authorizations, permits and waivers awarded in 2008-09. The full report is available on the Commission's web site: http://www.ctc.ca.gov/reports/TS_2008-2009_AnnualRpt.pdf

Background

Assembly Bill 471 (Chap. 381, Stats. 1999) requires the Commission on Teacher Credentialing (Commission) to report to the Governor and Legislature annually. The requirements of the report are detailed in Education Code § 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 of 2001.
4. The number of individuals receiving a certificate of completion of staff development pursuant to Education Code § 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
 - Preinternships
 - Emergency permits
 - Credential waivers
 - 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

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
2008-2009**

**Submitted Pursuant to AB 471
(Chap. 381, Stats. 1999)**

This report was developed by 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 2010

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Blackburn, Constance	Teacher Representative	2012
Castillo, Brenda V.	Public Representative	2013
Chernow, Dan	Public Representative	2013
Dean, Steven	Teacher Representative	2011
Evans, Marlon	Public Representative	2012
Gahagan, Charles	Teacher Representative	2012
Littman, Leslie	Designee, Superintendent of Public Instruction	Ongoing
McInerney, Carolyn	School Board Member	2012
Oropeza-Enriquez, Irene	Administrative Services Representative	2011
Sun, Ting	Public Representative	2011
Vacant	Non-Administrative Services Credential Representative	
Vacant	Faculty Member	
Vacant	Teacher Representative	
Vacant	Teacher Representative	
Vacant	Teacher Representative	
Ex-Officio Members		
Martin, Shane	Association of Independent California Colleges and Universities	
Perry, Janis	California Postsecondary Education Commission	
Sloan, Tine	University of California	
Young, Beverly	California State University	

Vision Statement

Ensuring high quality educators for California's diverse students, schools and communities.

Mission Statement

The mission of the Commission on Teacher Credentialing is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices.

Teacher Supply in California, 2008-2009

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 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. 1999) which 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 2008-09. 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 http://www.ctc.ca.gov/reports/TS_2008-2009_AnnualRpt.pdf.

This report is organized with 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 sum, in fiscal year 2008-09, California saw a 6.7 percent decrease in the number of newly credentialed teachers. The number of fully-credentialed teachers increased to 97.4 percent of all California public school teachers in 2008-09.

The Number of Teachers Earning Credentials

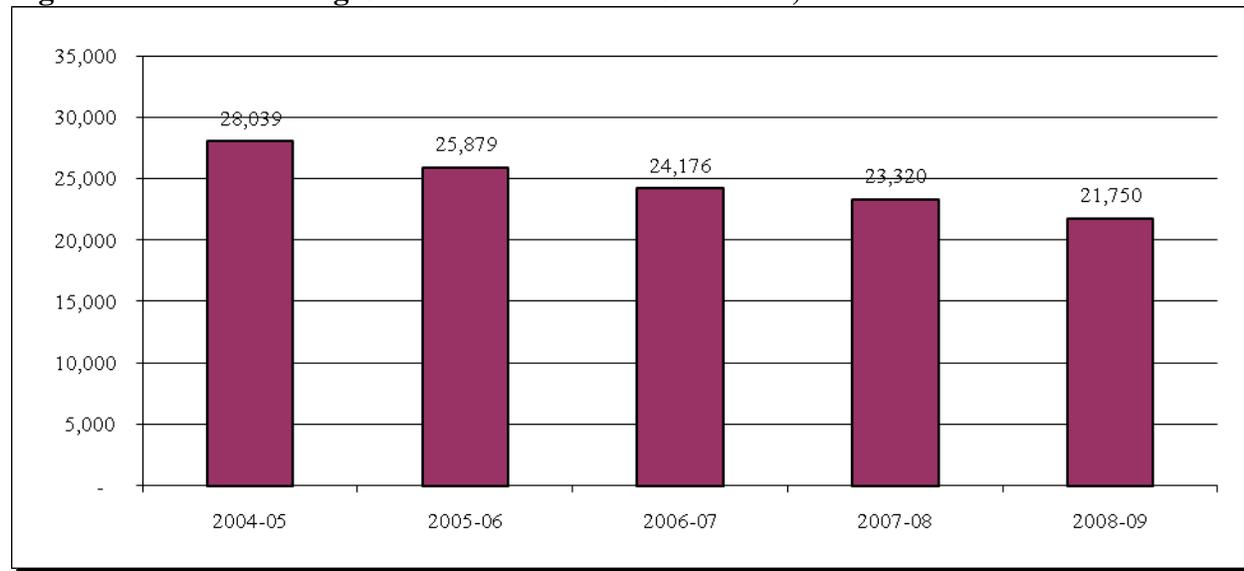
Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district, county office of education, or consortia of districts. All teacher preparation programs must meet the same high teacher 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 table shows the numbers of teachers initially earning California teaching credentials for fiscal years 2004-05 through 2008-09. The last column reports the percentage of change in teaching credentials issued between 2007-08 and 2008-09 and shows that the supply of newly credentialed teachers in 2008-09 decreased by 6.7 percent over the previous fiscal year.

Table A: Total California Teaching Credentials Issued

	2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 07-08
California IHE Prepared	24,149	22,419	20,308	19,084	17,797	-6.7%
District Prepared	586	379	296	303	399	31.7%
Out-of-State Prepared	3,304	3,081	3,572	3,933	3,554	-9.6%
Totals	28,039	25,879	24,176	23,320	21,750	-6.7%

Figure 1: Total Teaching Credentials Issued in California, 2004-05 to 2008-09



The following tables show the types of teaching credentials earned in California through the various avenues – 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 education settings and in resource programs for students with special needs. In every case, the last column of the tables report the percent change in credentials earned between 2007-08 and 2008-09.

Table B: The Number of Credentials Earned Through California IHEs*

	2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 07-08
Multiple Subject	13,805	12,135	10,362	9,678	8,354	-13.7%
Single Subject	7,543	7,050	6,597	6,609	6,502	-1.6%
Education Specialist	2,801	3,234	3,349	2,797	2,941	5.1%
Totals	24,149	22,419	20,308	19,084	17,797	-6.7%

**IHE prepared includes both student teacher and intern delivery models*

Figure 2: Teaching Credentials Earned by Individuals Prepared in California Institutions

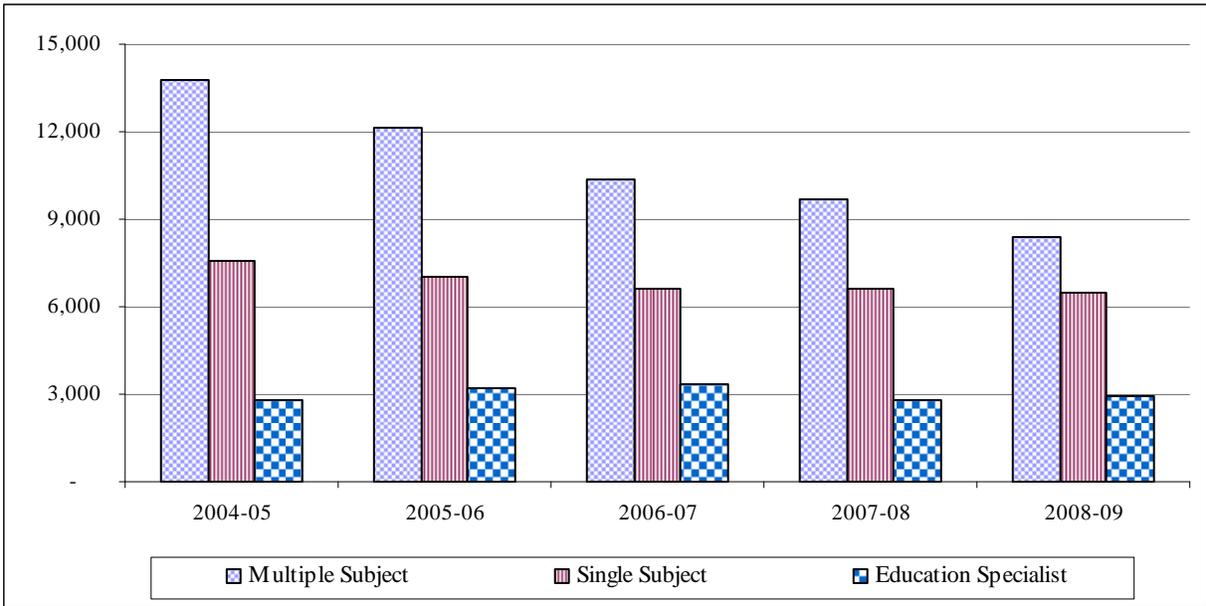


Table C: The Number of Credentials Earned Through District Preparation Programs

	2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 07-08
Multiple Subject	350	118	66	69	46	-33.3%
Single Subject	220	194	123	77	155	101.3%
Education Specialist	16	67	107	157	198	26.1%
Totals	586	379	296	303	399	31.7%

Figure 3: The Number of Credentials Earned Through District Preparation Programs, 2004-05 to 2008-09

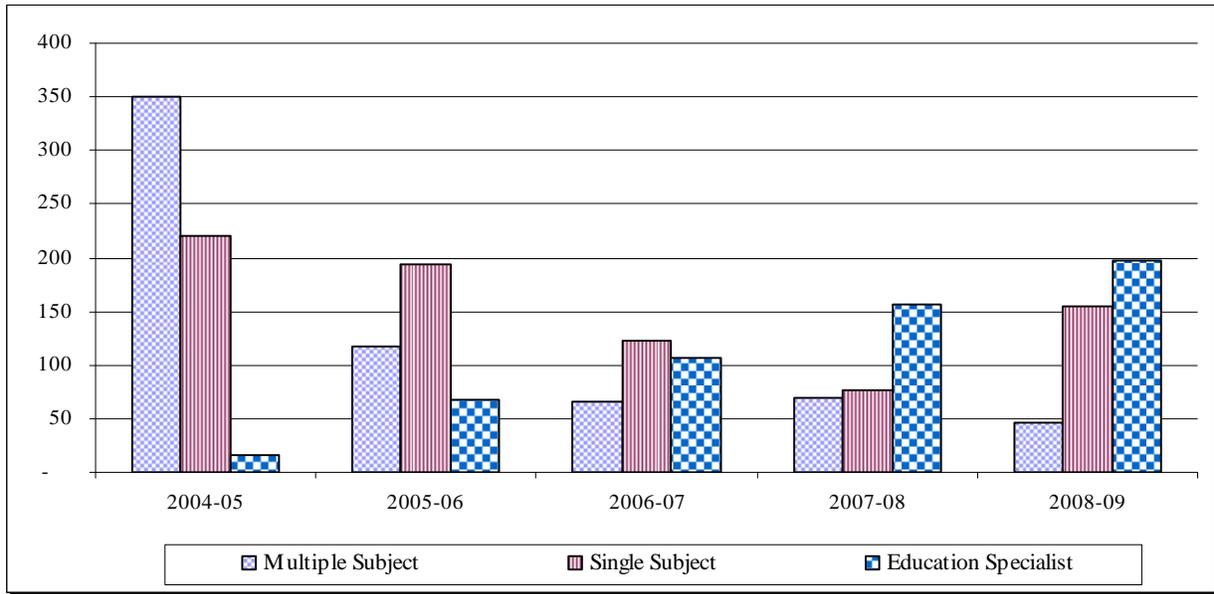
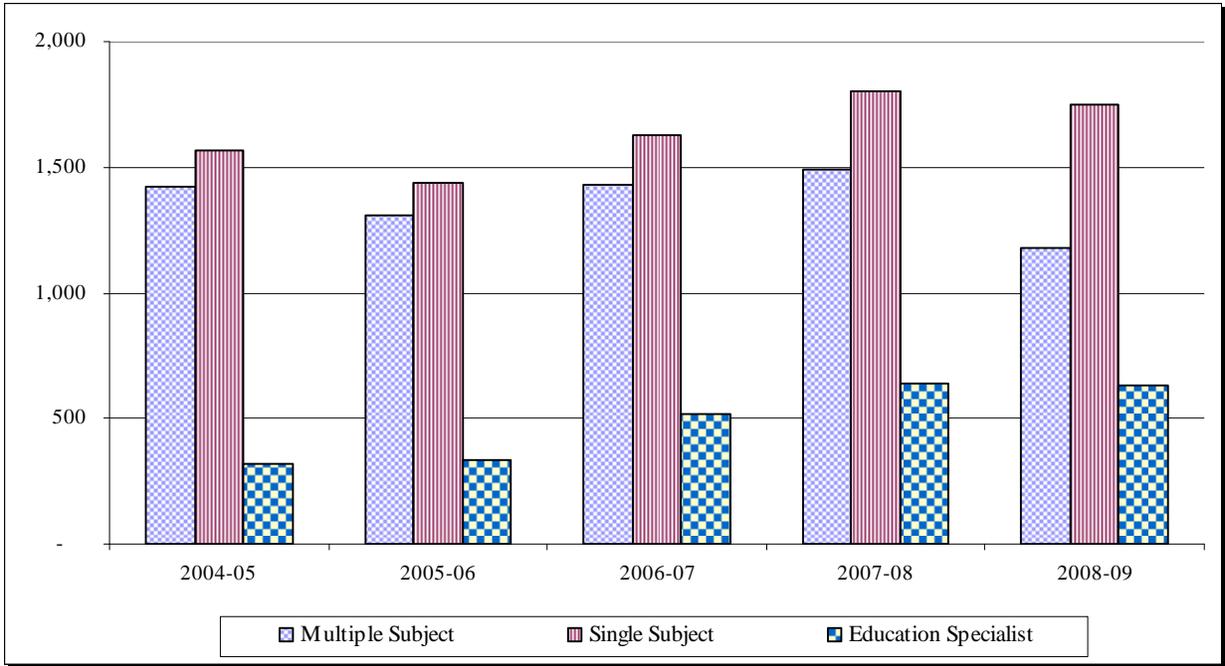


Table D: Credentials Granted in California for Teachers Prepared Out-of-State

	2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 07-08
Multiple Subject	1,423	1,310	1,426	1,492	1,176	-21.2%
Single Subject	1,564	1,436	1,627	1,803	1,750	-2.9%
Education Specialist	317	335	519	638	628	-1.6%
Totals	3,304	3,081	3,572	3,933	3,554	-9.6%

Figure 4: Credentials Granted in California for Teachers Prepared Out-of-State, 2004-05 to 2008-09



The Types of Credentials Teachers Are Earning

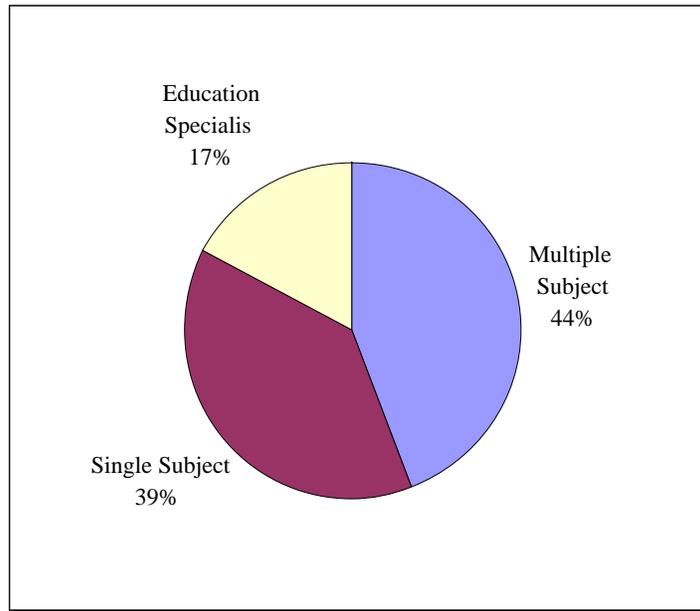
This report focuses on teaching credentials for California’s K-12 classrooms. As stated previously, there are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings: multiple subject teaching credentials, single subject teaching credentials,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

As shown in the table below, multiple subject teaching credentials comprised 44 percent of the total number of credentials issued in 2008-09 at 9,576. Single subject teaching credentials comprised almost 39 percent at 8,407, and education specialist teaching credentials comprised little more than 17 percent of the total at 3,767.

Table E: Number and Types of Basic Credentials Issued During 2008-09

Multiple Subject	9,576	44.0%
Single Subject	8,407	38.7%
Education Specialist	3,767	17.3%
Total	21,750	100.0%

Figure 5: The Distribution of Basic Credentials Issued in 2008-09



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 post-baccalaureate 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 program. 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 and must show how interns are mentored and assessed in addition to providing continued teacher education courses and seminars.

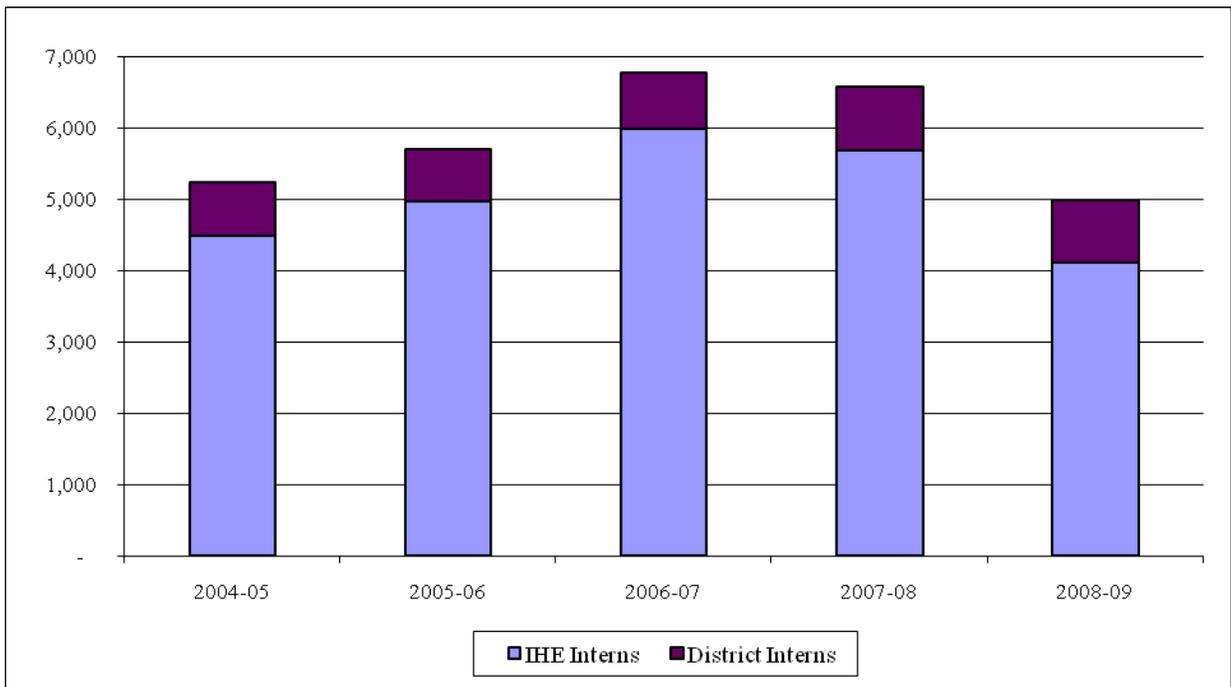
Table F shows the number of intern credentials issued in both IHE and school district programs over a five-year period. Overall, there was a 24.3 percent decrease between 2007-08 and 2008-09 in the total number of intern documents issued.

Table F: Number of Intern Credentials Granted (IHE and District-Based)*

	2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 07-08
IHE Interns	4,486	4,967	5,980	5,687	4,112	-27.7%
District Interns	746	722	792	882	863	-2.2%
Totals	5,232	5,689	6,772	6,569	4,975	-24.3%

**Intern programs may be 1, 2, or 3 years in length. Upon successful completion of an intern program, candidates will earn a preliminary credential.*

Figure 6: Number of Intern Credentials Granted (IHE and District-Based), 2004-05 to 2008-09



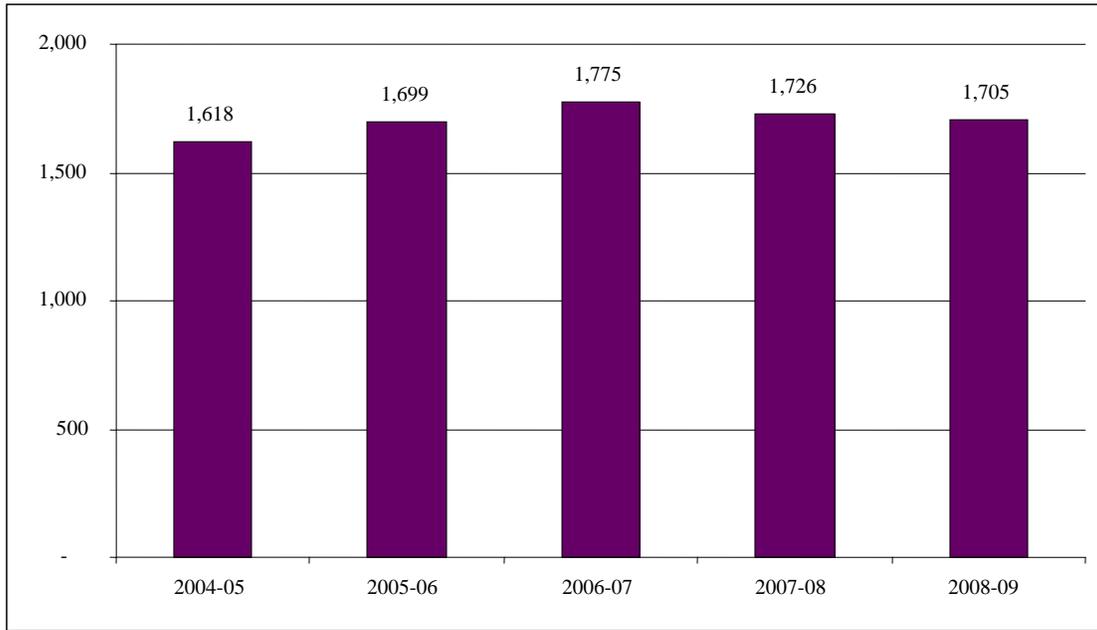
Paraprofessional Program

In the past few years, the Governor and the Legislature have provided funding for individuals working in classrooms as paraprofessionals who wish to become teachers. 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. The paraprofessional program has been highly successful in moving participants into internship programs and on to obtaining full credentials. Though there was a steady increase in participants from 2004-05 to 2006-07, there has been a steady decrease between 2006-07 and 2008-09. There was a decrease of 1 percent between 2007-08 and 2008-09.

Table G: Number of Paraprofessional Program Participants

2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 07-08
1,618	1,699	1,775	1,726	1,705	-1.2%

Figure 7: Number of Participants in Paraprofessional Programs, 2004-05 to 2008-09



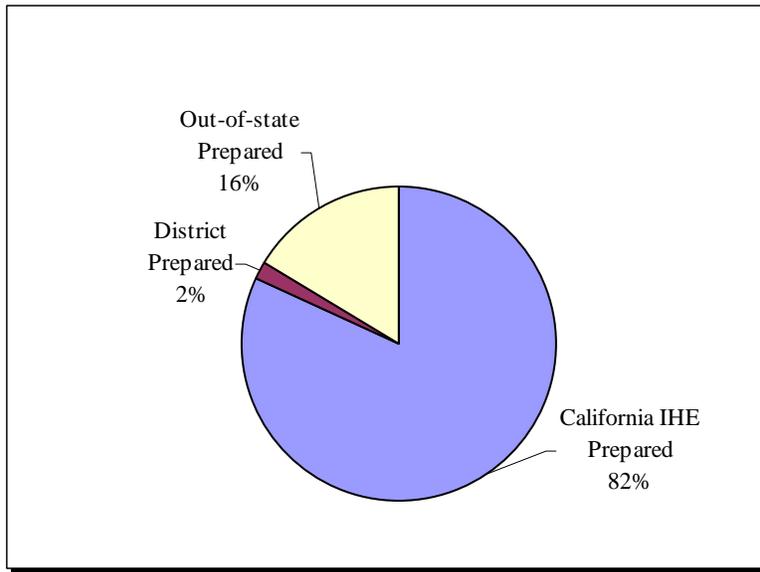
Who Prepares California’s Teachers?

California universities prepared 82 percent of the newly credentialed teachers in California during fiscal year 2008-09. Teachers prepared in other states who became credentialed in California comprised 16 percent of newly credentialed California teachers. The remaining 2 percent of teachers were prepared through school district intern programs.

Table H: Number of Teachers Prepared by Credential Type and Institution Type During Fiscal Year 2008-09

Certification Route	Multiple Subject	Single Subject	Education Specialist	Totals	Percent
California IHE Prepared	8,354	6,502	2,941	17,797	81.8%
District Prepared	46	155	198	399	1.8%
Out-of-state Prepared	1,176	1,750	628	3,554	16.3%
Total	9,576	8,407	3,767	21,750	100.0%

Figure 8: Distribution of Teachers Prepared by Teacher Preparation Institution Type

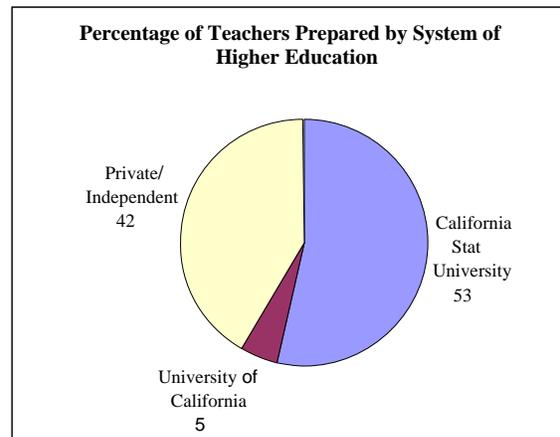


Of the three university systems – California State University (CSU), University of California (UC), and Private/Independent universities – CSU campuses prepared 53 percent of the new teachers in the fiscal year 2008-09. Private/Independent universities prepared 42 percent and UC programs prepared 5 percent of the new teachers.

Table I: Percentage of Teachers Prepared by System of Higher Education

Fiscal Year 2008-09

California State University	9,418	52.9%
University of California	930	5.2%
Private/Independent	7,449	41.9%
Totals	17,797	100.0%



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 2007-08.

The tables show enrollment data for multiple subject, single subject, and education specialist teaching credential programs. The first three tables and their corresponding figures show this data according to enrollment in each of the basic credential programs offered through the California State University (CSU), the University of California (UC), Private/Independent universities, and District Intern programs during fiscal year 2007-08.

Table J: Enrollment in Multiple Subject Preparation Programs

CSU	9,312
UC	493
Private/Independent	9,075
District Intern	191
Total	19,071

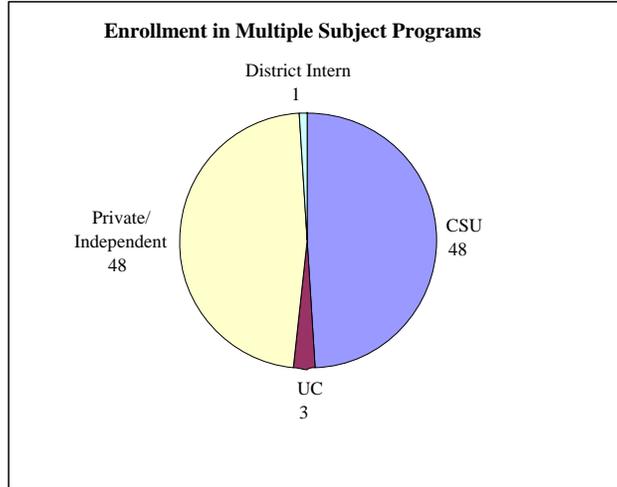


Table K: Enrollment in Single Subject Preparation Programs

CSU	6,838
UC	536
Private/Independent	7,286
District Intern	723
Total	15,383

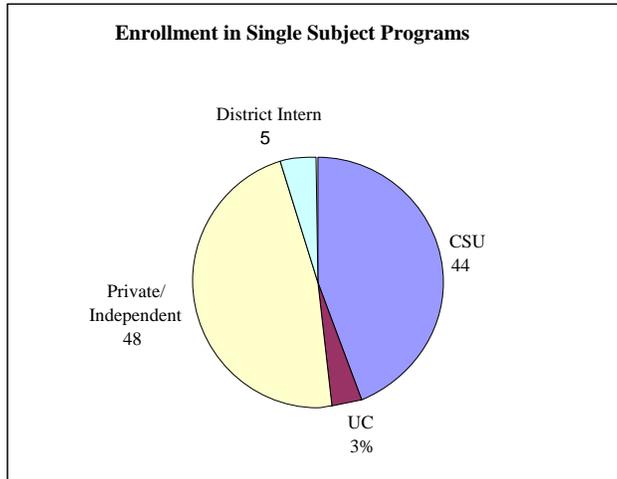
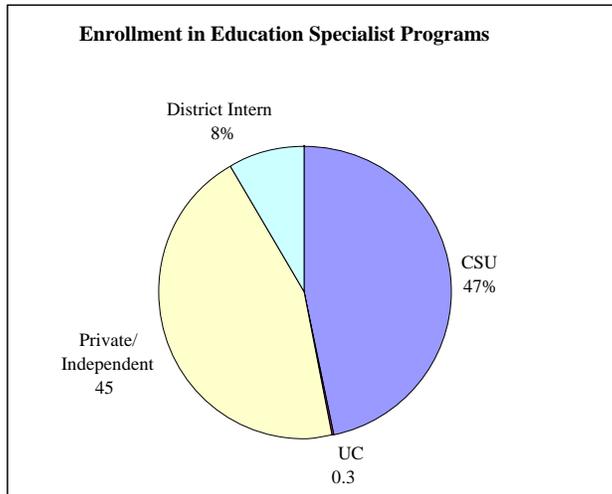


Table L: Enrollment in Education Specialist Preparation Programs

CSU	4,720
UC	29
Private/Independent	4,518
District Intern	837
Total	10,104



The table below shows aggregate data for fiscal years 2003-04 through 2007-08. Because not all credential candidates 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 19,071 candidates enrolled in programs for multiple subject teaching

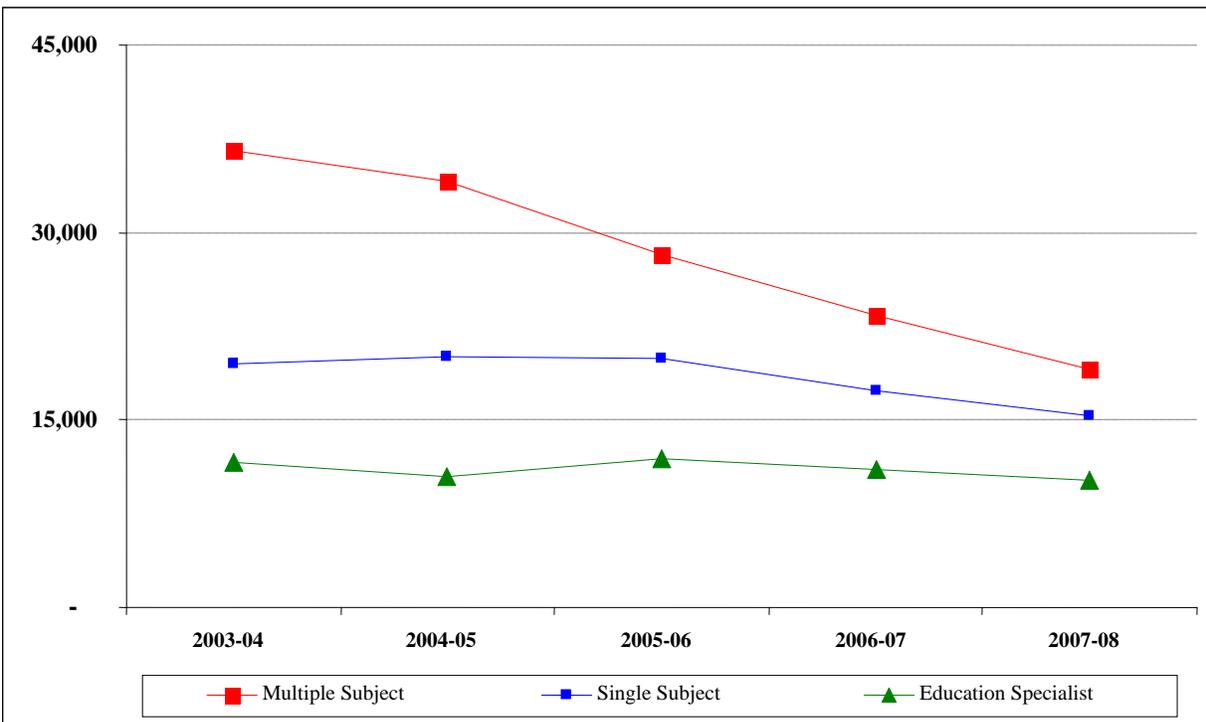
credentials, 15,383 candidates enrolled in programs for single subject teaching credentials, and 10,104 candidates enrolled in programs for education specialist teaching credentials during academic year 2007-08. Total enrollment was down 13.9 percent over fiscal 2006-07.

Table M: Total Enrollment by Basic Credential Type and Fiscal Year

	2003-04	2004-05	2005-06	2006-07	2007-08	% Change over 06-07
Multiple Subject	36,570	34,176	28,200	23,428	19,071	-18.6%
Single Subject	19,462	20,073	19,910	17,276	15,383	-11.0%
Education Specialist	11,563	10,504	11,852	11,040	10,104	-8.5%
Totals	67,595	64,753	59,962	51,744	44,558	-13.9%

Note – 2008-09 enrollment data will not be available until April 2010.

Figure 9: Enrollment by Credential Types, 2003-04 to 2006-07



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.

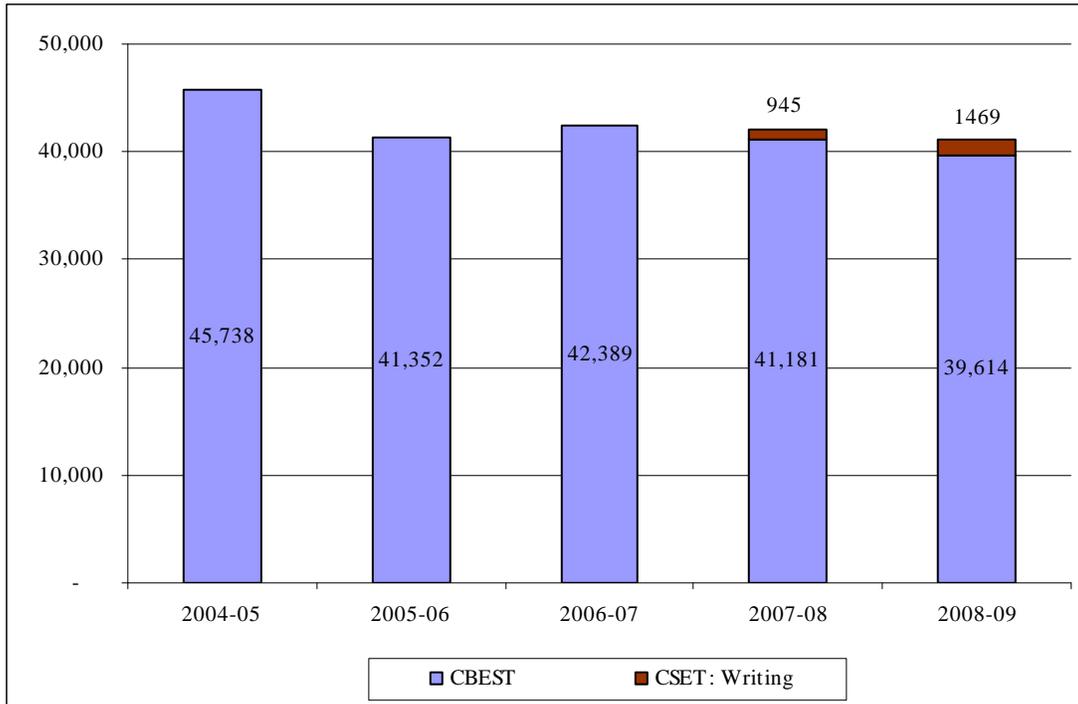
Beginning in May 2007, a second option was available for individuals to meet the Basic Skills Requirement, formerly known as the CBEST requirement. Individuals interested in earning a Multiple Subject Teaching Credential could pass the California Subject Examinations for Teachers: Multiple Subjects (CSET:MSE) plus an additional Writing Skills subtest. Therefore, not all prospective teachers must pass the CBEST examination. In 2008-2009, 1,469 examinees took the CSET: MSE and Writing Skills. *Note that CSET examinees may have taken one or more*

of CSET tests prior to 2008-09; these number reflect completers of the MSE and Writing Skills during 2008-09. Now that the teacher candidates have more options, there is a decrease (by 3.8 percent) in the number of CBEST examinees, but there is a significant increase (55.4 percent) in the number of CSET examinees. Overall, the number of basic skills examinees decreased by 2.5 percent between 2007-08 and 2008-09.

Table N: Number of Basic Skills Examinees

	2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 06-07
CBEST	45,738	41,352	42,389	41,181	39,614	-3.8%
CSET: MSE plus Writing				945	1,469	55.4%
Total	45,738	41,352	42,389	42,126	41,083	-2.5%

Figure 10: Number of Basic Skills Examinees, 2004-05 to 2008-09



Teachers Who Earned an English Learner Authorization Through Staff Development

The Certificate of Completion of Staff Development (CCSD) allows individuals to complete a staff development program to earn an authorization to serve English learners. Assembly Bill 2913 (Chap. 169, Stats. 2004) extended the deadline for teachers to complete a Commission-approved staff development program for English learners from January 1, 2005 to January 1, 2008. The Commission’s authority to issue a CCSD to specific credential holders sunset on January 1, 2008 (Multiple Subject, Single Subject and Education Specialist). Timelines were established for a smooth transition to implement the sunset date to allow individuals currently completing a CCSD program to submit applications to the Commission for processing. Applications for the CCSD (based on AB 2913) had to be received at the Commission by December 31, 2008.

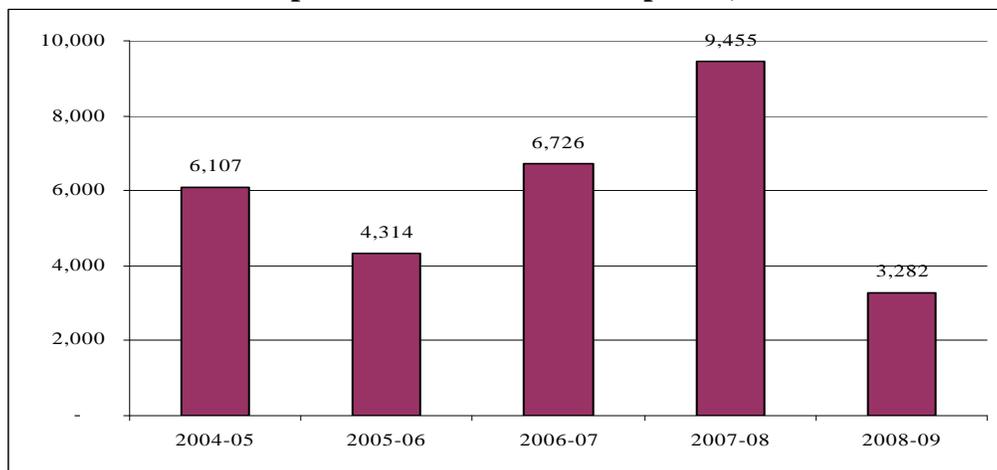
In addition, Senate Bill 1292 (Chap. 752, Stats. 2006) was signed by the Governor on September 29, 2006. The bill added section 44253.11 to the Education Code, which authorizes teachers with designated subjects vocational/career technical education and special subject teaching credentials or holders of service credentials with a special class authorization to be assigned to provide Specially Designed Academic Instruction delivered in English (SDAIE) to English learners based on completion of a staff development program. This bill did not include a sunset date for this population of teachers.

It is hypothesized that the sunset date of AB 2913 in 2008 combined with the addition of a new population of teachers qualifying for this option under SB 1292 later in 2006 contributed to the significant increase in the issuance of these documents over 2006-07. However, there is a decrease of 65.3 percent between 2007-08 and 2008-09.

Table O: Certificate of Completion of Staff Development for English Learner Authorization

2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 07-08
6,107	4,314	6,726	9,455	3,282	-65.3%

Figure 11: Certificate of Completion of EL Staff Development, 2004-05 to 2008-09



The Number of Permits and Waivers That Are Not Compliant with the Highly Qualified Teacher Requirement in No Child Left Behind

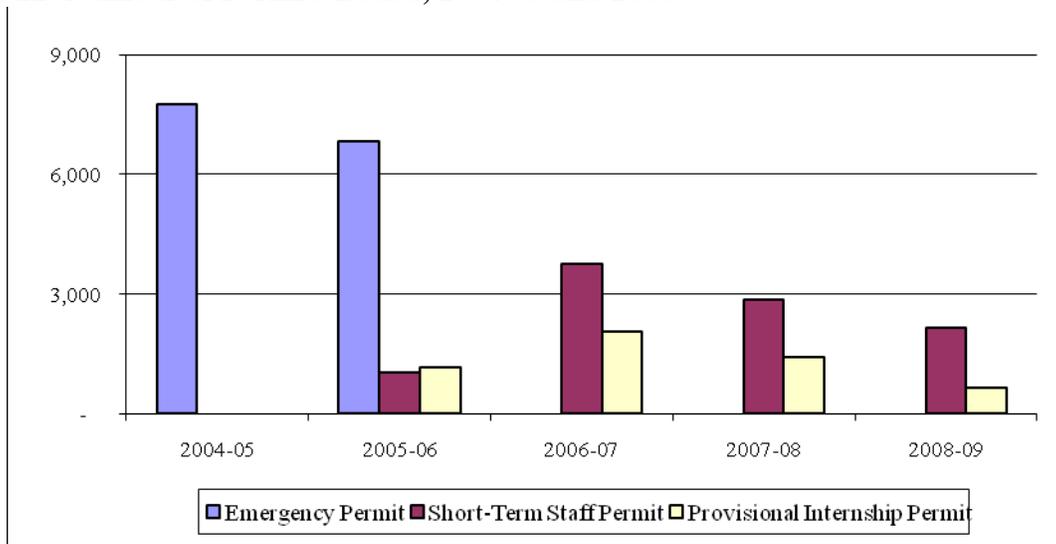
The NCLB Act defines a highly qualified teacher as one who holds a bachelor’s degree, a teaching credential issued by the State, and has established competency in the subject of the credential. There are a number of documents that an individual may hold that are not compliant with the NCLB Act. This section shows the numbers of Short-Term Staff Permit (STSP), Provisional Internship Permit (PIP), and Waivers that were issued in 2008-09. These documents are not compliant with the Highly Qualified Teacher Requirement in the NCLB Act. HQT falls under authority of the State Board of Education and the CDE.

Overall, there is a declining trend in the total number of permits issued. No emergency permits (with term Long Term) were issued in 2008-09. Two new documents began to be issued in 2005-06, the STSP and the PIP. The STSP allows an employing agency to fill an acute staffing need when local recruitment efforts have been made but a fully credentialed teacher could not 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 STSP documents were issued to individuals that previously might have been issued an Individualized Intern Certificate. Overall, there is a decrease in permits by 34.0 percent between 2007-08 and 2008-09; with a decrease of 24 percent in the Short-Term Staff Permit and about 54 percent in the Provisional Internship Permits.

Table P: Number of Permits Issued

	2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 07-08
Emergency Permits	7,766	6,815	0	0	0	-
Short-Term Staff Permit		1,049	3,764	2,858	2,166	-24.2%
Provisional Internship Permit		1,163	2,067	1,412	653	-53.8%
Total	7,766	9,027	5,831	4,270	2,819	-34.0%

Figure 12: Number of Permits Issued, 2004-05 and 2008-09

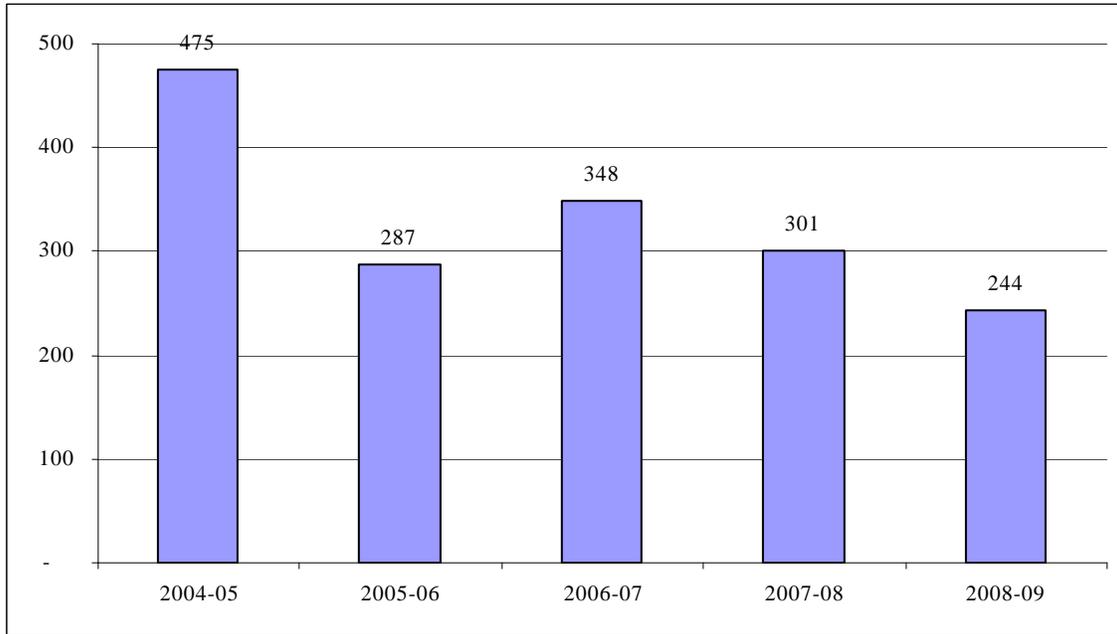


The number of credential waivers issued in 2008-09 decreased by 18.9 percent between 2007-08 and 2008-09 as illustrated in Table S.

Table Q: Number of Teaching Waivers Issued

2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 07-08
475	287	348	301	244	-18.9%

Figure 13: Number of Teaching Waivers Issued, 2004-05 to 2008-09



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 years 2007-08 and 2008-09. The table also shows these numbers as a percentage of the total teaching staff¹. Taking into account the total number of certificated teaching staff in California’s schools and the number of teaching permits issued, the percentage of teachers on permits has decreased from 1.4 percent in 2007-08 to 0.9 percent in 2008-09. Credential waivers remained at 0.1 percent of the total certificated teaching force in 2008-09.

¹ California Department of Education 2008-09 CBEDS Data

Table R: Number of Individuals Holding Teaching Documents

	2007-08		2008-09	
	Number	% of Total	Number	% of Total
University Intern	5,687	1.8%	4,112	1.3%
District Intern	882	0.3%	863	0.3%
Provisional Internship Permit (PIP)	1,412	0.5%	2,166	0.7%
Short-Term Staff Permit (STSP)	2,858	0.9%	653	0.2%
Waivers	301	0.1%	244	0.1%
Fully Credentialed	299,221	96.4%	298,849	97.4%
Total	310,361	100.0%	306,887	100.0%

Summary

Fiscal year 2008-09 saw the number of individuals initially earning a California teaching credential decrease by nearly 7 percent. This is the fifth straight year in which the total number of initial credentials issued has decreased.

Though there was a decrease of teaching credentials at the state-level, the number of district prepared teachers increased by 31.7 percent between 2007-08 and 2008-09. There was an increase of district prepared single subject (by 101.3 percent) and district prepared education specialist credentials (by 26.1 percent).

The number of individuals taking the exams to meet the basic skills requirement decreased by 2.5 percent over the previous fiscal year. There was also a decrease of 1 percent in the Paraprofessional participants. The number of candidates enrolled in teacher preparation programs declined for the seventh consecutive year.

Overall, in the public schools there was almost a 1 percent increase in fully-credentialed teachers as a proportion to all those teaching in the public schools. Fully-credentialed teachers represented 97.4 percent of all California public school teachers in 2008-09, up from 96.4 percent in 2007-08.