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Action

Professional Services Committee

Teacher Supply in California, 2010-2011, 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.

Policy Question: Should the Commission approve the *Teacher Supply in California, 2010-11* report for transmittal to the Governor and the Legislature?

Recommended Action: That the Commission approve the *Teacher Supply in California, 2010-11*, report for transmittal to the Governor and the Legislature.

Presenters: Marjorie Suckow, Consultant, and Teri Clark, Director, 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, 2010-2011, 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 2010-11. The report also includes information on all credentials, certificates, authorizations, permits and waivers awarded in 2010-11.

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 authorization 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 interns
 - Emergency permits
 - Credential waivers
 - Preliminary or 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.

Executive Summary

Determining teacher supply in California is essential for policymakers 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.

Assembly Bill 471 (Chap. 381, Stats. 1999; Education Code §44225.6) requires the Commission report to the Governor and the Legislature each year on the number of teachers who received credentials, authorizations, 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 2010-11. The report incorporates the requirements of the legislation into a tool for policymakers and others interested in teacher supply.

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
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Teachers Who Earned an English Learner Authorization
- The Number of Permits and Waivers that are Not Compliant with the Highly Qualified Teacher Requirement in No Child Left Behind (NCLB)
- Number of Individuals Employed in Public Schools Holding Teaching Documents

In summary, in fiscal year 2010-11, California saw an 6.5 percent decrease in the number of newly credentialed teachers. This decrease is not across all three types of preliminary programs (i.e., Multiple Subject, Single Subject, and Education Specialist) in that the number of new teachers in special education has risen slightly. The number of fully-credentialed teachers increased to 98.7 percent of all California public school teachers in 2010-11.

Introduction

This is a report of multiple subject, single subject and special education credentials awarded by the Commission in 2010-11. The report also includes information on all credentials, certificates, authorizations, permits and waivers awarded in 2010-11.

Background

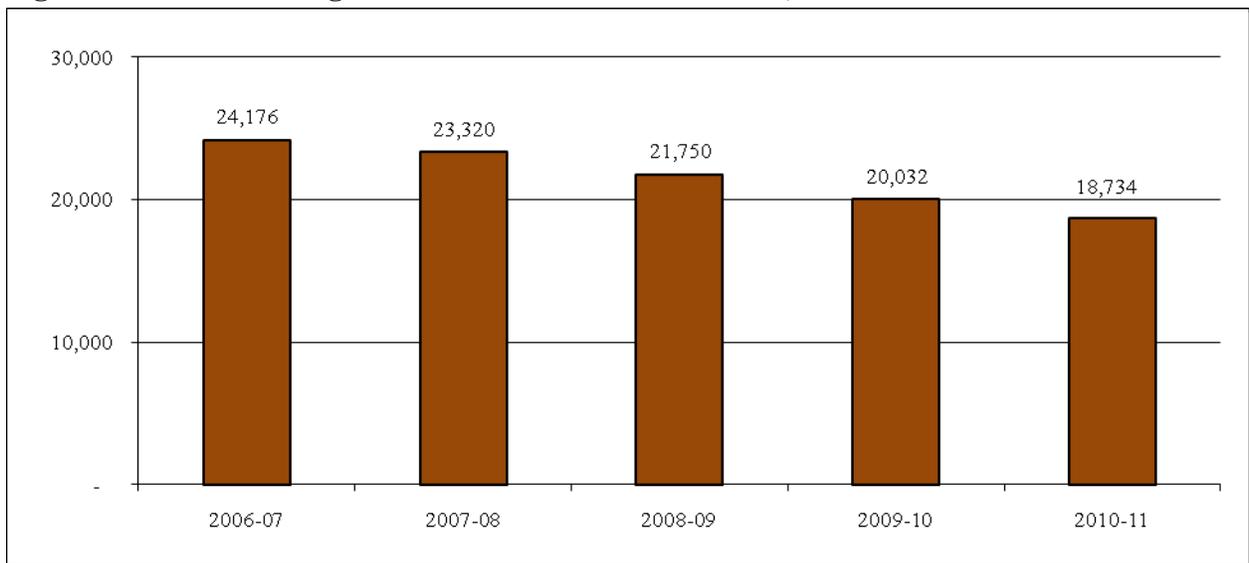
Assembly Bill 471 (Chap. 381, Stats. 1999) requires the Commission on Teacher Credentialing (Commission) to report to the Governor and Legislature annually. The requirements of the report are detailed in Education Code §44225.6 (*see page 16 for Education Code reporting requirements and corresponding data and tables contained within this report*).

The Number of Teachers Earning Credentials

Teachers may earn a California teaching credential through a variety of programs offered by institutions of higher education (IHEs) or through intern programs offered by a school district, county office of education, or consortium 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 prepared teachers.

Figure 1 shows the numbers of teachers initially earning a California teaching credential for fiscal years 2006-07 through 2010-11. The numbers reflect the number of teachers earning a new type of credential, which may not be their initial type of credential.

Figure 1: Total Teaching Credentials Issued in California, 2006-07 to 2010-11



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. The last column reports the percentage of change in teaching credentials issued between 2009-10 and 2010-11 and shows that the supply of newly credentialed teachers in 2010-11 decreased by 6.5 percent over the previous fiscal year.

Table A: Total California Teaching Credentials Issued

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change from 09-10
California IHE Prepared	20,308	19,084	17,797	16,151	15,459	-4.3%
District Prepared	296	303	399	250	236	-5.6%
Out-of-State Prepared	3,572	3,933	3,554	3,631	3,039	-16.3%
Totals	24,176	23,320	21,750	20,032	18,734	-6.5%

There are currently three basic types of preliminary 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 instruction credentials authorize service in special education and resource settings for students with special needs. In the tables that follow, the last column of the table reports the percentage change in credentials earned between 2009-10 and 2010-11.

Table B: Number of Teaching Credentials Earned Through California Institutions of Higher Education*

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change from 09-10
Multiple Subject	10,362	9,678	8,354	6,887	6,315	-8.3%
Single Subject	6,597	6,609	6,502	6,280	5,995	-4.5%
Education Specialist	3,349	2,797	2,941	2,984	3,149	5.5%
Totals	20,308	19,084	17,797	16,151	15,459	-4.3%

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

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

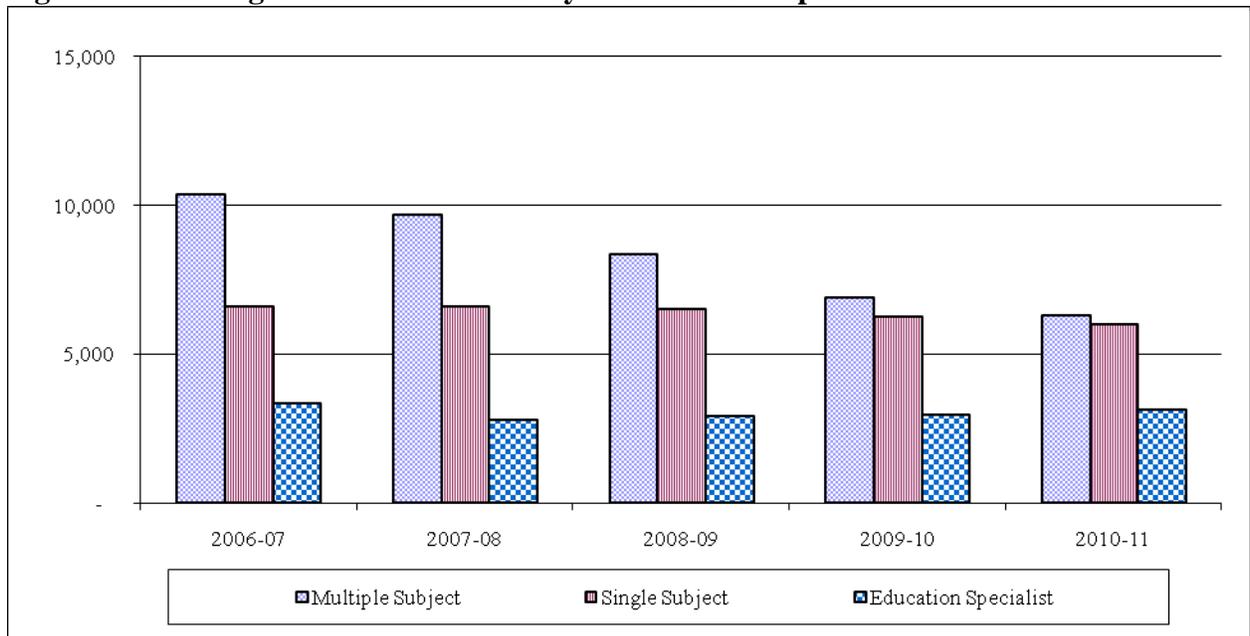


Table C: Number of Credentials Earned Through District Intern Preparation Programs

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change from 09-10*
Multiple Subject	66	69	46	5	11	120.0%
Single Subject	123	77	155	112	101	-9.8%
Education Specialist	107	157	198	133	124	-6.8%
Totals	296	303	399	250	236	-5.6%

*Number of multiple subject credentials is small; so the percentage of change between 2009-10 and 2010-11 should be viewed with caution.

Figure 3: Number of Credentials Earned Through District Intern Preparation Programs

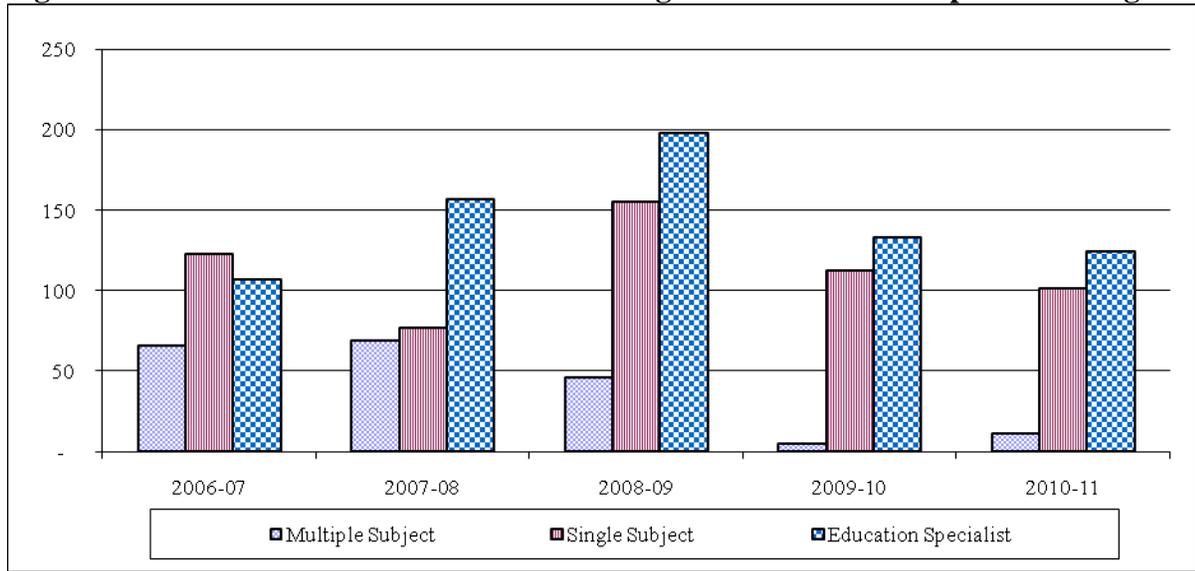
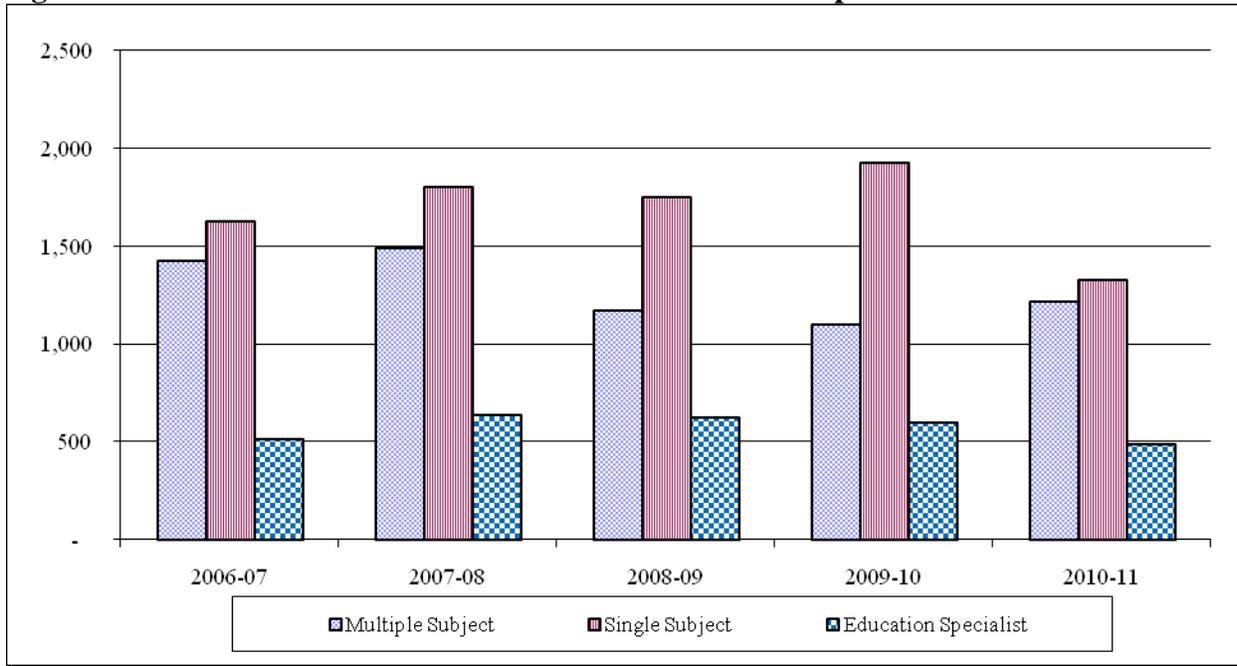


Table D: Credentials Granted in California for Teachers Prepared Out-of-State

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change from 09-10
Multiple Subject	1,426	1,492	1,176	1,101	1,220	10.8%
Single Subject	1,627	1,803	1,750	1,929	1,331	-31.0%
Education Specialist	519	638	628	601	488	-18.8%
Totals	3,572	3,933	3,554	3,631	3,039	-16.3%

Figure 4: Credentials Granted in California for Teachers Prepared Out-of-State



The Types of Credentials Teachers Are Earning

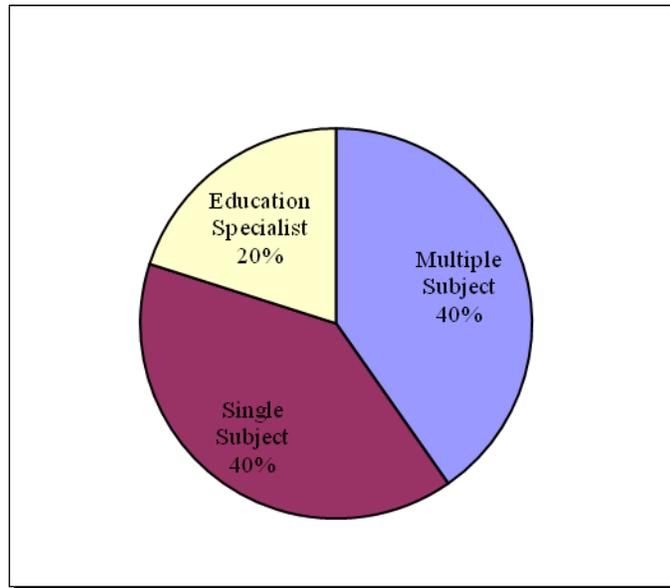
This report focuses on preliminary teaching credentials for California’s K-12 classrooms. As stated previously, there are currently three basic types of preliminary teaching credentials issued by the Commission for service in K-12 academic settings: Multiple Subject, Single Subject, and Education Specialist credentials.

As shown in the table below, preliminary Multiple Subject teaching credentials comprised 40.3 percent of the total number of new credentials issued in 2010-11 at 7,546. Preliminary Single Subject teaching credentials comprised almost 39.6 percent at 7,427, and preliminary Education Specialist teaching credentials comprised more than 20 percent of the total at 3,761.

Table E: Number and Types of New Basic Credentials Issued During 2010-11

Multiple Subject	7,546	40.3%
Single Subject	7,427	39.6%
Education Specialist	3,761	20.1%
Total	18,734	100.0%

Figure 5: The Distribution of New Basic Credentials Issued in 2010-11



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 intern delivery model allows subject matter-competent candidates to complete preservice preparation and begin service in a paid teaching position.

Many IHEs offering teacher preparation programs also offer an intern program while school district, county office of education, or a consortium of districts may also offer intern preparation programs. All programs must meet the same Commission-adopted standards and must be approved by the Commission. Each program must show how it prepares interns prior to their classroom service and must show how interns are mentored and assessed in addition to providing continued teacher education courses and seminars for the interns.

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 19.6 percent decrease between 2009-10 and 2010-11 in the total number of intern documents issued.

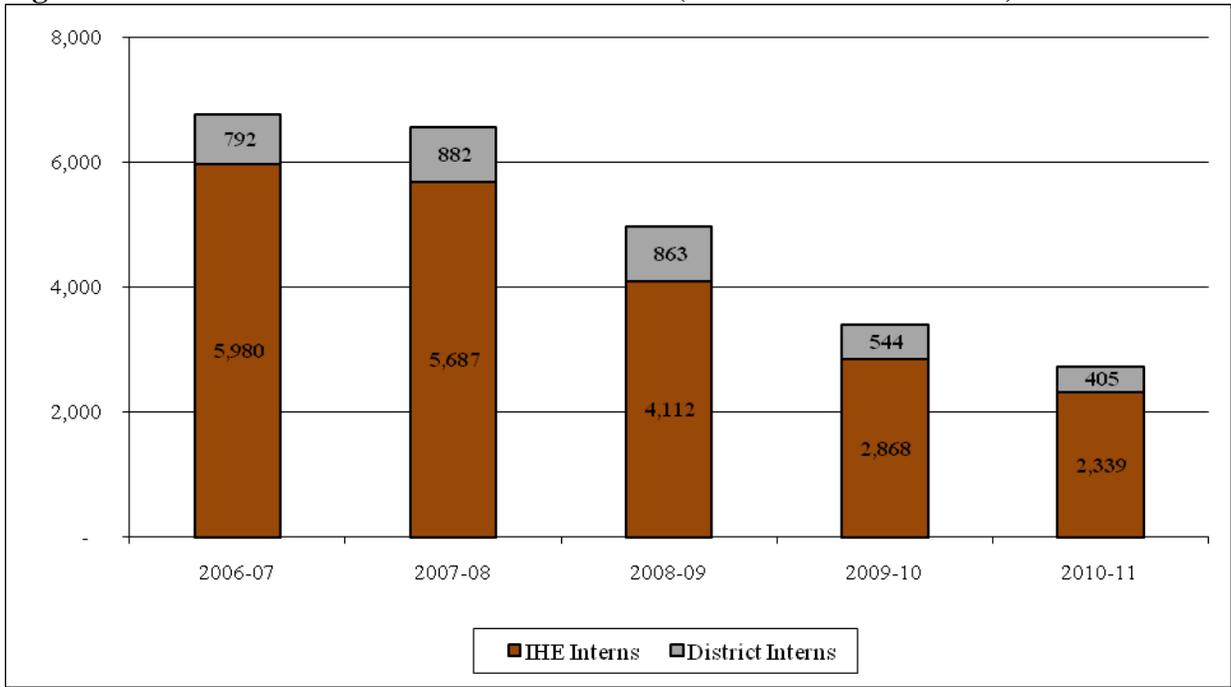
Table F: Number of Intern Credentials Granted*

	2006-07	2007-08	2008-09**	2009-10**	2010-11**	% Change from 09-10
IHE Interns	5,980	5,687	4,112	2,868	2,339	-18.4%
District Interns	792	882	863	544	405	-25.6%
Totals	6,772	6,569	4,975	3,412	2,744	-19.6%

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

**Flexible funding established by SB 4 of the Third Extraordinary Session, Stats. 2009 (SB3X 4).

Figure 6: Number of Intern Credentials Granted (IHE and District-Based)



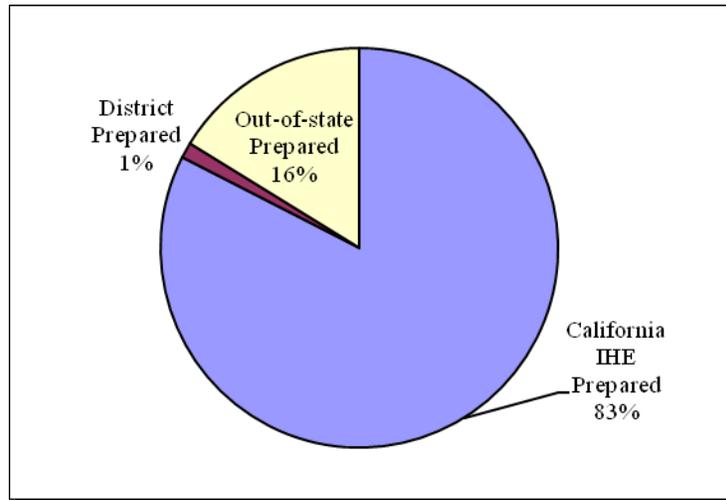
Who Prepares California’s Teachers?

California universities prepared 82.5 percent of the newly credentialed teachers in California during fiscal year 2010-11. Teachers prepared in other states who became credentialed in California comprised 16.2 percent of newly credentialed California teachers. The remaining 1 percent of teachers was prepared through school district intern programs.

Table G: Number of Teachers Prepared by Credential Type and Institution Type, 2010-11

Certification Route	Multiple Subject	Single Subject	Education Specialist	Totals	Percent
California IHE Prepared	6,315	5,995	3,149	15,459	82.5%
District Prepared	11	101	124	236	1.3%
Out-of-state Prepared	1,220	1,331	488	3,039	16.2%
Total	7,546	7,427	3,761	18,734	100.0%

Figure 7: Distribution of Teachers Prepared by Teacher Preparation Institution Type

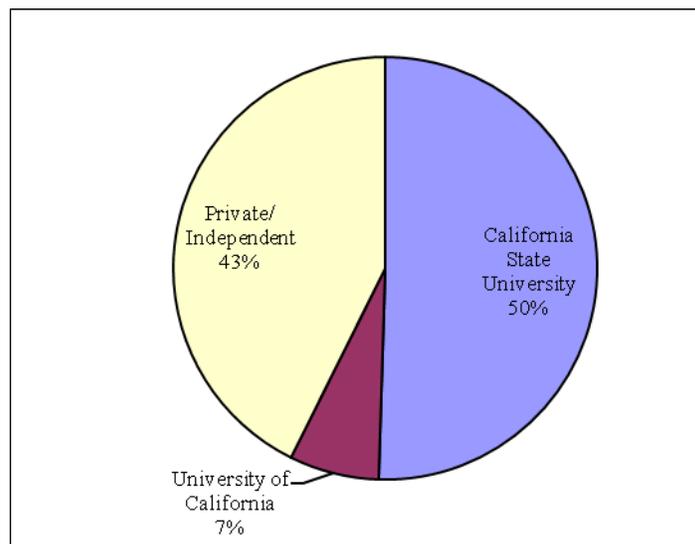


Of the three university systems – California State University (CSU), University of California (UC), and Private/Independent universities – CSU campuses prepared 50.5 percent of the new teachers in the fiscal year 2010-11. Private/Independent universities prepared 42.6 percent and UC programs prepared 6.9 percent of the new teachers.

Table H: Percentage of Teachers Prepared by System of Higher Education, 2010-11

Segment	Totals	Percent
California State University	7,806	50.5%
University of California	1,061	6.9%
Private/Independent College/University	6,592	42.6%
Total	15,459	100.0%

Figure 8: Percentage of Teachers Prepared by System of Higher Education



Are More People Considering a Teaching Career?

Tracking teacher preparation program enrollment can serve as a forecasting tool. Federal Title II regulations require all states to report data on teacher preparation. The enrollment data for all California IHE teacher preparation programs for the past five years follows. Due to new federal Title II data collection processes, enrollment data is not available by credential type starting with the 2008-09 year; so only total enrollment is presented for the recent years.

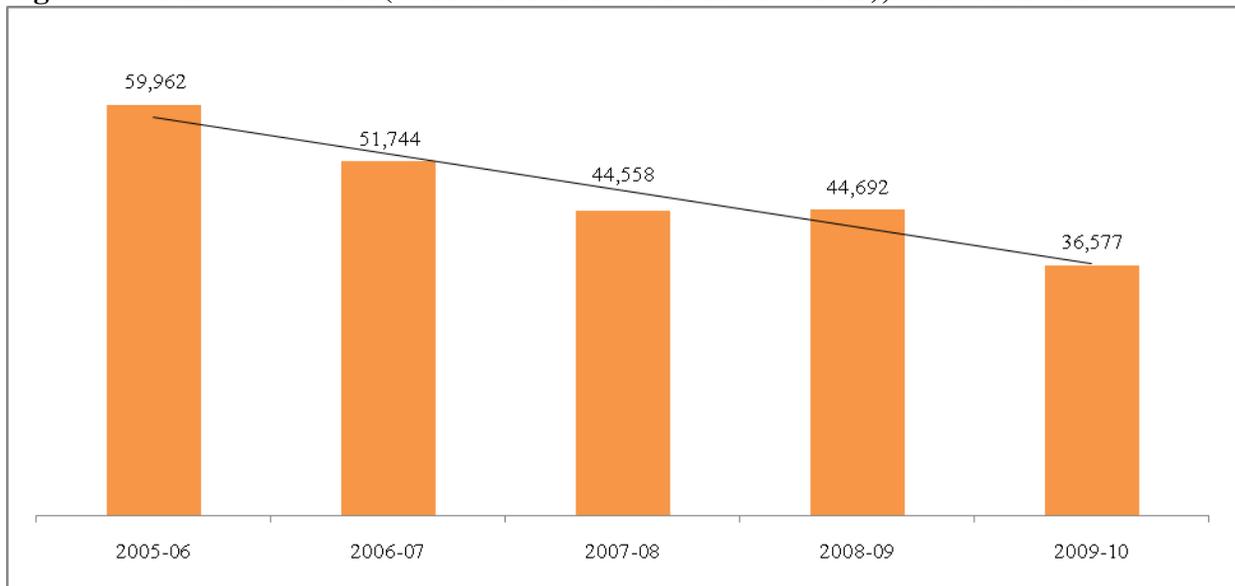
Table I: Total Enrollment by Basic Credential Type and Fiscal Year

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change from 08-09
Multiple Subject	28,200	23,428	19,071			
Single Subject	19,910	17,276	15,383			
Education Specialist	11,852	11,040	10,104			
Totals	59,962	51,744	44,558	44,692	36,577	-18.2%

Note: Enrollment data for 2010-2011 data won't be available until summer 2012. 2009-10 is the most recent data available.

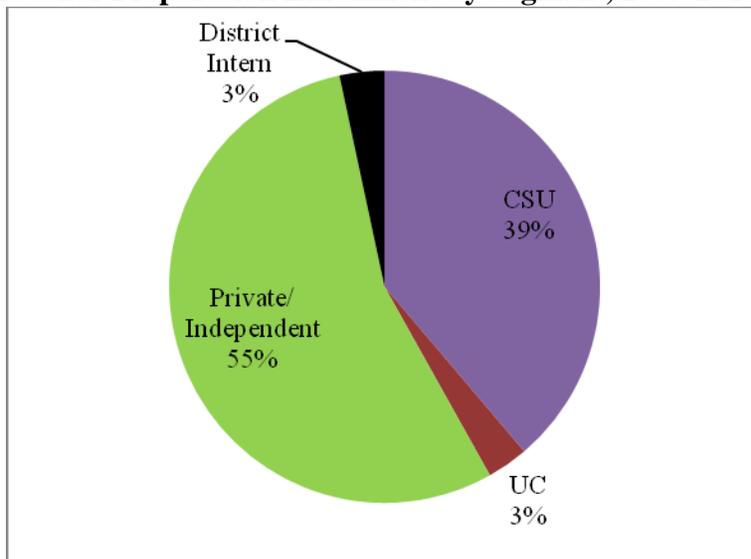
Source: Annual Report Card on California Teacher Preparation Program for the Academic Year 2009-2010 as required by Title II of Higher Education Act.

Figure 9: Total Enrollment (Traditional and Alternative Routes), 2005-06 to 2009-10



Total teacher preparation enrollment declined almost 23,400 in the past five years. This is a decrease of 39 percent between 2005-06 and 2009-10. Total teacher preparation enrollment was down by 18.2 percent between 2008-09 and 2009-10.

Figure 10: Total Teacher Preparation Enrollment by Segment, 2009-2010



More than half (55%) of the total enrollment in 2009-10 was in Private/Independent Colleges and Universities; nearly two-fifths (39%) were enrolled in the California State University system. The University of California enrolled 3 percent and District Intern programs enrolled the remaining 3 percent.

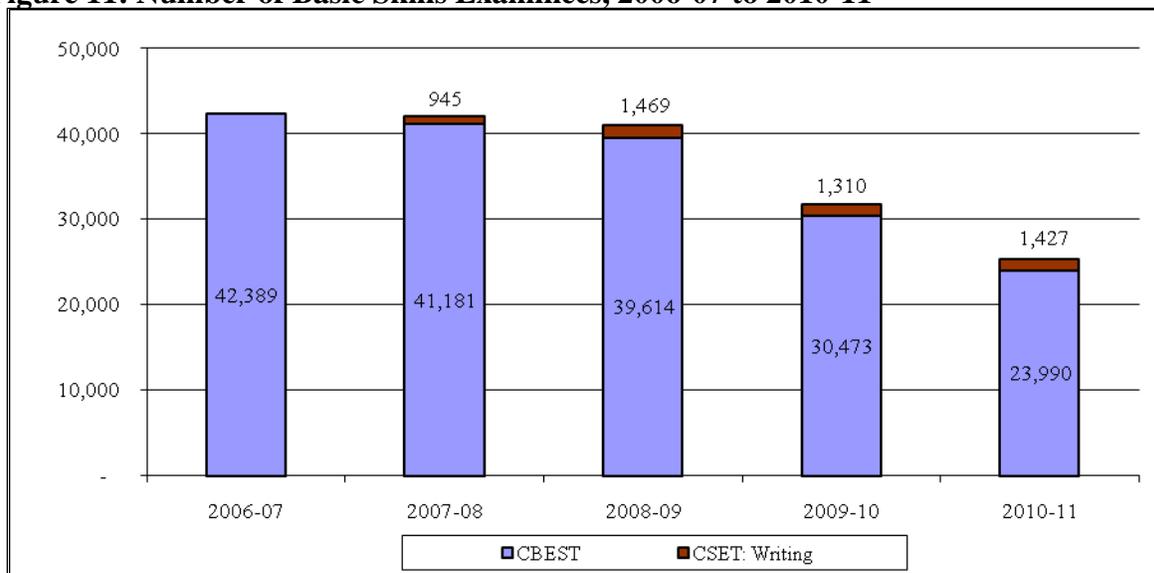
Historically another indicator of interest in teaching has been the number of individuals taking the California Basic Educational Skills Test (CBEST). This exam measures an individual's basic competence in reading, writing and mathematics and was a prerequisite for all teaching and service credentials in California. Beginning in May 2007, an option became available for individuals to meet the Basic Skills Requirement in addition to passing the CBEST examination. Individuals interested in earning a Multiple Subject teaching credential could pass the California Subject Examinations for Teachers: Multiple Subjects (CSET:MS) plus an additional Writing Skills subtest. On January 1, 2009, two other options to CBEST became available: passage of the mathematics and English sections of the CSU Early Assessment Program (EAP), and passage of two CSU placement exams – the English Placement Test (EPT) and the Entry Level Mathematics (ELM) test. Therefore, not all prospective teachers use the CBEST examination option now.

Overall, the number of basic skills examinees decreased by 20 percent between 2009-10 and 2010-11. The Commission has no data on the number of individuals who satisfy the basic skills requirement through the CSU Early Assessment Program or the CSU Placement Tests. Although the number of candidates using the CSET: MS plus Writing Skills option increased by 8.9 percent. The decline in overall volume was (21.3%), the overall number of basic skills examinees showed a decline of 20 percent.

Table J: Number of Basic Skills Examinees

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change over 09-10
CBEST	42,389	41,181	39,614	30,473	23,990	-21.3%
CSET: MSE plus Writing Skills		945	1,469	1,310	1,427	8.9%
Total	42,389	42,126	41,083	31,783	25,417	-20.0%

Figure 11: Number of Basic Skills Examinees, 2006-07 to 2010-11



Teachers Who Earned an English Learner Authorization

All California prepared teachers earn an English Learner authorization through the basic teacher preparation program coursework. The California Teachers of English Learners (CTEL) examination and approved programs are available to individuals who were prepared in California prior to this requirement and to those individuals prepared outside California. The examination and the approved programs address the same subject matter requirements. There are eighteen approved CTETL programs. In 2010-11, approximately 1,000 teachers obtained EL authorizations through CTETL exams.

The Certificate of Completion of Staff Development (CCSD) allows individuals to complete a staff development program to earn an authorization to provide Specially Designed Academic Instruction Delivered in English (SDAIE) to English learners (EL) within the subject matter content and grade level of the holder’s prerequisite credential. Assembly Bill 2913 (Chap. 169, Stats. 2004) established a sunset date of January 1, 2008 for the issuance of the CCSD to most teachers (Multiple Subject, Single Subject and Education Specialist). The decrease in SDAIE authorizations beginning in the 2008-09 year is due to the implementation of this bill.

Senate Bill 1292 (Chap. 752, Stats. 2006) added section 44253.11 to the Education Code, which authorizes teachers with designated subjects career technical education and special subject teaching credentials or holders of service credentials with a special class authorization to be

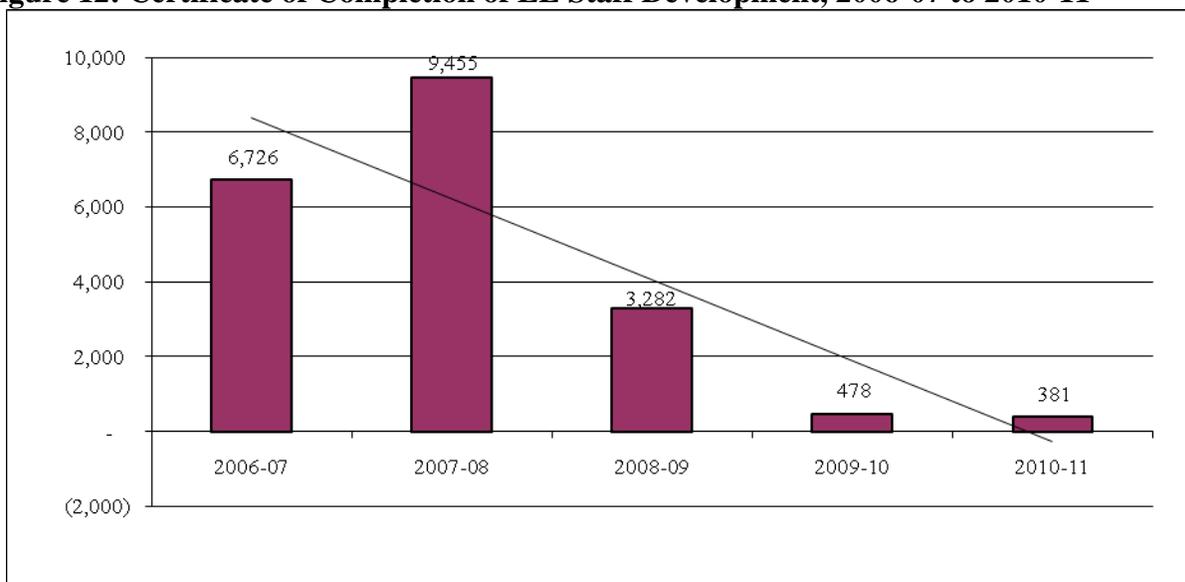
assigned to provide SDAIE to English learners based on completion of a staff development program. This bill did not include a sunset date for this population of teachers. For detailed data on all EL authorizations, please refer to Table 4 on page 31. CLAD and BCLAD permits and waivers requested by school districts are presented in Table 4B and 4C. Data on EL and bilingual misassignments by county is presented in Table 6A and 6B.

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

2006-07	2007-08	2008-09	2009-10	2010-11	% Change from 09-10
6,726	9,455	3,282	478	381	-20.3%

Note: Data does not include waivers; there were 108 waivers issued in 2008-09, 90 in 2009-10, and 121 in 2010-11.

Figure 12: Certificate of Completion of EL Staff Development, 2006-07 to 2010-11



Number of Permits and Waivers that are Not Compliant with the Highly Qualified Teacher Requirement in No Child Left Behind (NCLB)

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 Permits (STSP), Provisional Internship Permits (PIP), and Waivers that were issued in 2010-11. These documents are not compliant with the Highly Qualified Teacher (HQT) Requirement in the NCLB Act. HQT falls under authority of the State Board of Education and the California Department of Education.

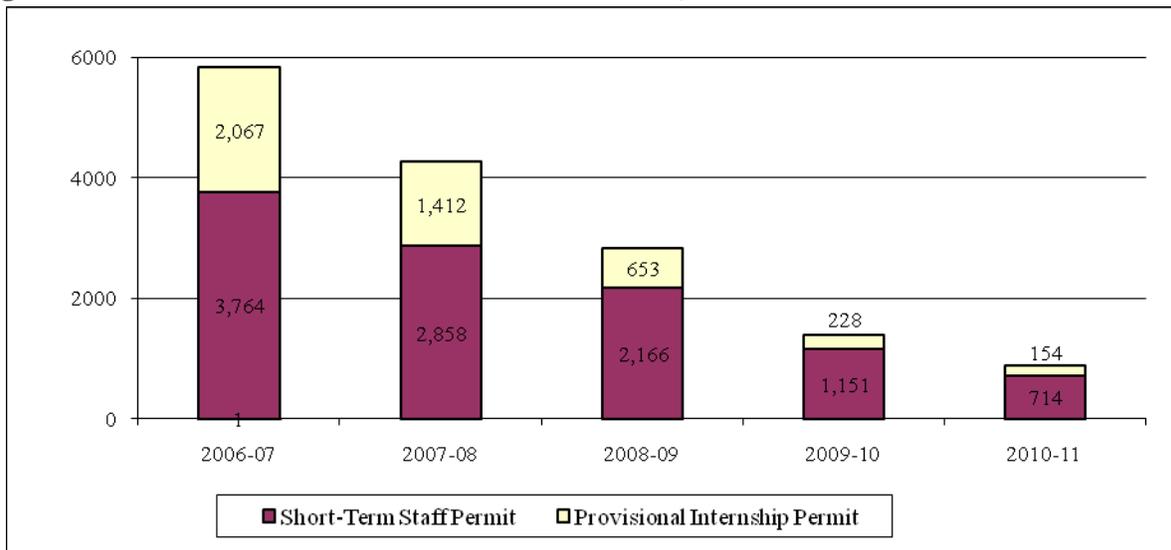
Overall, there is a declining trend in the total number of permits issued. No emergency teaching permits (Long Term) were issued since June 30, 2006. Two new documents began to be issued in 2005-06, the STSP and the PIP. The STSP allows an employing agency to fill an acute staffing need when local recruitment 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 intern program. Overall, there was a decrease in permits by 37.1 percent between 2009-10 and 2010-11; with a decrease of 38 percent in the STSP and about 33 percent in the PIP.

Table L: Number of STSP and PIP Permits Issued

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change from 09-10
Short-Term Staff Permit (STSP)	3,764	2,858	2,166	1,151	714	-38.0%
Provisional Internship Permit (PIP)	2,067	1,412	653	228	154	-32.5%
Total	5,831	4,270	2,819	1,379	868	-37.1%

Figure 13: Number of STSP and PIP Permits Issued, 2006-07 and 2010-11

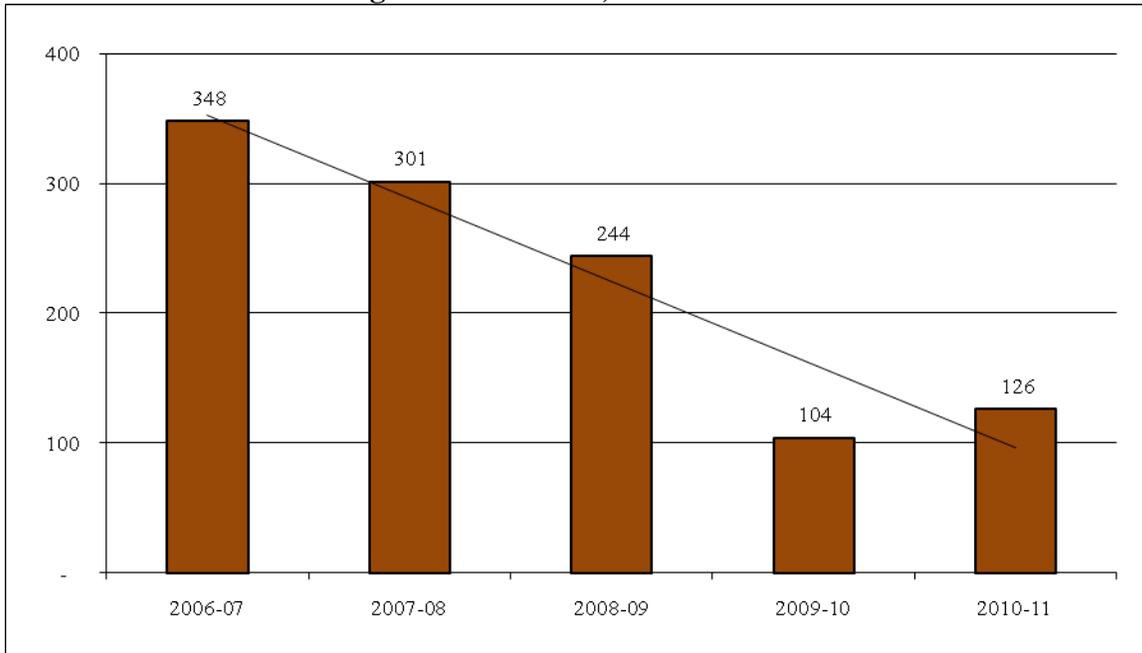


The number of credential waivers issued in 2010-11 increased by 21.2 percent between 2009-10 and 2010-11, as illustrated in Table M. Although there was an increase in the number of waivers in the past year, overall the number of waivers issued decreased by more than 200 waivers (about 64 percent) in the past five years.

Table M: Number of Teaching Waivers Issued

2006-07	2007-08	2008-09	2009-10	2010-11	% Change from 09-10
348	301	244	104	126	21.2%

Figure 14: Number of Teaching Waivers Issued, 2006-07 to 2010-11



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 2009-10 and 2010-11. 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 0.5 percent in 2009-10 to 0.3 percent in 2010-11.

Table N: Number of Individuals Holding Teaching Documents

	2009-10		2010-11	
	Number	% of Total	Number	% of Total
Fully Credentialed	286,116	98.3%	283,231	98.7%
University Intern	2,868	1.0%	2,339	0.8%
District Intern	544	0.2%	405	0.1%
Provisional Intern Permit (PIP)	228	0.1%	154	0.1%
Short-Term Staff Permit (STSP)	1,151	0.4%	714	0.2%
Waivers	104	0.0%	126	0.0%
Total	291,011	100.0%	286,969	100.0%

Summary

Fiscal year 2010-11 saw the number of individuals initially earning a California teaching credential decrease by about 7 percent (Table A). This is the seventh straight year in which the total number of initial teaching credentials issued has decreased. The number of credentials

¹ California Department of Education 2010-11, California Basic Education Data System (CBEDS) Data

issued declined for all three routes – California IHE Prepared (-4.3%), District Intern (-5.6%) and teachers prepared out-of-state (-16.3%).

There is a slight increase for the number of Education Specialist credentials issued by California IHEs (Table B). Also, there is an increase in the number of multiple subject credentials recommended by District Intern programs (Table C) and multiple subject credentials issued to teachers prepared out-of-state (Table D).

The number of individuals taking Commission-owned examinations to meet the basic skills requirement decreased by 20 percent over the previous fiscal year (Table J). There was a decrease of 20 percent for candidates who enrolled in intern programs (Table F). The number of candidates enrolled in teacher preparation programs declined for the ninth consecutive year (Table I).

There has been a steady decrease in teaching permits (Provisional Internship Permit and Short Term Staff Permit) issued in the past five years (Table L). The number of permits decreased by 37 percent between 2009-10 and 2010-11. Permits constituted only 0.3 percent of the total teaching documents issued.

Overall, in the public schools there was about a 1 percent (0.4%) increase in fully-credentialed teachers as a proportion of all those teaching in the public schools (Table N). Fully-credentialed teachers represented 98.7 percent of all California public school teachers in 2010-11, up from 98.3 percent in 2009-10.

Education Code Reporting Requirements–Table Numbers and Page Numbers

44225.6. Annual report on teacher availability relative to credentials, internships, and emergency permits; contents; public access to report on Web site.

By April 15 of each year, the commission shall report to the Legislature and the Governor on the availability of teachers in California. This report shall include the following information:

	Table #	Page #
(1) The number of individuals recommended for credentials by institutions of higher education and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to sections 44253.3 and 44253.4.	1 1A	18-21 22-25
(2) The number of individuals recommended by school districts operating district internship programs and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to Sections 44253.3 and 44253.4.	2	26-27
(3) The number of individuals receiving an initial credential based on a program completed outside of California and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to Sections 44253.3 and 44253.4.	3	28-29
(4) 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 (20 U.S. C. Sec. 6301 et seq.).	4 4A 4B	30-31 32 33-40
(5) The number of individuals receiving the certificate of completion of staff development in methods of specially designed content instruction delivered in English pursuant to subdivision (d) of Section 44253.10 and, separately, pursuant to paragraph (1) of subdivision (e) of Section 44253.11.	4C	41
(6) Statewide, by county, and by school district, the number of individuals serving in the following capacities and as a percentage of the total number of individuals serving as teachers statewide, in the county, and in the school district: (A) University internship (B) District internship (C) Preinternship (D) Emergency permit (E) Credential waiver (F) Preliminary or professional clear credential. (G) An authorization, other than those listed in this paragraph, that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001 (20 U.S. C. Sec 63-1 et seq.) by category authorization. (H) Certificate issued pursuant to Section 44253.3. (I) Certificates issued pursuant to Section 44253.3 and 44253.4, 44253.10 or 44253.11, if available. (J) The number of individuals serving English learner pupils in settings calling for English language development, in settings calling for specially designed academic instruction in English, or in primary language instruction, without the appropriate authorization under Section 44253.3, 44253.4, 44263.10, or 44253.11, or under another statute, if available. The Commission on Teacher Credentialing may utilize data from the department’s Annual Language Census Survey to report the data required pursuant to this paragraph.	5A 5 6A 6B	42-43 44-224 225 226-229
(7) The specific subjects and teaching areas in which there are a sufficient number of new holders of credentials to fill the positions currently held by individuals with emergency permits.	Table 4	30-31
(b) The commission shall make this report available to school districts and county offices of education to assist them in the recruitment of credentialed teachers and shall make the report and supporting data publicly available on the commission’s web site.	Full report is posted on the Commission’s website	
(c) A common measure of whether teacher preparation programs are meeting the challenge of preparing increasing numbers of new teachers is the number of teaching credentials awarded. The number of teaching credentials recommended by these programs and awarded by the commission are indicators of the productivity of teacher preparation programs. The commission shall include in the report prepared for the Legislature and Governor pursuant to subdivision (a) the total number of teaching credentials recommended by all accredited teacher preparation programs, authorized by the commission and the number of recommended by each of the following: (1) The University of California system (2) The California State University system (3) Independent colleges and universities that offer teacher preparation programs approved by the commission. (4) Other institutions that offer teacher preparation programs approved by the commission. (<i>Added by Stats. 1999, c. 381 (A.B. 471), § 2. Amended by Stats. 2000, c. 135 (A.B. 2539), § 40; Stats 2001, c. 342 (S.B. 299), § 4; Stats. 2004, c. 902 (A.B.3001), § 2, eff. Sept 29, 2004; Stats 2005, c. 677 (S.B. 512), § 25 eff. Oct. 7, 2005; Stats. 2006, c. 752 (S.B. 1292), § 1; Stats.2007, c. 345 (S.B.280), § 1.</i>)	1 1A 2	18-21 22-25 26-27