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Information

Professional Services Committee

Report of Services Credentials Issued in California, 2006-2007 to 2010-2011

Executive Summary: This agenda item presents data, trends and patterns in the numbers of services credentials issued in the past five years.

Recommended Action: For information only

Presenters: Rebecca Parker and Marjorie Suckow, Consultants, Professional Services Division

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

April 2012

Report of Services Credentials Issued in California, 2006-07 to 2010-11

Introduction

This item reports the number of services credentials that were issued during the previous five year period (2006-07 to 2010-11). Reports of these data have been provided to the Commission on a biennial basis beginning in 2008. The services credentials authorize prepared individuals to provide non-teaching services in the public schools that support student learning, e.g., school administrators, school nurses, teacher librarians, and other school pupil personnel services providers. This item also reports the number of waivers and permits issued in these areas and identifies possible trends in the number of credentials, waivers, and permits issued.

For this report, staff was able to merge for the first time Commission data on services credential candidates with employment data collected through the Professional Assignment Information Form (PAIF), which is part of the California Basic Education Data System (CBEDS). The State Educator Identification (SEID) number was used to create the data linkage. By merging the data, staff was able to identify services credential holders who were employed in positions that required those credentials in 2010-11. Demographic data on those individuals are reported. This report does not include data on teaching credentials (e.g., Multiple Subject, Single Subject, Education Specialist, Career Technical Education, or Adult Education).

Background

The Commission approves all educator preparation programs in California, including programs to prepare teachers as well as school administrators, school counselors, school psychologists, school social workers, school nurses, teacher librarians, rehabilitation specialists, and speech-language pathologists to provide services in the K-12 schools. It is important to note that the data presented in this report reflect the actual count of credential documents issued by the Commission, not the number of separate individuals who were granted these credentials. For example, it is possible that an individual was granted a Certificate of Eligibility (the document an individual may apply for when the preliminary administrative services program has been completed but the individual does not have an offer of employment as an administrator) and a preliminary authorization for the administrative services credential in the same or following year. Similarly, that same individual was likely to have been granted a clear credential during the five year time frame represented in this report. In this example, the data would report that three separate authorizing documents were granted. Only a longitudinal analysis would reveal that all of these authorizations were issued to one individual.

Below is a summary of the services credentials authorized in California:

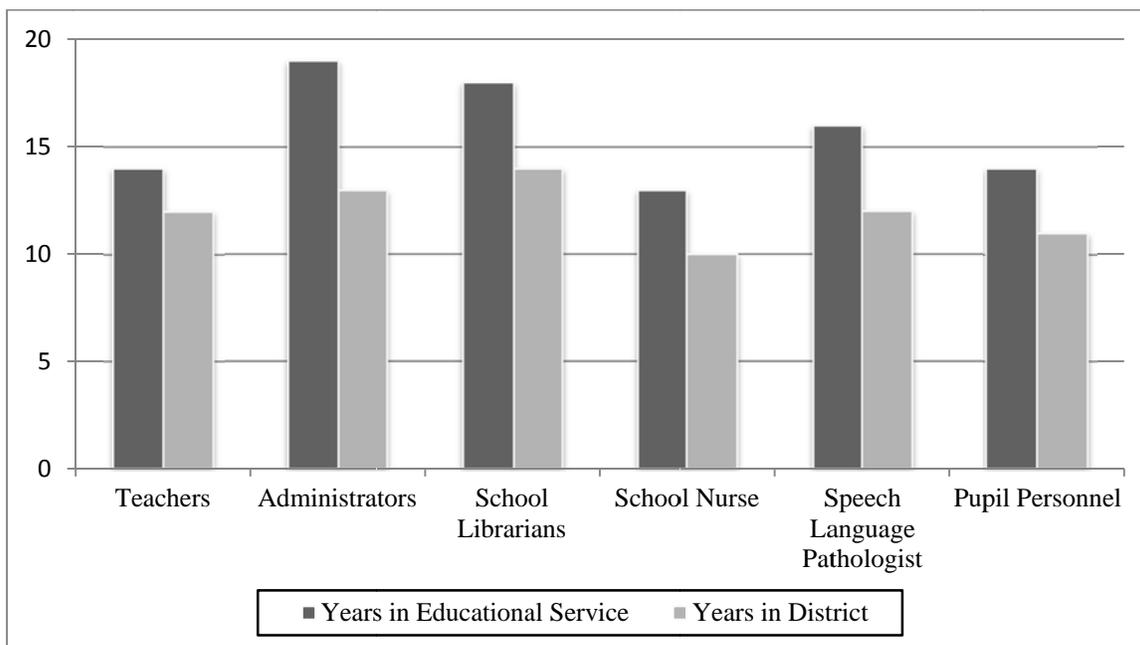
Credential Title	Service Authorized in the Public Schools
Administrative Services	Authorizes an individual to serve as a school site principal, assistant principal, and district/county administrator
Teacher Librarian Services	Authorizes an individual to serve as a school librarian Formerly known as "Library Media Services"
Health Services: School Nurse	Authorizes a registered nurse to serve as a school nurse
Speech-Language Pathology and Clinical or Rehabilitative Services	Authorizes an individual to provide language, speech and hearing services, audiology services, or orientation and mobility services in schools
Pupil Personnel Services	Authorizes an individual to provide services as one or more of the following: <ul style="list-style-type: none"> • School Counselor • School Psychologist • School Social Worker • School Child Welfare and Attendance Worker

Length of Educational Service by Services Credentials

To provide some context for the reports that follow, staff used the PAIF database to generate the figure shown in Figure 1. The PAIF asks two questions about longevity; the number of years the individual has spent providing educational services and the number of years the individual has worked in their current district. The data are displayed by their job title with teacher data provided as a reference. The dark bar represents the number of years in the profession and the light bar represents the number of years in their district. The discrepancy represents the time spent in the profession in another educational setting or district. The closer the light bar is, in height, to the dark bar, the less mobile respondents have been. Looking at the chart overall, it appears that credentialed educators, generally, have worked in the field for about 15 years. Teachers were selected as a reference group because they are also educators with SEIDs. The School Nurse, Pupil Personnel Services (PPS) and Speech-Language Pathology credentials do not require a prerequisite credential. Administrators and school librarians appear to have spent more years in total education service than have the others groups.

Administrators reported a larger total number of years in education service, and a greater mobility rate. Perhaps this is as a result of completing the advanced credentials and having to move to another district for employment. School Nurses total years of service and years in current district are very similar to those of teachers. Speech-language pathologists report longer education employment, relative to the teachers, but, also report a large number of years in the same district, implying that they are less mobile than the other categories. Pupil personnel providers have longer, average years in education service than do teachers or nurses and a higher proportion of career time spent in the same district.

Figure 1. Educators' Total Years of Service and Years of Service in District by Credential Type



- *Years in Educational Service* – Total years of public and/or private educational service. Includes services in this district, other districts, other states, and countries. Does not include substitute teaching or classified staff service. The first year of service is counted as 1 year.
- *Years in District* – Total years of service in a certificated position in the district. The first year of service is counted as 1 year.

Administrative Services Credentials

The Administrative Services Credential authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructional programs
- Evaluate certificated and classified personnel
- Provide student discipline, including but not limited to suspension and expulsion
- Provide certificated and classified employee discipline, including but not limited to suspension, dismissal, and reinstatement
- Supervise certificated and classified personnel
- Manage school site, district, or county level fiscal services
- Recruit, employ, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services

Administrators provide leadership in education settings. They function at the site level as principals and vice-principals and at the district level as coordinators, department heads, and superintendents. Administrators perform a wide array of tasks, depending in part on their particular job title, but also on the size and structure of the district. Examples of those tasks include providing technical support, leading the personnel division, developing and supporting

instruction and curriculum, providing and interpreting data analyses, organizing and conducting professional development, supporting special education assessment and programs, making certain schools are clean and well-maintained, coordinating alternative and bilingual education programs, managing categorical funds, coordinating school safety programs, and representing the school or district to the public.

A growing body of research literature suggests that principals are critical for school reform efforts and that they accomplish these efforts through both direct and indirect means. Some literature posits that administrators with specific skills directly affect how effectively schools implement changes to climate, culture, and student achievement. (Marzano, Waters and McNulty, 2005). Principals are fundamental for establishing a common school vision that anticipates reform efforts will take multiple years and facilitates development of a common school culture that reflects high expectations for student growth (The Center for the Future of Teaching and Learning, 2011). Principals can utilize several "...key 'avenues of influence:' people, purposes and goals of the school, structure of the school and social networks, and organizational culture." (Hallinger & Heck, 1996, p. 171, cited by Fuller & Young, 2009, p. 4)

For example, teacher retention increases when the school principal is committed to staying and working through challenges. Establishing common school values take time and changes in school leadership derail schools' reform efforts, particularly if teacher retention is also low. The Texas Project reported that, on average, elementary school principals stay 5 years while high school principals stay only 3.8 years. (Texas High School Project Leadership Initiative, Summer 2009). Despite principals' knowledge and skills, demographic and fiscal challenges further complicate their capacity to be effective. These challenges can intersect causing changes in student to staff ratios. In the latest data, California was shown to have a substantially higher ratio of students to educators of all positions, including administrators (see Table 1 below).

Table 1. The Ratio of Staff to 1,000 Pupils by Position, Fall 2008-09

	California's Ratio	U.S. Ratio	California's Rank in U.S.
Total Staff to 1,000 Students	93.3	128.4	49
All Professional (certified) Staff to Students	52.4	73.2	50
Total District Staff (including classified staff)	5.5	6.6	36
District Officials/ Administrators	0.6	1.3	45
Total School Staff (including classified staff)	71.3	97.8	49
Certified School Staff Only	54.6	73.7	50*
School Principals & Asst. Principals	2.3	3.2	48
Guidance Counselors	1.2	2.2	51
Librarians	0.2	1.1	51
All Teachers†	48.0	65.4	50
Elementary Teachers (grades 1-8)	48.3	52.1	34
Secondary Teachers (grades 9-12)	43.8	82.9	51
Ratio of students to staff	21:1	15:1	

* Because unrounded numbers were used to calculate percentages, they might not match calculations based on the rounded numbers above. Using rounded numbers can particularly skew the results when the numbers are relatively small, such as for "district officials/administrators."

† These numbers translate into a student/teacher ratio of 20.8 students to 1 teacher for California and 15.3 to 1 for the entire United States. Only Utah has a higher student/teacher ratio than California.

DATA: National Center for Education Statistics (NCES) Common Core of Data, 2008–09, Ed Source 2011

In California, two routes allow a candidate to be issued a preliminary administrative services credential: completion of an approved preparation program or passing an examination. In the first route, individuals complete a Commission–approved preparation program through either a traditional or an intern program; for the second route, individuals must achieve a passing score on the School Leaders Licensure Assessment (SLLA - used until 2010) or on the California Preliminary Administrative Credential Examination (CPACE, currently in use).

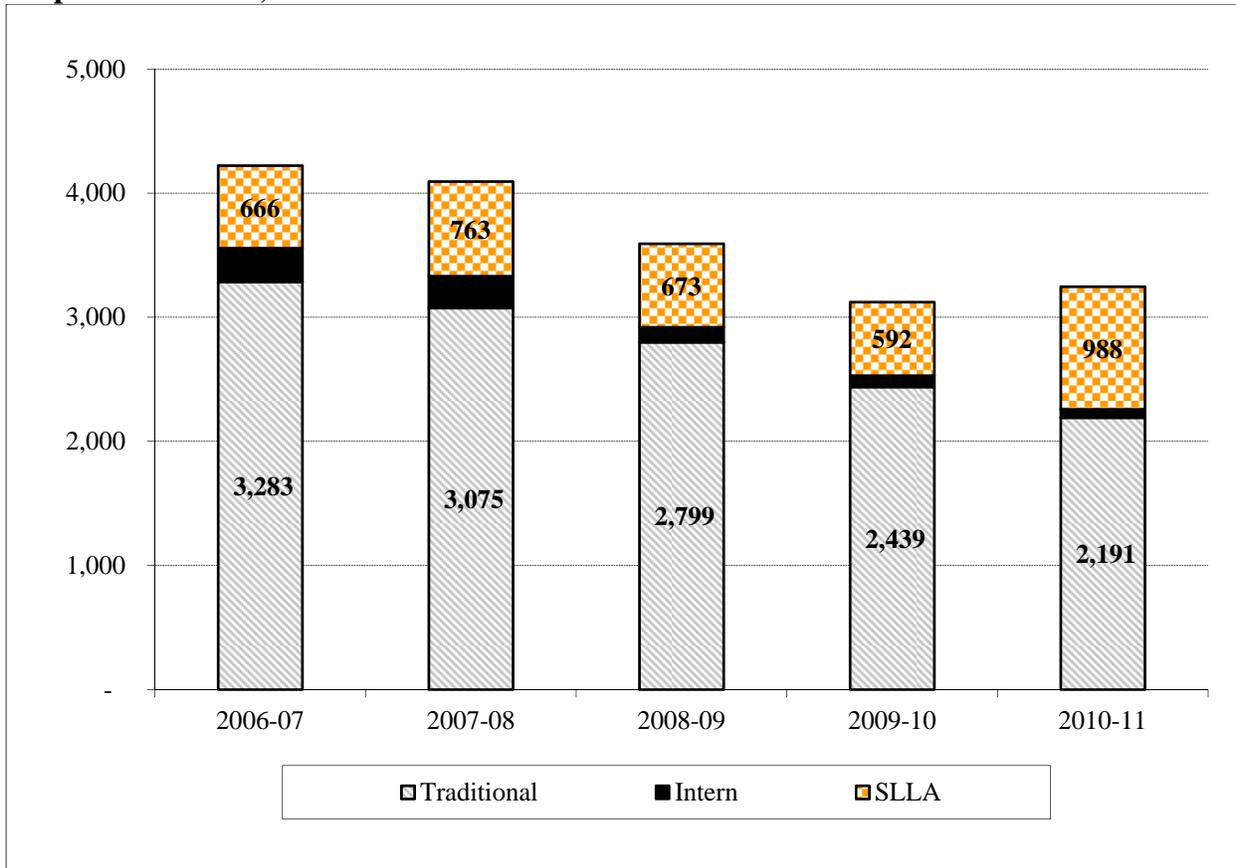
Table 1a below reports the number of credential-eligible individuals who qualified via each pathway. Between 2006-07 and 2010-11, participation in approved programs decreased 33.3 percent for traditional and 75.5 percent for intern programs. In contrast, the number of credentials earned by passing the SLLA increased by 48.3 percent over the five years. Overall, the total number of administrative services credentials earned over the five years decreased by 23.1 percent.

Table 1a. Number of Preliminary Administrative Services Credentials Issued by Preparation Routes in California, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5 year change (%)
Traditional	3,283	3,075	2,799	2,439	2,191	-33.3%
Intern	273	256	121	91	67	-75.5%
Sub-Total Approved Program Route	3,556	3,331	2,920	2,530	2,258	-36.5%
Exam Route (SLLA)	666	763	673	592	988	48.3%
TOTAL	4,222	4,094	3,593	3,122	3,246	-23.1%

Figure 2 below displays the data from Table 2 in chart form.

Figure 2. Number of Preliminary Administrative Services Credentials Issued by Preparation Route, 2006-07 to 2010-11



Upon completing the preparation requirements for a preliminary administrative credential, an individual must be employed in an administrative position to be issued the credential. For individuals who completed the requirements but are not employed in administrative positions, a Certificate of Eligibility (CE) is available. The CE allows an individual to seek employment as an administrator in the public schools but does not authorize service as a school administrator. The CE is valid indefinitely, unlike the preliminary credential that must be cleared within five years. Upon gaining employment as an administrator, individuals exchange their CE for a preliminary credential (at which time the five year requirement for clearing the credential begins).

Table 1b below reports the distribution of authorizations following completion of the credential requirements including the number and percent change of preliminary administrative services credentials and CEs granted between 2006-07 and 2010-11. The number of preliminary credentials issued decreased by 32 percent. Similarly, the number of CEs decreased, although by a smaller margin of almost 9 percent. In total, the number of authorizations granted following completion of preliminary credential requirements decreased by 19.1 percent between 2006-07 and 2010-11.

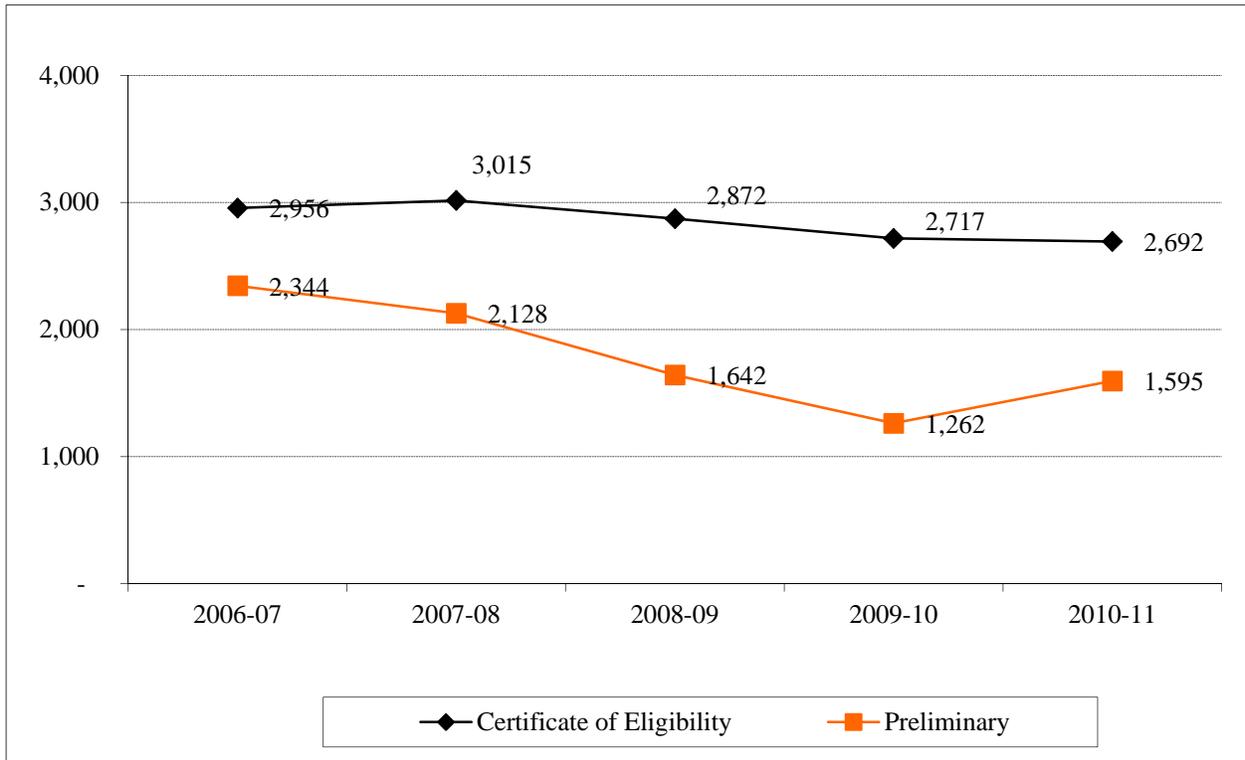
Table 1b. Number of Authorizations Granted, by Type, Following Completion of Preparation Requirements for Preliminary Administrative Services Credential, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Preliminary Credential	2,344	2,128	1,642	1,262	1,595	-32.0%
Certificate of Eligibility	2,956	3,015	2,872	2,717	2,692	-8.9%
TOTAL	5,300	5,143	4,514	3,979	4,287	-19.1%

When considering the need for credentialed administrators, it is important to note that in 2001 the requirement for holding an administrative credential was made optional and subject to local district determination for many administrative positions such as district or county level Curriculum Coordinator, Program Director, and others. District superintendents are not required to hold an administrative credential if the local school board takes action to waive the credential. This option has been used rarely by school districts. This factor complicates the analysis of how many credential-eligible individuals are available to fill the positions requiring administrative credentials. The candidate pool for administrative positions may be considerably larger than the number of CE holders would suggest.

Figure 3 below displays the data reported in Table 1b in graphics. The slow but steady downward trend in the number of Certificates of Eligibility and Preliminary Credentials issued between 2006-07 and 2010-11 is clear. The number of documents stayed fairly steady in the first two years and then declined in the last three years. While issuance of both documents decreased over time, the number of CEs was consistently larger (by about 1,000) than the number of preliminary credentials. A plausible explanation for this could be the severe fiscal shortfall of districts and counties across the state. Not only are districts not hiring administrators; many districts have had to re-assign current administrators back to the classroom. Since the CE does not have an expiration date, it is reasonable for individuals unable to attain employment as administrators to protect their eligibility by applying for and holding a CE. In addition, some individuals choose to complete an administrative preparation program, and possibly an advanced degree, but do not wish to be employed as an administrator.

Figure 3. Number of Certificates of Eligibility and Preliminary Credentials Issued, 2006-07 to 2010-11



When there is an insufficient candidate pool to fill positions requiring an administrative services credential, districts apply for waivers of that requirement. The Commission does not issue any emergency permits for administrators. Table 1c displays the number of waivers that were issued for administrative services credentials over the five year span. Very few waivers were issued in the last five years. This is consistent with the large number of CEs identified above.

Table 1c. Number of Waivers Issued for Administrative Services, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5 year change (%)
Waivers	6	9	8	3	2	--

Another perspective on the demand for newly credentialed administrators can be seen in Table 1d that reports the number of administrators in the public schools, between 2006-07 and 2010-11, as reported by Ed-Data. The total number of administrators and the full time equivalent (FTE) have both decreased over the past five years while the Per Pupil Ratio has increased by 14.4 percent.

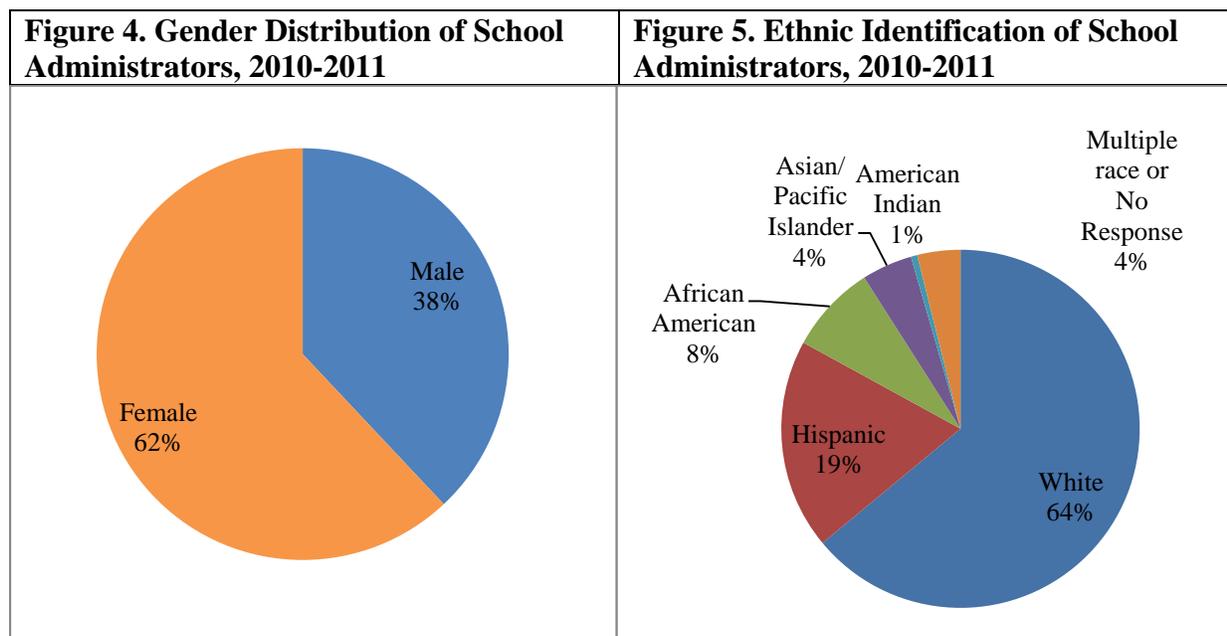
Table 1d. Number of Administrators in the Public Schools, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5 year change (%)
FTE	24,990	25,698	25,095	23,159	21,602	-13.6%
Number of staff	27,829	28,655	27,959	24,727	25,534	-8.3%
Per Pupil Ratio	251.7	244.3	249.1	267.3	288	14.4%

<http://www.ed-data.k12.ca.us/>

School Administrators by Gender and Ethnicity

The merged data containing credential completion data (from the Commission) and employment data (from CDE) allowed staff to identify those who were issued an administrative credential and who were employed as administrators in 2010-11. Figures 4 and 5 display the gender and ethnic identity of school administrators in California LEAs in 2010-11. In Figure 4, the majority of the administrators are female (62 percent). Figure 5 indicates that 64 percent of administrators are white but 19 percent identify as Hispanic/Latino and 8 percent as African American.



Taken together, the data from these tables and figures suggest several possible trends. First, the majority of administrative credential candidates continue to use the traditional preparation route which provides the candidate with training in the necessary knowledge and skills prior to entering an administrative position. Second, the rate of employment into administrative positions decreased over the five-year time period as evidenced by the decreasing number of preliminary credentials granted. The demographic data provides a baseline of descriptors of individuals who are granted administrative credentials and are employed as administrators. Future reports could identify trends among the employment of newly prepared administrators, particularly with regards to ethnic identity. Previous agenda items reported a general decline in the use of the examination option; however the large upswing in 2010-11, the last year for the SLLA

examination, countered that pattern. The pattern of examination taking will be monitored as the CPACE is implemented.

Teacher Librarian Services Credential

Teacher Librarian Services Credential authorizes the holder to perform all of the following duties:

- Instruct pupils in the choice and use of library materials
- Plan and coordinate school library programs with the instructional programs of a school district
- Select materials for school and district libraries
- Coordinate or supervise library programs at the school district or county level
- Plan and conduct a course of instruction for those pupils who assist in the operation of school libraries
- Supervise classified personnel assigned school library duties
- Develop procedures for and management of the school and district libraries

Table 2a below illustrates that until 2008-09 there was a slight decline in the number of credentials issued followed by an increase in 2009-10 that continued into 2010-11. During this time, the Teacher Librarian Program Standards were revised, which could have increased the visibility of these authorizations.

Table 2a. Number of Teacher Librarian Credentials Issued, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Direct Applications	6	16	13	8	7	--
IHE Recommendations	90	73	71	98	97	7.8%
Totals	96	89	84	106	104	8.3%

Note: Direct Applications represent credentials issued by the Commission directly to individuals, primarily out-of-state prepared individuals.

As shown in Table 2b below, both the number of emergency permits and waivers issued decreased in the past five years: 27.1 percent and 85.7 percent, respectively. Overall, there was a decrease of 32.9 percent when emergency permits and waivers were combined. It is noteworthy that the number of emergency permits exceeded the total number of credentials granted each year.

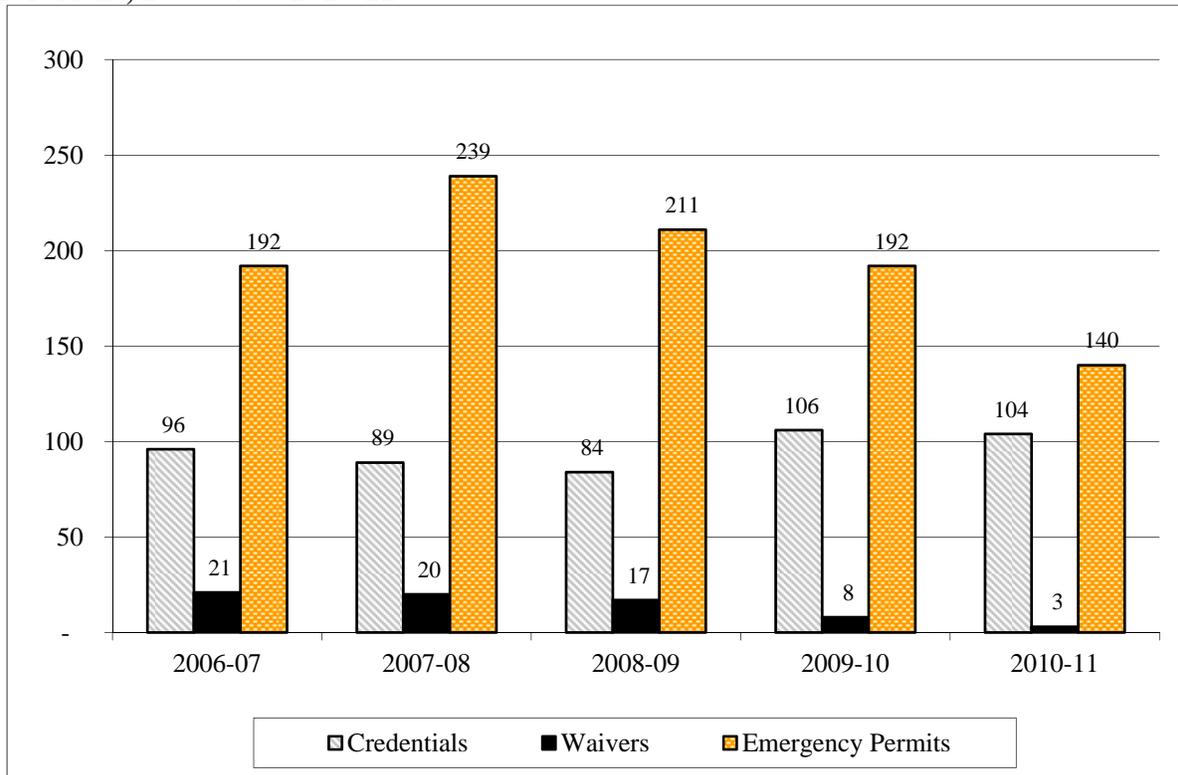
Table 2b. Number of Emergency Permits and Waivers Issued for Teacher Librarians

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Emergency Permits	192	239	211	192	140	-27.1%
Waivers	21	20	17	8	3	-85.7%
Totals	213	259	228	200	143	-32.9%

Note – since the number of waivers is small, caution must be used when discussing trend patterns.

Figure 6 illustrates the relatively stable number of the emergency permits, about 200 for each year, in the first four years and a decline in 2010-11. There was a decline in the number of waivers, from 21 in 2006-07 to 3 in 2010-11.

Figure 6. Number of Credentials, Waivers, and Emergency Permits Issued for Teacher Librarians, 2006-07 to 2010-11



As shown in Table 2c below, there was a 27.5 percent decrease in Teacher Librarians in the public schools between 2006-07 and 2010-11. Data from the United States Department of Labor predicts that the need for librarians (including school librarians) will increase slightly (about 4%) between 2006 and 2014. The projected increased need is based on expectations that many current librarians may opt to retire in the next few years. According to EdSource (2008-09), California ranks 51st in the country in the Librarian-Per-Pupil ratio (http://www.edsource.org/data_StaffPupilRatios08-09.html).

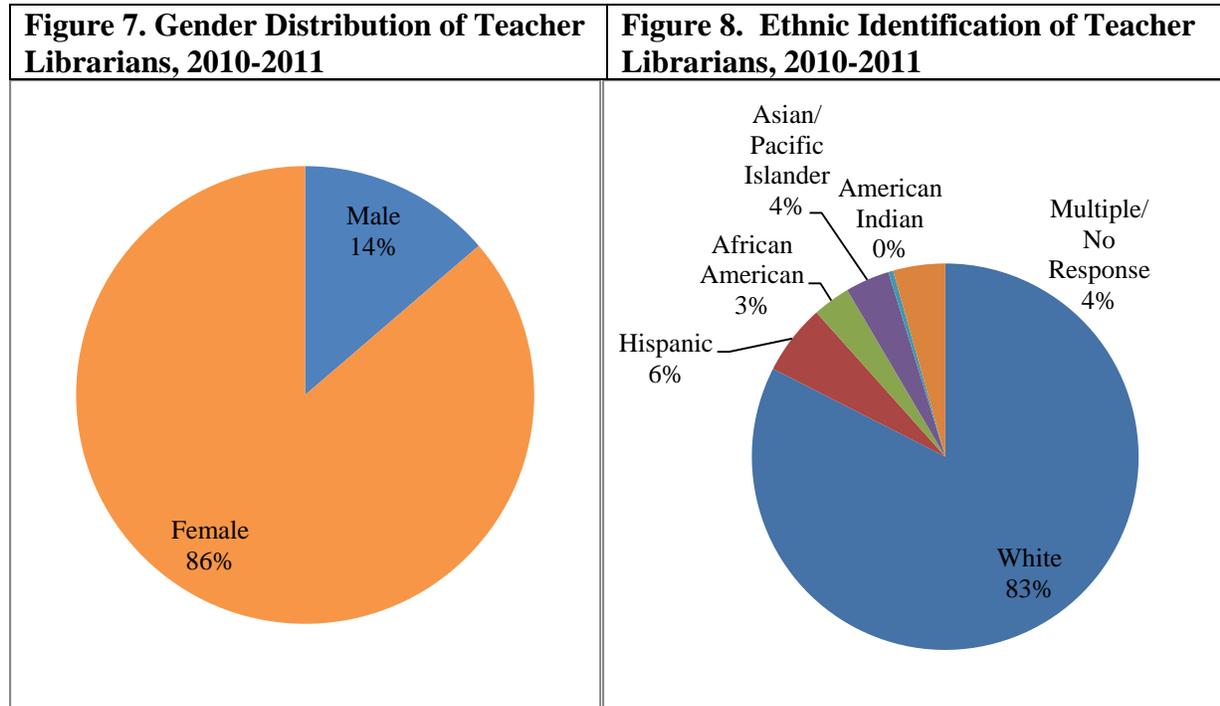
Table 2c. Number of Teacher Librarians in the Public Schools, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Totals	1,234	1,261	1,151	Not available	895	-27.5%

<http://www.ed-data.k12.ca.us>.

School Librarians by Gender and Ethnicity

A majority of the school librarians were female (86 percent) and white (83 percent). The ethnicity breakdown following the majority who identified as white was 6 percent Hispanic, 3 percent African American and 4 percent Asian/Pacific Islander or Filipino.



Health Services: School Nurse Credential

A School Nurse Credential authorizes the holder to perform the following services:

- Conduct immunization programs pursuant to Education Code section 49403
- Assess and evaluate the health and developmental status of pupils
- Interpret the health and developmental assessment to parents, teachers, administrators, and other professionals directly concerned with the pupil
- Design and implement individual student health maintenance plans, incorporating plans directed by a physician
- Refer the pupil and parent or guardian to appropriate community resources for necessary services
- Maintain communication with parents and all involved community practitioners and agencies to promote needed treatment and secure reports of findings pertinent to educational planning
- Interpret medical and nursing findings appropriate to the student's individualized education program and make recommendations to professional personnel directly involved
- Consult with, conduct in-service training for, and serve as a resource person to teachers and administrators
- Develop and implement the health education curriculum
- Act as a participant in implementing a comprehensive health instruction curriculum for students

- Counsel and assist pupils and parents in health-related and school adjustment services
- Teach health-related subjects under the supervision of a classroom teacher

An individual who holds a School Nurse Services Credential may elect to also earn a Special Class Authorization (SCA). If a school nurse holds an SCA, he or she may teach departmentalized health classes. The Commission does not issue emergency permits or waivers for School Nurses.

As seen in Table 3a the number of school nurses increased from 284 in 2006-07 to 321 in 2007-08. Since then there was a decrease between 2007-08 and 2009-10. However, the number went up to 209 in 2010-11, representing an overall decrease of 26.4 percent in the last five years.

Table 3a. Number of Credentials Issued for School Nurses, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Totals	284	321	231	168	209	-26.4%

Figure 9 displays the changes over time in the number of individuals who were issued school nurse credentials.

Figure 9. Number of School Nurse Credentials Issued, 2006-07 to 2010-11

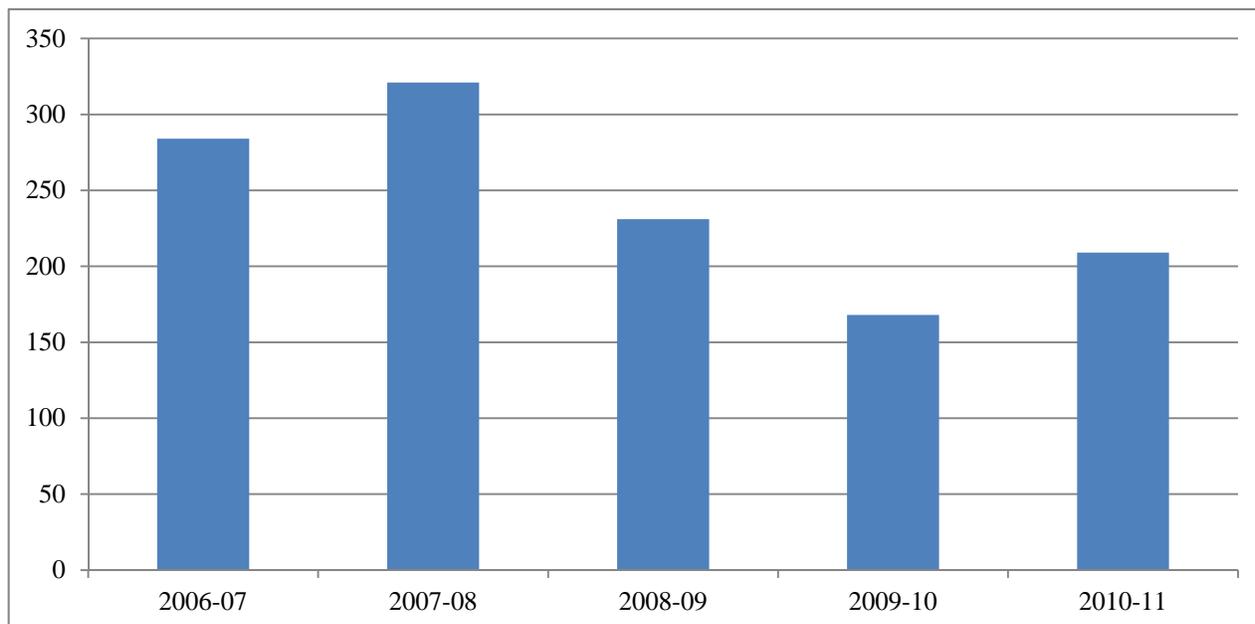


Table 3b shows the total number of school nurses in the public schools. There has been a slight increase between 2006-07 and 2008-09. However, there is a decline of 13.3 percent over the past five years.

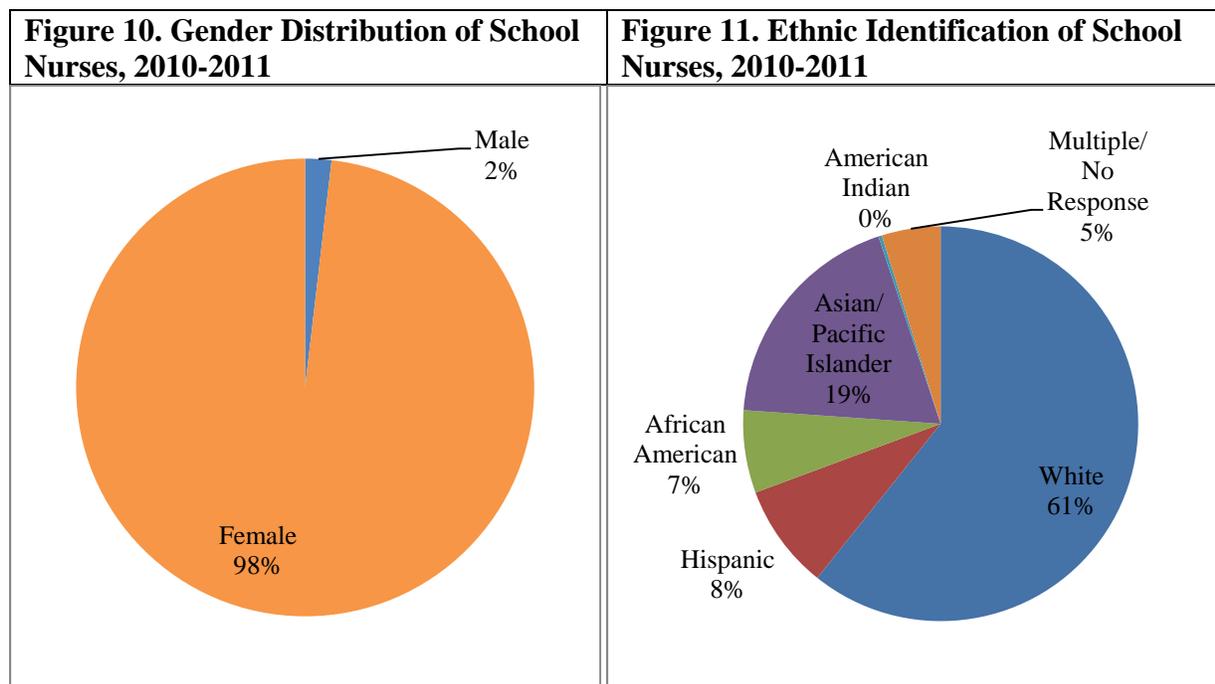
Table 3b. Number of School Nurses in the Public Schools, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Totals	2,853	2,877	2,901	Not available	2,474	-13.3%

<http://www.ed-data.k12.ca.us>.

School Nurses by Gender and Ethnicity

Among the school nurses employed in K-12 schools, virtually all of those individuals were female (98 percent); however, the ethnicity breakdown reflected more diversity. Nearly two-thirds identified themselves as white, nearly one-fifth (19 percent) as Asian/Pacific Islander or Filipino, 8 percent as Hispanics, and another 7 percent African American.



Speech-Language Pathology Services and Clinical or Rehabilitative Services

Speech-Language Pathology and Clinical or Rehabilitative Services Credentials authorize the holders to perform the service in one of the following designated areas: Language, Speech, and Hearing; Audiology; or Orientation and Mobility. The service may be performed at any grade level of preschool, K-12, or in classes organized primarily for adults. AB 2837 (Chap. 581, Stats. 2006) established the Speech-Language Pathology Services Credential as a two-tiered credential.

A Speech-Pathology Services Credential authorizes the holder to perform the following services: Conduct Language, Speech, and Hearing Assessments including the screening, evaluation, and interpretation of test results and referrals for further evaluation for treatment and provide Educational Services including the development of speech and language goals and objectives and the delivery of speech and language services; provide specific learning disability area services

related to speech and language; and special education services to individuals with language and speech impairments across the special education disability areas

A Clinical or Rehabilitative Services Credential in Audiology authorizes the holder to perform the following services: Provide services to individuals with a disability of deaf or hard of hearing, deaf-blind, and a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy; conduct audiologic assessments; and instruction and management of individual and classroom amplification and assistive listening devices, central auditory processing testing.

A Clinical or Rehabilitative Services Credential in Orientation and Mobility authorizes the holder to perform the following services: Authorizes services to students who are blind, visually impaired, and deaf-blind with age-appropriate, hands-on experiences; allows individuals to learn how to navigate their natural travel settings including home, school and community; and provides individuals to become independent travelers and assist in the development of a conceptual understanding of the environment.

As shown in Table 4a, about 400 to 500 Speech-Language Pathology Services and Clinical or Rehabilitative Services Credentials were issued each year. There are two pathways to a Speech-Language Pathology Services Credential: direct applications to the Commission (including individuals prepared out-of-state) and recommendation by an institution of higher education. The data show an increase in the number of credentials granted for both pathways, although the increase in the number of IHE recommendations (55.8%) is significantly greater than that of direct applications (6.5%).

Table 4a. Number of Speech-Language Pathology and Clinical or Rehabilitative Services Credentials Issued, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Direct Applications	123	82	105	121	131	6.5%
IHE Recommendations	258	303	360	403	402	55.8%
Totals	381	385	465	524	533	39.9%

Note: Speech-Language Pathology authorization became effective 1/1/2007. Data includes both Clinical or Rehabilitative and Speech-Language Pathology.

As shown in Figure 12, the increase in institution of higher education recommendations has been continuous while the increase in direct applications is true only for the bookend years. The number of direct applications dipped between 2006-07 and 2007-08 and then began a slow increase such that there is a small increase across the five years. Overall, there was a significant increase (by 39.9%) in the number of SLP and Clinical or Rehabilitative Services Credentials issued during the time period studied.

Figure 12. Number of SLP and Clinical or Rehabilitative Services Credentials Issued, 2006-07 to 2010-11

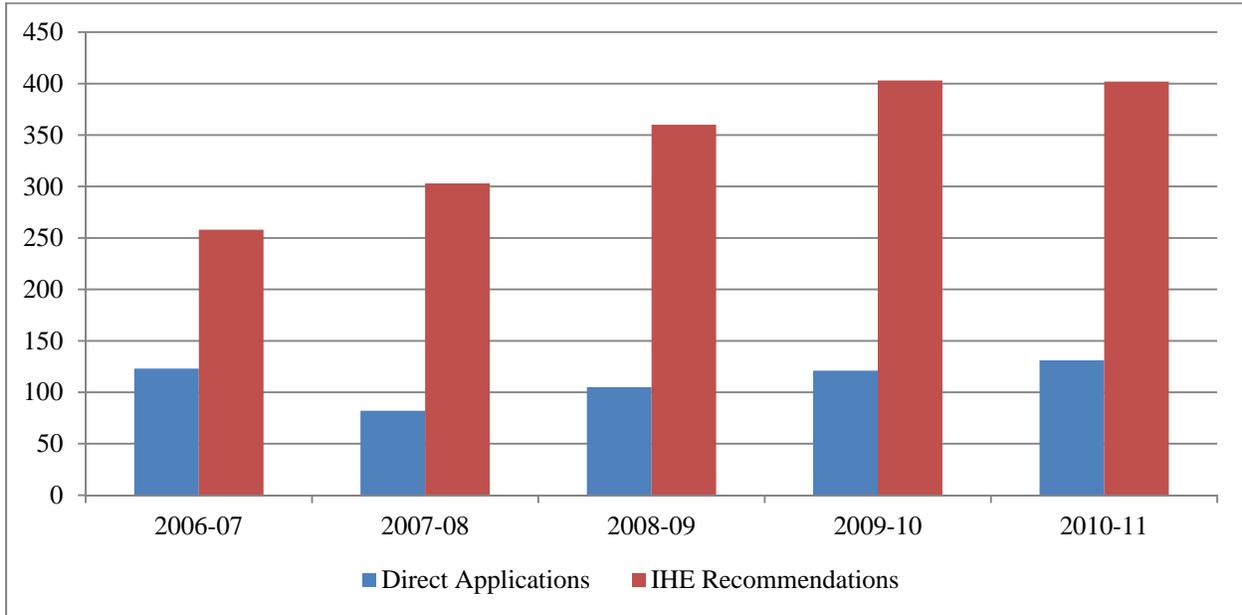


Table 4b below provides more detailed information about the specific service areas. The rate of change between 2006-07 and 2010-11 is virtually the same for each service area even though there is a substantial difference in the number of credentials reflected in the numbers. The number of audiology credentials increased across the five years but given the small baseline value, the percent change is not reported. This is somewhat the same for the Orientation and Mobility specialist credentials. The baseline value was 18 and an increase in 7 credentials indicates a 38.9 percent increase. Both of these increases are meaningful, as well as significant, because every individual with these authorizations makes an impact on student learning opportunities. The same rate of increase in the number of Language, Speech and Hearing authorizations (40 percent) reflects an increase of about 150 individuals with these credentials.

Table 4b. Numbers of SLP and Clinical or Rehabilitative Services Credentials Issued by Subjects, 2006-07 to 2010-11

Subject	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Audiology	3	2	3	4	4	--
Language, Speech and Hearing	360	354	446	503	504	40.0%
Orientation and Mobility	18	29	16	17	25	38.9%
Totals	381	385	465	524	533	39.9%

Despite the large rate of increases in new authorizations for these services, the number of waivers for positions requiring these authorizations continues to be very high. Table 4c reports

the number of waivers issued in Speech-Language Pathology between 2006-07 and 2010-11. The number of waivers increased between 2006-07 and 2008-09 and then declined slightly in the past two years. Overall, there was a decline of waivers by 6.2 percent in the five years. There are no emergency permits issued for SLP, Audiology or Orientation and Mobility.

Table 4c. Numbers of Waivers Issued in SLP Services Credentials, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Waivers	468	484	504	501	439	-6.2%

Figure 13 shows that the total number of Clinical or Rehabilitative Services and Speech-Language and Pathology credentials issued increased steadily in the past five years. Except for 2009-10 and 2010-11, the number of waivers exceeded the number of credentials issued during the time period studied. The steady increase in the number of credentials granted may account for the decrease in the waivers in the recent two years.

Figure 13. Number of Credentials and Waivers Issued in Speech-Language Pathology, 2006-07 to 2010-11

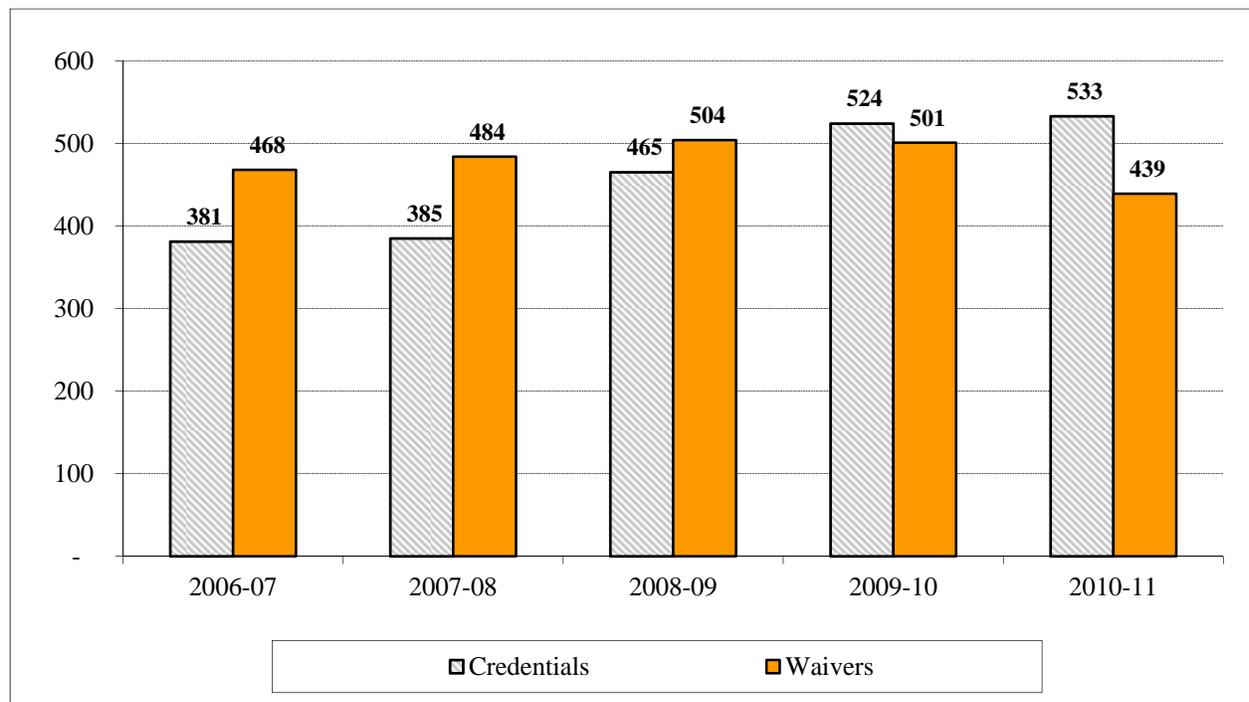


Table 4d shows that over five years there has been a decrease of 8.4 percent in the number of individuals providing language, speech, and hearing services in the public schools. The CBEDS data does not disaggregate information into the specializations within the SLP and Clinical or Rehabilitative Services (Audiology and Orientation and Mobility) credential areas.

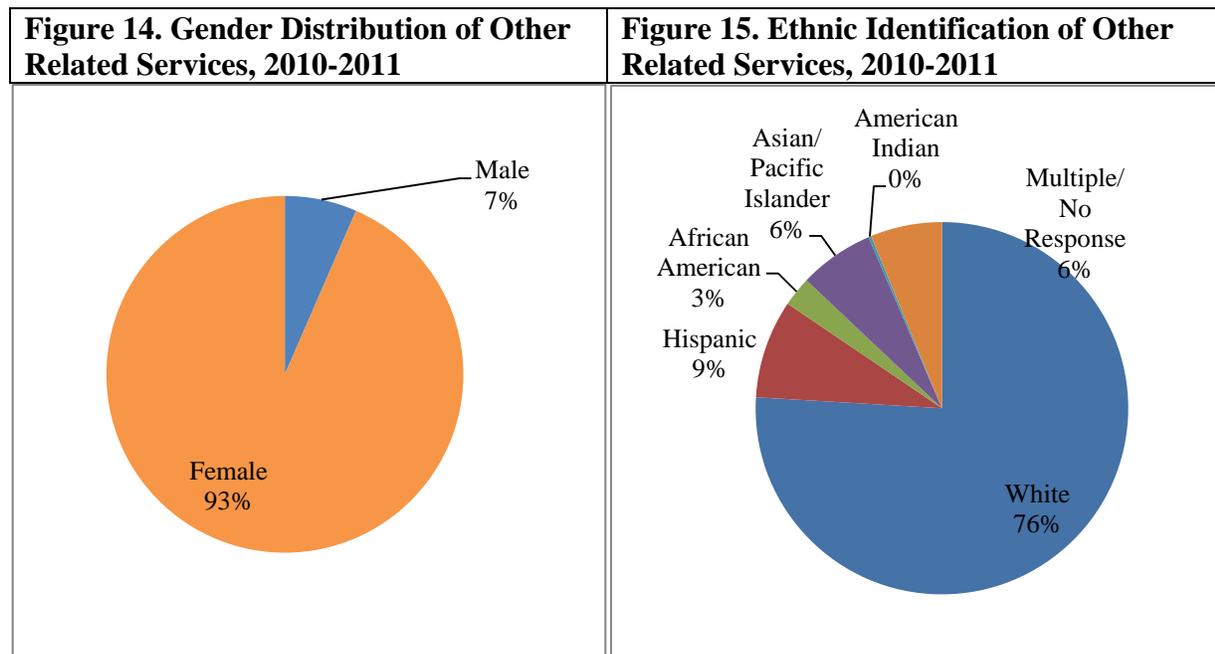
Table 4d. Number of Language, Speech, and Hearing Specialists in the Public Schools

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Totals	5,074	5,261	5,211	Not available	4,646	-8.4%

<http://www.ed-data.k12.ca.us>.

SLP and Clinical or Rehabilitative Services Credentials by Gender and Ethnicity

A very high proportion of Speech-Language Pathologist in California schools were female (93 percent). The ethnic identification breakdown revealed that more than three-fourths (76 percent) were White. The remaining one-fourth was comprised of 9 percent Hispanics, 6 percent Asian/Pacific Islander or Filipino, and 3 percent African American.



Pupil Personnel Services Credential

The Pupil Personnel Services (PPS) Credential authorizes individuals to provide services such as assessments, problem prevention and early intervention, techniques for facilitating individual growth and development, and consultation services to students in grades 12 and below, including preschool, and in classes organized primarily for adults. The Pupil Personnel Services Credential requires a specialization in one of the first three areas:

School counseling authorizes the holder to develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students' needs; and supervise a district-approved advisory program as described in EC §49600.

School social work authorizes the holder to assess home, school, personal and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention; consult with teachers, administrators and other school staff regarding social and emotional needs of students; and coordinate family, school and community resources on behalf of students.

School psychology authorizes the holder to provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development, behavioral and academic difficulties; conduct psycho-educational assessments for purposes of identifying special needs; provide psychological counseling; and coordinate intervention strategies for management of individual and school-wide crises.

Child welfare and attendance authorizes the holder to access appropriate services from both public and private providers; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations. The Child Welfare and Attendance certificate is an additional authorization that must be added to a Pupil Personnel Services credential in school counseling, school psychology, or school social work.

Once individuals have successfully completed a Commission-approved preparation program, they may apply to the Commission for an authorization. Table 5a shows that there was a decline in School Social Work credentials by 18.9 percent followed by School Psychology credentials by 10 percent, while School Counseling credentials increased by 14.8 percent. Overall the number of authorizations issued in Pupil Personnel Services increased by 4 percent in the past five years.

Table 5a. Number of Pupil Personnel Services Credentials Issued, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
School Counseling	1,016	1,053	1,181	1,184	1,166	14.8%
School Psychology	320	286	291	279	288	-10.0%
School Social Work	95	56	66	74	77	-18.9%
Child Welfare and Attendance	105	138	154	111	67	-36.2%
Totals	1,536	1,533	1,692	1,648	1,598	4.0%

Figure 16 shows the total annual number of pupil personnel services authorizations issued, by specialization, between 2006-07 and 2010-11. As shown in the figure, between 70 and nearly 80 percent of the Pupil Personnel Services authorizations issued were in School Counseling. School Psychology credentials comprised about 20% of the total number of PPS credentials granted.

School Social Work and School Child Welfare and Attendance credentials made up the remaining 9 percent of the total number of PPS authorizations granted.

Figure 16. Distribution of Specializations Among Pupil Personnel Services Credentials Issued from 2006-07 to 2010-11

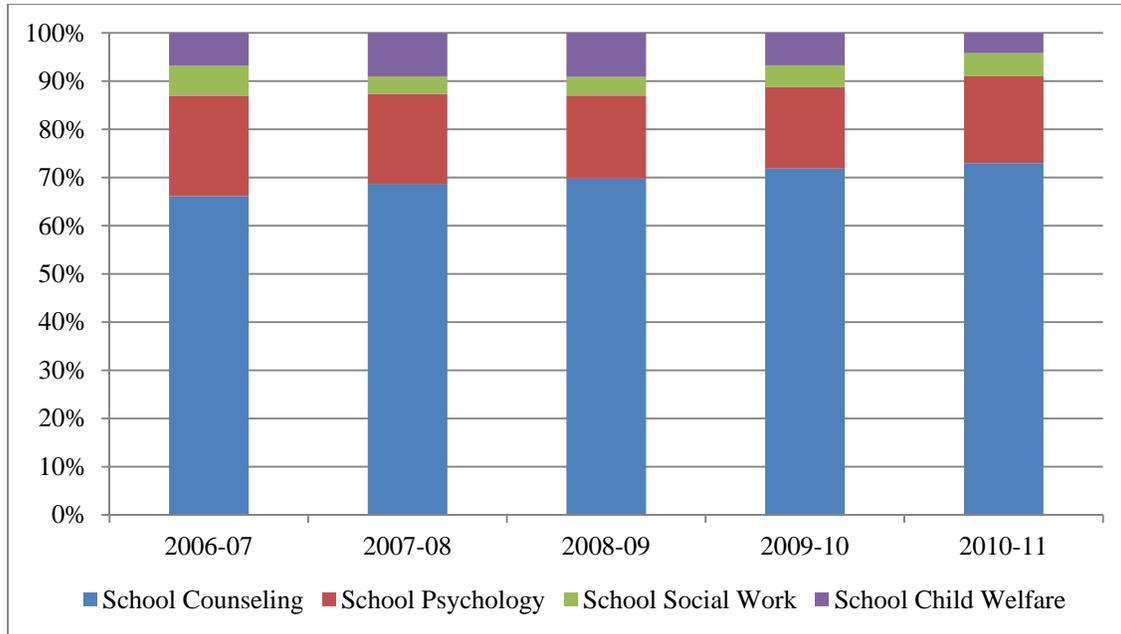


Table 5b shows that the number of PPS waivers decreased dramatically (by 81.8 percent) over the years studied. The Commission does not issue emergency permits in Pupil Personnel Services.

Table 5b. Number of Pupil Personnel Services Waivers Issued, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
Waivers	44	59	30	10	8	-81.8%

Note - The number of waivers is small over time; caution should be exercised when discussing trend patterns.

Table 5c shows that over the five years, there has been an increase in the number of individuals providing PPS services in the public schools (2.9%). The greatest increase (20.2%) was in the number of school social workers, although the actual number remains small compared to the number of school counselors and school psychologists. There was an increase in school counselors (4.7%) while there was a small decline (1.4%) for school psychologists in the past five years.

Table 5c. Number of Pupil Personnel Service Providers in the Public Schools

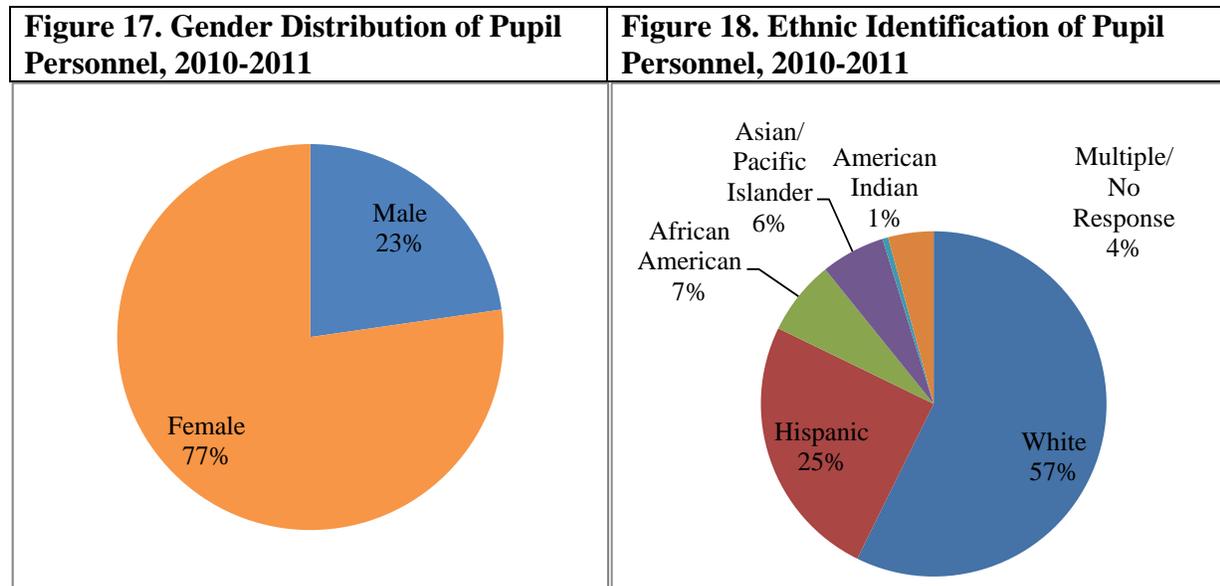
	2006-07	2007-08	2008-09	2009-10	2010-11	5-year change (%)
School Counselors	7,836	9,326	9,435	Not available	8,201	4.7%
School Psychologists	4,648	4,823	4,843		4,585	-1.4%
School Social Workers	347	402	412		417	20.2%
Totals	12,831	14,551	14,690		13,203	2.9%

<http://www.ed-data.k12.ca.us>.

The increase in the number of school counselors and school social workers could be attributed, in part, to the Quality Education Investment Act (QEIA) of 2006. This act provided, among other things, that high schools ranked in deciles 1 or 2, as determined by the 2005 Academic Performance Index (API), "...are required to achieve a student-to-counselor ratio of no more than 300:1 by the end of the third full year of funding (2010-11)." Furthermore, QEIA requires that the counselors hold a services credential with a specialization in pupil personnel services. Despite this increase in funding, data from the U.S. Department of Education's, Common Core of Data, revealed that California ranked 49th in 2009-10 with a student-counselor ratio of 810 to 1. The national average ratio at that time was 459 to 1.

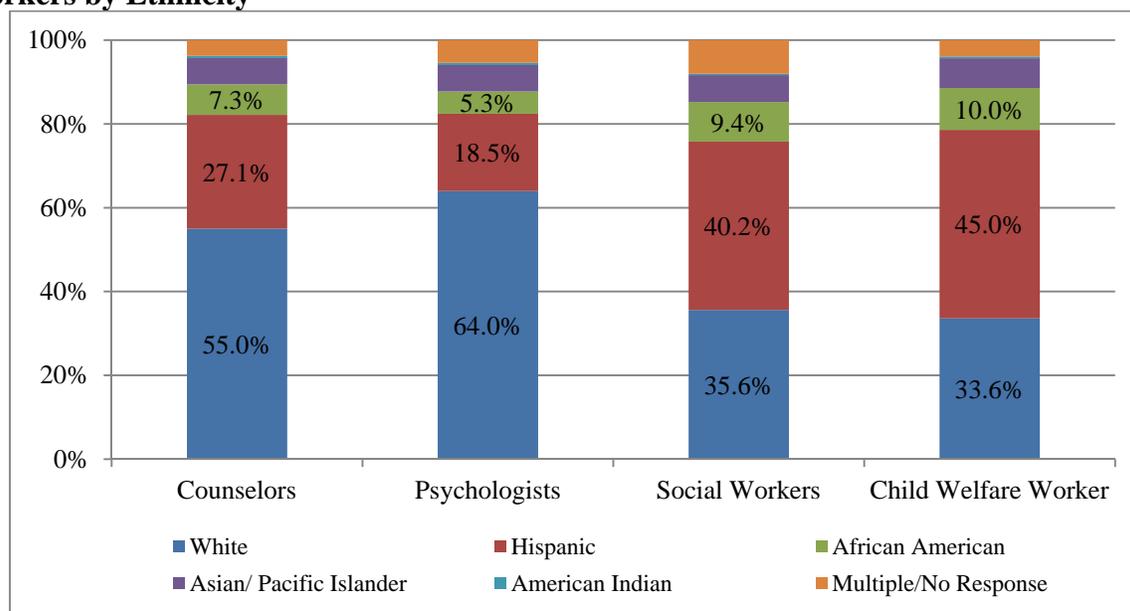
School Pupil Personnel by Gender and Ethnicity

Across all specializations, more than three-fourths (77%) of the pupil personnel were female. However, nearly half identified themselves as non-White. One-fourth (25 percent) were Hispanics; African American, Asian/Pacific Islander or Filipino, American Indian together constituted another one-sixth of all pupil personnel in California schools (7%, 6%, 1%, respectively).



When PPS credential holders were analyzed by their specializations, school counselors, school psychologists, or school social workers, a different ethnic picture emerged by specialization area. Though nearly two-thirds (64 percent) of the school psychologists identified themselves as white, little more than half (55 percent) of the school counselors identified as white. For school social workers, more than one-third (40 percent) identified themselves as Hispanic. Notably, little more than one-third (36 percent) were white identified themselves as white. For child welfare workers, nearly half (45%) identified themselves as Hispanic and more than one-third (33.6%) as white. This appears to be the one area where ethnic diversity in education personnel who provide direct services to students may be increasing.

Figure 19. School Counselors, School Psychologists, Social Workers, School Child Welfare Workers by Ethnicity



Overall Report Summary

Analyses of the number of services credentials issued between 2006-07 and 2010-11 resulted in several findings.

Overall, the number of administrative services authorizations granted decreased by 32.1 percent between 2006-07 and 2010-11. Preliminary credential recommendations decreased for the approved program pathway, by 36.5 percent, while the number of applications via the examination route increased by 48.3 percent across the five years. Issuance of CE and preliminary credentials decreased, by 8.9 percent and 32 percent, respectively. The number of administrative staff employed in the public schools also decreased by 8.2 percent.

The number of Teacher Librarian Services Credentials issued increased by 8.3 percent in the five years. There was a decrease for both waivers and emergency permits of 85.7 percent and 27.1 percent respectively. Nevertheless, in every year studied, the number of waivers and emergency permits issued was greater than the total number of Teacher Librarian Credentials issued. The

number of Teacher Librarians employed in public schools decreased by 27.5 percent between 2006-07 and 2010-11.

In the area of School Nurse, the number of credentials issued decreased by 26.4 percent, from 2006-07 to 2010-11. The number of school nurses in the public schools also decreased by 13.3 percent between 2006-07 and 2010-11.

There was a significant increase in the number of credentials issued in the Speech-Language Pathology Services and Clinical or Rehabilitative Services of about 40 percent. The increase in the number of orientation and mobility services credentials increased substantially as did the rate of increase in Speech-Language Pathology services credentials. The number of credentials granted exceeded the number of waivers issued for the past two years. There was also an 8.4 percent decrease in the number of individuals providing speech/hearing/language services over the years studied.

With regard to Pupil Personnel Services, there was a general increase in the number of credentials authorized of 4 percent. Two areas decreased across the five years; school psychology credentials decreased by 10 percent and school social worker credentials decreased by 18.9 percent. The general increase is due to the significant increase of 14.8 percent for school counselors. The number of PPS waivers dropped substantially (81.8 percent). There was a general increase (2.9 percent) in the number of PPS credential holders providing services in the public schools, specifically an increase of 20.2 percent for school social workers and 4.7 percent for school counselors. There was a decrease in school psychologists (1.4 percent) over the five years.

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