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# 3E

## Action

### *Professional Services Committee*

## Teacher Supply in California, 2011-2012 A Report to the Legislature

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**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:** Does the Commission wish to approve transmitting this report to the Governor and the Legislature?

**Recommended Action:** That the Commission approve the *Teacher Supply in California, 2011-12*, report for transmittal to the Governor and the Legislature.

**Presenters:** Roxann Purdue and Marjorie Suckow, Consultants, Professional Services Division

### Strategic Plan Goal

#### *I. Program Quality and Accountability*

- ◆ Track current trends and research in learning theory, educator preparation and certification and disseminate information about high quality programs, models, and outcomes



## 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 to 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 2011-12. 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

To summarize the information contained in the full report: in fiscal year 2011-12, California saw a decrease of 12 percent in the number of newly issued credentials. This decrease is across all three types of preliminary teaching credentials (i.e., Multiple Subject, Single Subject, and Education Specialist) and represents the eighth consecutive year in which the total number of initial teaching credentials issued has decreased. Further, this decrease represents a nearly 30 percent decline in the past five years in number of initial and new type teaching credentials issued. The number of fully-credentialed teachers increased to 98.4 percent of all California public school teachers in 2011-12.

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# Teacher Supply in California, 2011-2012

## A Report to the Legislature

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### **Introduction**

This agenda item provides a report of multiple subject, single subject and education specialist credentials awarded by the Commission in 2011-12. The report also includes information on other certificates, authorizations, permits and waivers awarded in 2011-12.

### **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 20 of this item) and must include the following:

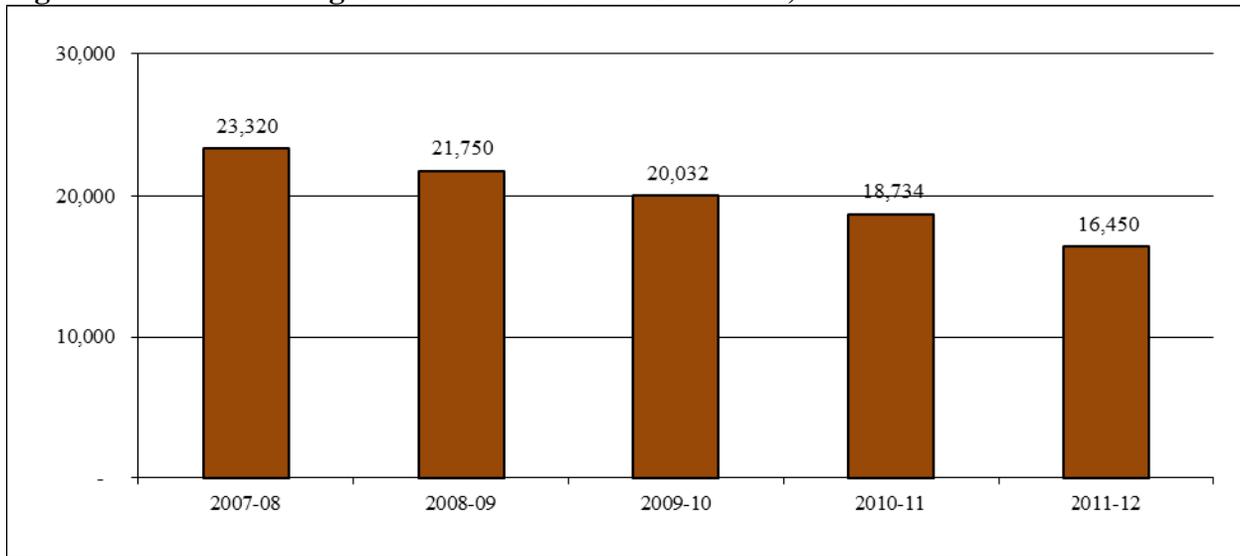
1. The number of individuals recommended for multiple subject, single subject and special education credentials, by higher education and alternative certification routes and the type of credential or certificate for which they were recommended.
2. The number of individuals receiving an initial credential 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

### 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 may obtain a California credential based on their certification in another state, with different options available depending on their years of experience. As of 2007, Senate Bill (SB) 1209 (Chap. 517, Stats. 2006) streamlined the process for out-of-state prepared teachers to obtain a credential in California.

Figure 1 shows the numbers of teachers initially earning a California teaching credential for fiscal years 2007-08 through 2011-12. The numbers reflect the number of teachers earning a first time or new type of credential, which may not be their initial credential in California.

**Figure 1: Total Teaching Credentials Issued in California, 2007-08 to 2011-12**



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 and countries. The last column reports the percentage of change in teaching credentials issued between 2010-11 and 2011-12 and illustrates that the supply of newly credentialed teachers in 2011-12 decreased by 12.2 percent over the previous fiscal year.

**Table A: Total California Teaching Credentials Issued**

	2007-08	2008-09	2009-10	2010-11	2011-12	% Change from 10-11
<b>California IHE Prepared</b>	19,084	17,797	16,151	15,459	13,330	-13.8%
<b>District Prepared</b>	303	399	250	236	240	1.7%
<b>Out-of-State Prepared</b>	3,933	3,554	3,631	3,039	2,880	-5.2%
<b>Totals</b>	<b>23,320</b>	<b>21,750</b>	<b>20,032</b>	<b>18,734</b>	<b>16,450</b>	<b>-12.2%</b>

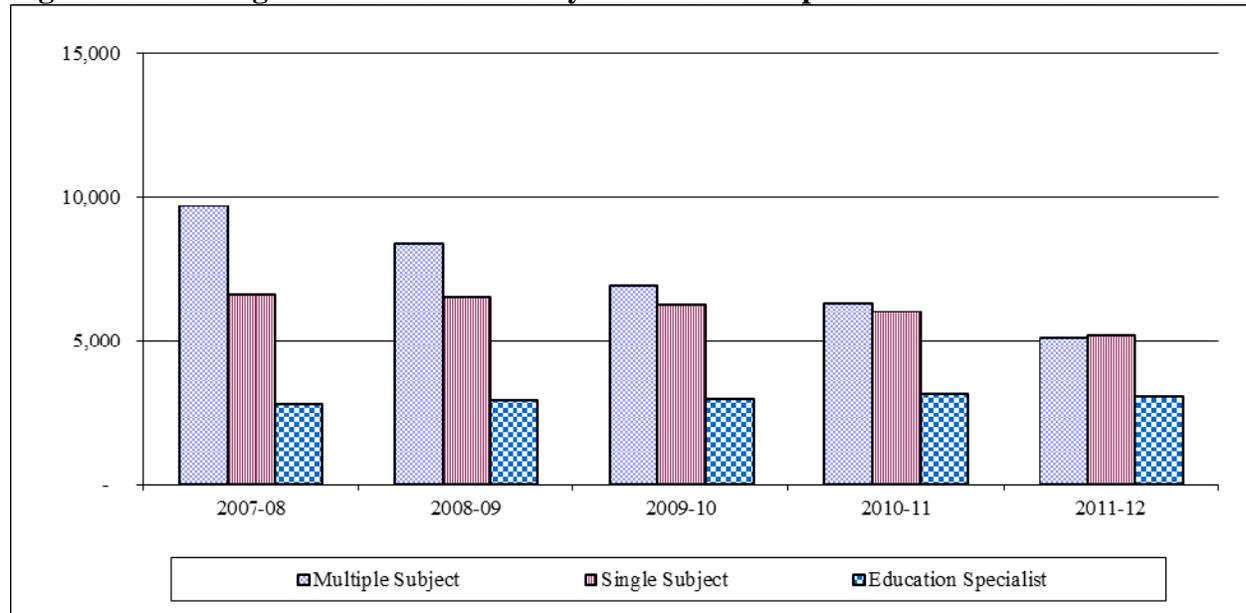
This report focuses on three basic types of preliminary teaching credentials issued by the Commission for service in K-12 academic settings. Multiple Subject teaching credentials authorize service in self-contained classrooms that are commonly offered in most elementary schools and core settings offered in grades 5 through 8 in middle schools. Single Subject teaching credentials authorize service in departmentalized classes that are commonly offered in middle and high schools. Education Specialist instruction credentials authorize special education instruction and services in a variety of settings for students with special needs. In the tables that follow, the number of teaching credentials earned for each of these three credential types is provided. The last column reports the percentage change in credentials earned between 2010-11 and 2011-12.

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

	2007-08	2008-09	2009-10	2010-11	2011-12	% Change from 10-11
<b>Multiple Subject</b>	9,678	8,354	6,887	6,315	5,102	-19.2%
<b>Single Subject</b>	6,609	6,502	6,280	5,995	5,190	-13.4%
<b>Education Specialist</b>	2,797	2,941	2,984	3,149	3,038	-3.5%
<b>Totals</b>	<b>19,084</b>	<b>17,797</b>	<b>16,151</b>	<b>15,459</b>	<b>13,330</b>	<b>-13.8%</b>

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

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

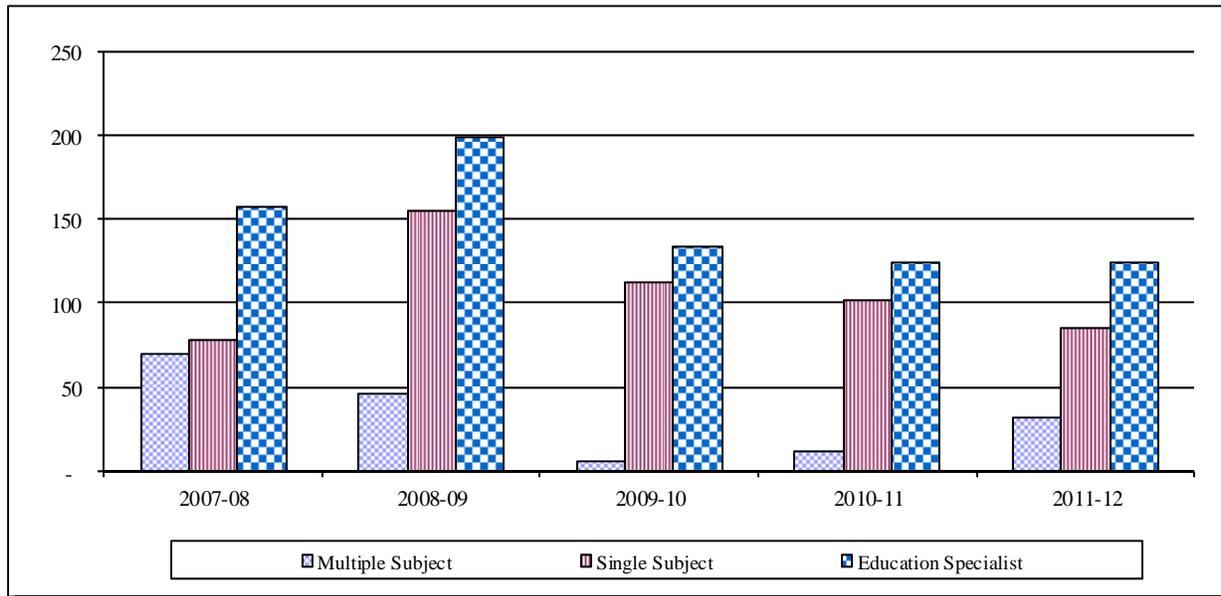


**Table C: Number of Credentials Earned Through District Intern Preparation Programs**

	2007-08	2008-09	2009-10	2010-11	2011-12	% Change from 10-11
<b>Multiple Subject</b>	69	46	5	11	31	181.8%*
<b>Single Subject</b>	77	155	112	101	85	-15.8%
<b>Education Specialist</b>	157	198	133	124	124	0.0%
<b>Totals</b>	<b>303</b>	<b>399</b>	<b>250</b>	<b>236</b>	<b>240</b>	<b>1.7%</b>

\*Number of multiple subject credentials is small; so the percentage of change should be viewed with caution.

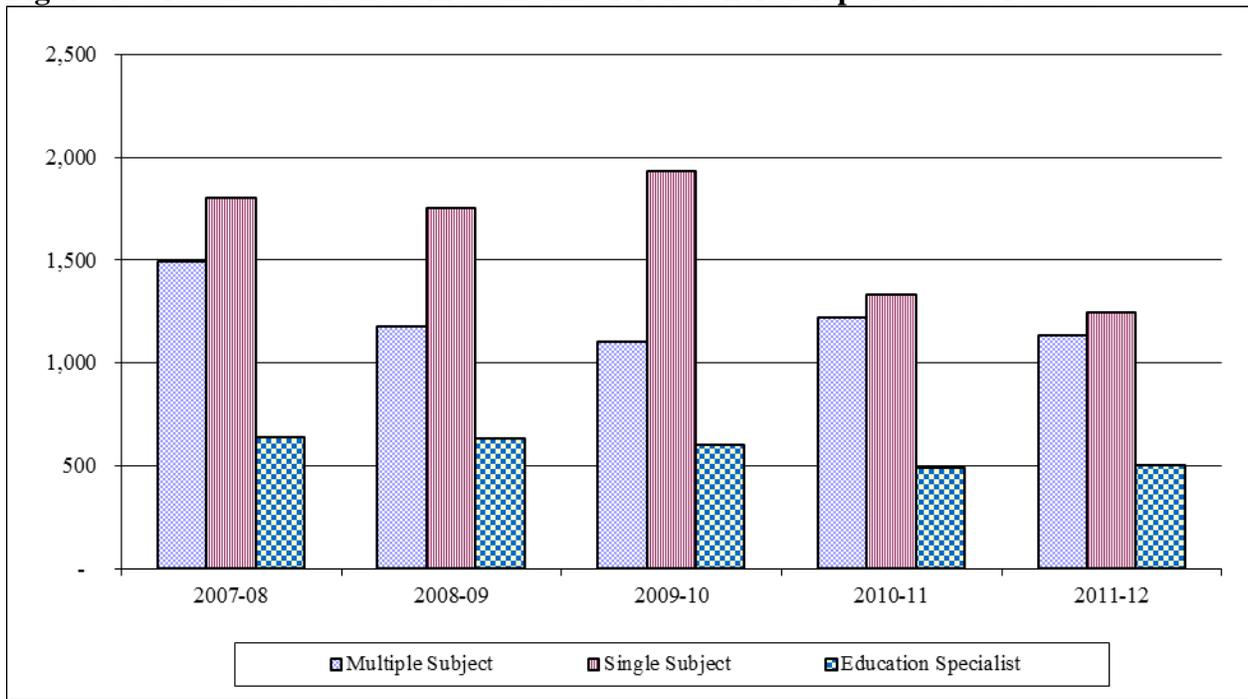
**Figure 3: Number of Credentials Earned Through District Intern Preparation Programs**



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

	2007-08	2008-09	2009-10	2010-11	2011-12	% Change from 10-11
<b>Multiple Subject</b>	1,492	1,176	1,101	1,220	1,134	-7.0%
<b>Single Subject</b>	1,803	1,750	1,929	1,331	1,245	-6.5%
<b>Education Specialist</b>	638	628	601	488	501	-2.7%
<b>Totals</b>	<b>3,933</b>	<b>3,554</b>	<b>3,631</b>	<b>3,039</b>	<b>2,880</b>	<b>-5.2%</b>

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



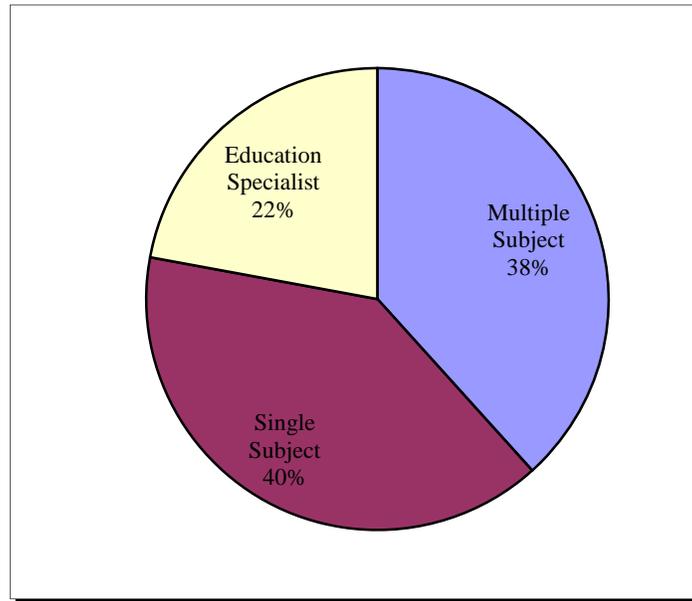
**The Types of Credentials Teachers Are Earning**

This report focuses on three basic types of preliminary teaching credentials issued by the Commission for service in California’s K-12 classrooms: Multiple Subject, Single Subject, and Education Specialist credentials. As shown in the table below, preliminary Multiple Subject teaching credentials comprised 38.1 percent of the total number of new credentials issued in 2011-12 at 6,267. Preliminary Single Subject teaching credentials comprised 39.6 percent at 6,520, and preliminary Education Specialist teaching credentials comprised 22.3 percent of the total at 3,663.

**Table E: Number and Types of New Basic Credentials Issued During 2011-12**

Multiple Subject	6,267	38.1%
Single Subject	6,520	39.6%
Education Specialist	3,663	22.3%
<b>Totals</b>	<b>16,450</b>	<b>100.0%</b>

**Figure 5: The Distribution of New Basic Credentials Issued in 2011-12**



### **Preparation Through an Intern Delivery Model**

California offers a variety of preparation pathways to provide flexibility for individuals interested in becoming teachers. The traditional pathway to teaching includes a year of post-baccalaureate preparation courses including field experience and student teaching. Alternative pathways such as intern delivery models allow subject matter-competent candidates to complete preservice preparation and begin service as the teacher of record in a paid position while completing the additional preparation coursework and field experience.

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 demonstrate how it prepares interns prior to their classroom service as well as how interns are supervised, mentored and assessed in addition to providing continued teacher education courses for the interns.

Table F shows the number of intern credentials issued based on both IHE and school district programs over a five-year period. Overall, there was an 18.2 percent decrease between 2010-11 and 2011-12 in the total number of intern documents issued.

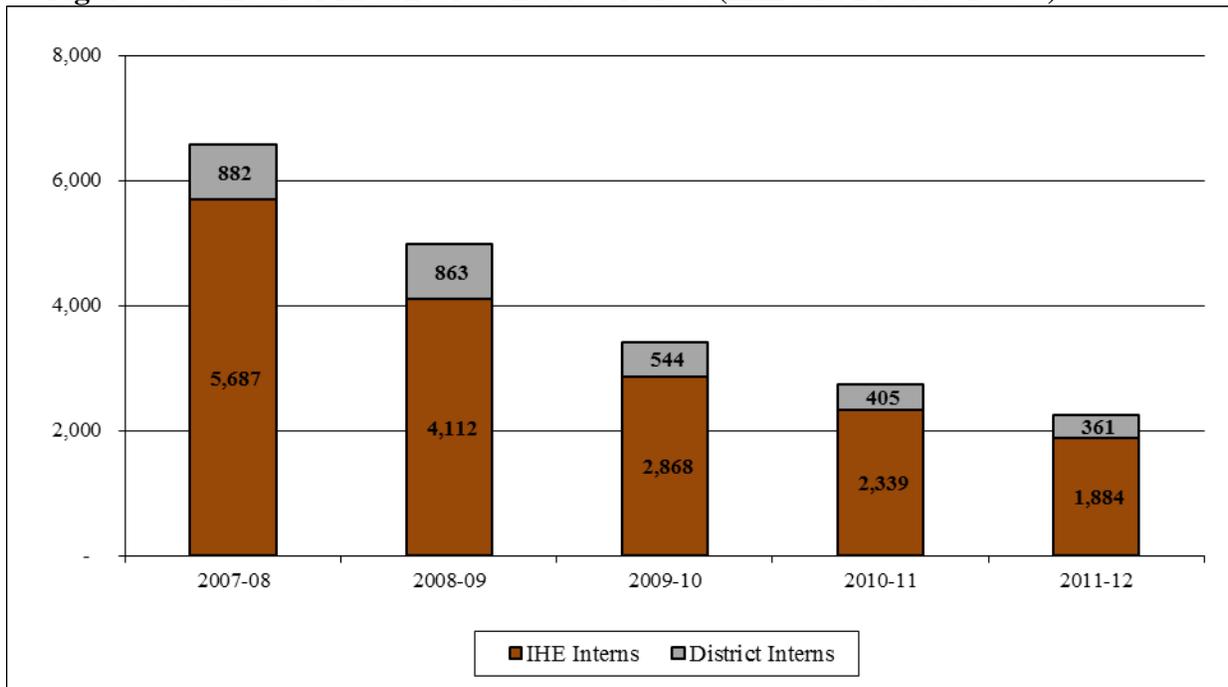
**Table F: Number of Intern Credentials Granted\***

	2007-08	2008-09**	2009-10**	2010-11**	2011-12**	% Change from 10-11
<b>IHE Interns</b>	5,687	4,112	2,868	2,339	1,884	-19.5%
<b>District Interns</b>	882	863	544	405	361	-10.9%
<b>Totals</b>	<b>6,569</b>	<b>4,975</b>	<b>3,412</b>	<b>2,744</b>	<b>2,245</b>	<b>-18.2%</b>

\*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)**



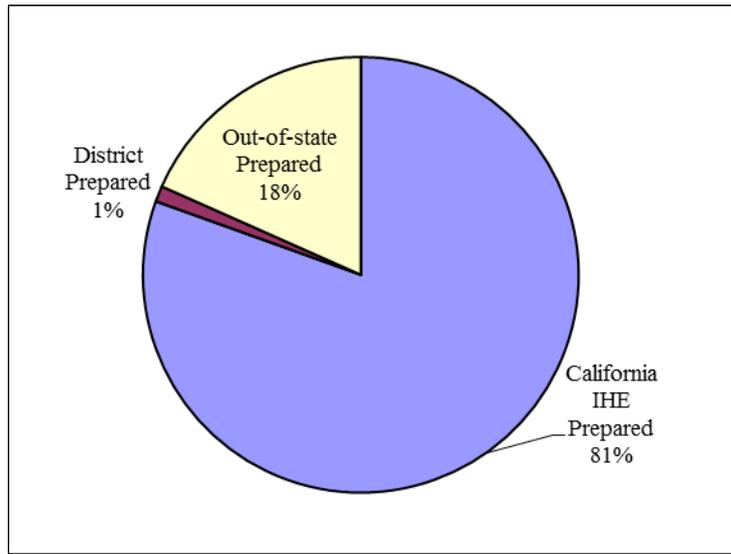
**Who Prepares California’s Teachers?**

California colleges and universities prepared 81 percent of the newly credentialed teachers in California during fiscal year 2011-12. Teachers prepared in other states who became credentialed in California comprised 17.5 percent of newly credentialed California teachers. The remaining 1.5 percent of teachers was prepared through school district intern programs.

**Table G: Number of Teachers Prepared by Credential Type and Institution Type, 2011-12**

Certification Route	Multiple Subject	Single Subject	Education Specialist	Totals	Percent
California IHE Prepared	5,102	5,190	3,038	13,330	81.0%
District Prepared	31	85	124	240	1.5%
Out-of-state Prepared	1,134	1,245	501	2,880	17.5%
<b>Total</b>	<b>6,267</b>	<b>6,520</b>	<b>3,663</b>	<b>16,450</b>	<b>100.0%</b>

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

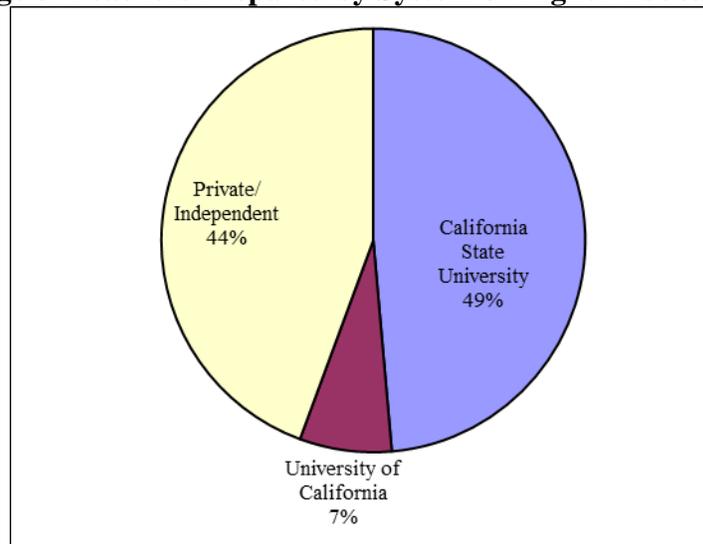


Of the three university systems – California State University (CSU), University of California (UC), and Private/Independent colleges and universities – CSU campuses prepared almost half (48.6 percent) of the new teachers in the fiscal year 2011-12. Private/Independent colleges and universities prepared 44.4 percent and UC programs prepared 7.0 percent of the new teachers.

**Table H: Percentage of Teachers Prepared by System of Higher Education, 2011-12**

Segment	Totals	Percent
California State University	6,479	48.6%
University of California	936	7.0%
Private/Independent College/University	5,915	44.4%
Total	13,330	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.

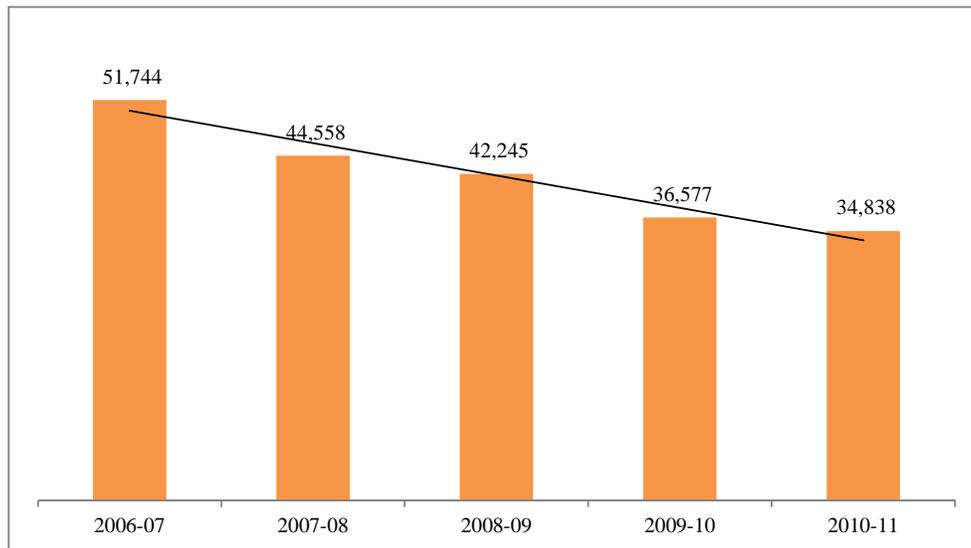
**Table I: Total Teacher Preparation Program Enrollment by Fiscal Year**

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change from 09-10
<b>Enrollment Totals</b>	<b>51,744</b>	<b>44,558</b>	<b>42,245</b>	<b>36,577</b>	<b>34,838</b>	<b>-4.8%</b>

*Note: Enrollment data for 2011-2012 will not be available until summer 2013. 2010-11 is the most recent data available. Enrollment data represents candidates enrolled for their initial credentials during the timeframe September 1, 2010 to August 31, 2011.*

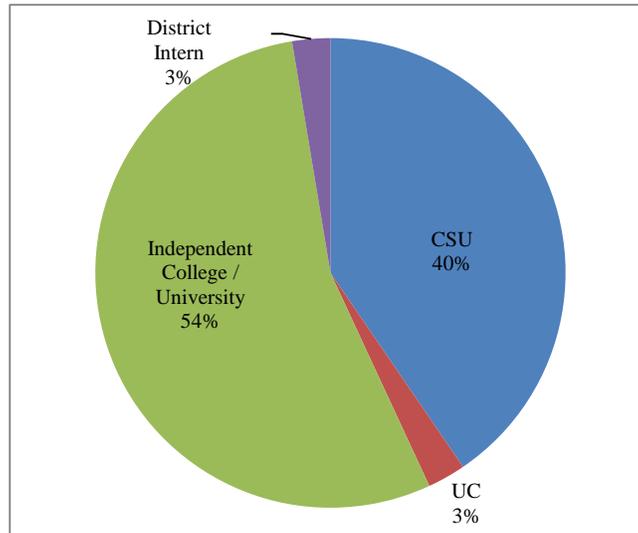
*Source: Annual Report Card on California Teacher Preparation Program for the Academic Year 2010-2011 as required by Title II of Higher Education Act.*

**Figure 9: Total Enrollment (Traditional and Alternative Routes), 2006-07 to 2010-11**



Total teacher preparation enrollment was down by 4.8 percent between 2009-10 and 2010-11. Overall, total teacher preparation enrollment declined almost 17,000 in the past five years. This is a decrease of 33 percent between 2006-07 and 2010-11.

**Figure 10: Total Teacher Preparation Enrollment by Segment, 2010-2011**



More than half (54.3%) of the total enrollment in 2010-11 was in Private/Independent colleges and universities; more than two-fifths (40.5%) were enrolled in the CSU system. The UC system enrolled 3 percent and District Intern programs enrolled the remaining 3 percent.

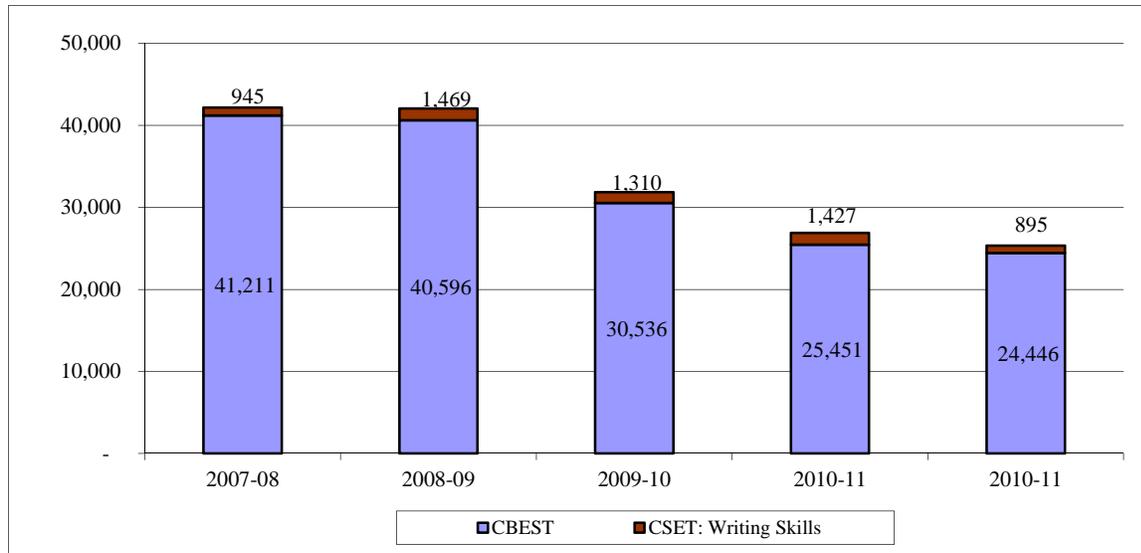
Historically another indicator of interest in teaching has been the number of individuals taking the California Basic Educational Skills Test (CBEST). This exam measures an individual's basic competence in reading, writing and mathematics and was a required prerequisite for most teaching and service credentials in California. Beginning in May 2007, an additional option became available for individuals to meet the Basic Skills Requirement (BSR) for a credential. Individuals interested in earning a Multiple Subject teaching credential now had the option of passing the California Subject Examinations for Teachers: Multiple Subjects (CSET:MS) plus an additional Writing Skills subtest. On January 1, 2009, two other options for satisfying the BSR 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 in order to satisfy the BSR.

Overall, the number of basic skills examinees decreased by 6 percent between 2010-11 and 2011-12. When the number of basic skills examinees was considered separately, the decrease was around 4 percent for CBEST and was around 37 percent for CSET Writing Skills. The Commission has no data on the number of individuals who satisfy the BSR through the CSU EAP or the CSU Placement Tests or individuals who fulfill the requirement in states outside California. Overall, the number of Commission administered basic skills examinees (CBEST and CSET Writing) decreased by about 17,000 or 40 percent in the past five years.

**Table J: Number of Basic Skills Examinees**

	2007-08	2008-09	2009-10	2010-11	2011-12	% Change over 10-11
CBEST	41,211	40,596	30,536	25,451	24,446	-3.9%
CSET: Writing Skills	945	1,469	1,310	1,427	895	-37.3%
Total	42,156	42,065	31,846	26,878	25,341	-5.7%

**Figure 11: Number of Basic Skills Examinees, 2007-08 to 2011-12**



### Teachers Who Earned an English Learner Authorization

California's K-12 students who are English learners (EL) require teachers with the specialized knowledge and skills to support these students' English language acquisition as well as access to academic content across the curriculum. According to the California Department of Education (CDE), there were 1.4 million English learner students in public schools in 2010-11 (<http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>).

The Commission has focused a variety of recent activities on addressing and improving preparation for meeting the needs of students who are English learners and on updating the knowledge and skills required of individuals who teach or provide services to these students. The Commission has approved several pathways for an individual to gain or demonstrate that he or she has the knowledge, skills, and abilities to teach English learners:

- Complete a Commission-approved Multiple Subject, Single Subject or Education Specialist Preliminary Teacher Preparation Program, where EL pedagogy is embedded in the program; or
- Complete a Commission-approved California Teachers of English Learners (CTEL) Program or a Commission-approved Bilingual Authorization Program; or
- Pass the Commission-adopted CTEL Examination; or
- Complete a Commission-approved Certificate of Completion of Staff Development (CCSD) - currently available only for holders of specific credentials.

All California-prepared teachers earn an English learner authorization based on their preliminary teacher preparation program coursework. Individuals admitted to California Multiple and Single Subject teacher preparation programs on or after July 1, 2002 are required to complete the requirements for an English learner authorization for issuance of a preliminary credential. In addition, California-prepared individuals recommended for Education Specialist Instruction Credentials on or after July 1, 2007 must also complete the requirements for an English learner authorization for issuance of a Level I or preliminary credential. The California Teacher of English Learners (CTEL) examination and approved programs are available to individuals who were prepared in California prior to this requirement and to individuals prepared outside California. The examination and the approved programs address the same subject matter requirements. There are eighteen approved CTETL programs. In 2011-12, more than 900 teachers obtained EL authorizations through the CTETL examination.

The Emergency Crosscultural, Language and Academic Development (CLAD) Permit is only required by the following individuals when assigned to instruct English learners in California's public schools before earning a CLAD Certificate or English learner authorization:

- Admitted to a California program before July 1, 2002 and earned a preliminary or clear Multiple/Single Subject Teaching Credential without an English learner authorization; or
- Earned an Education Specialist Instruction Credential prior to July 1, 2007 without an English learner authorization; or
- Out-of-state and out-of-country prepared teachers; or
- Holds a services credential with a special class authorization, designated subjects teaching credential, or other type of permit that serves as a prerequisite for the emergency permit.

An Emergency Bilingual Permit authorizes the holder to provide the same services as an Emergency CLAD Permit and content instruction delivered in the language of emphasis in the subjects and at the levels authorized by the prerequisite credential or permit. An Emergency Bilingual Permit is appropriate for individuals assigned to positions requiring content instruction delivered in the language of emphasis who do not yet hold an English learner authorization or who need to upgrade their English learner authorization to a bilingual authorization.

The Commission took action in December 2012 to amend regulations in order to reduce the number of emergency permit reissuances from four to two to limit the potential time an individual may teach outside of his/her authorized area. Proposed regulations are currently pending in order to implement this change.

The 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 CCSD 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.

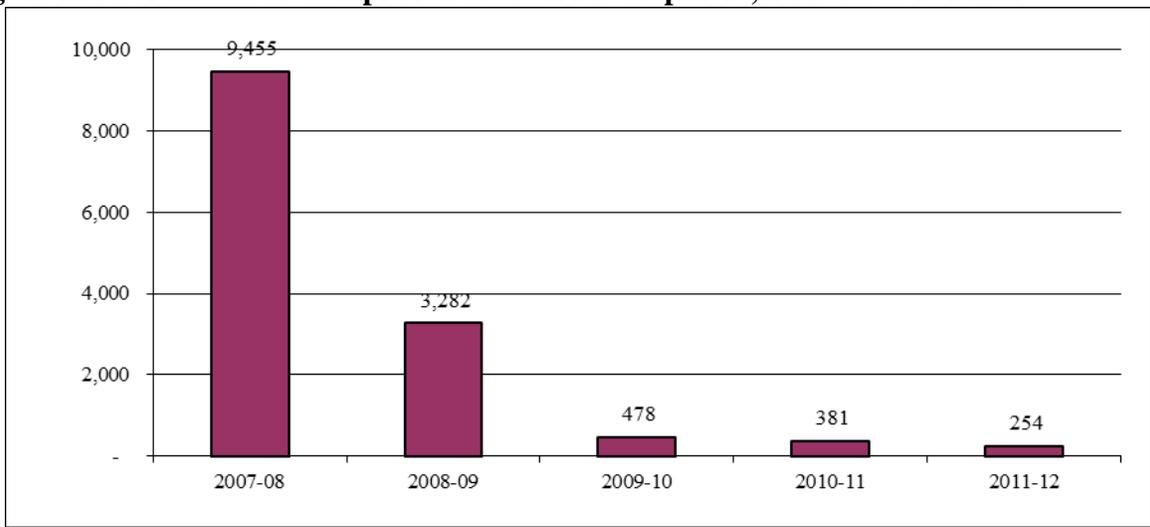
For detailed data on all EL authorizations, please refer to Table 4A. CLAD and Bilingual Crosscultural, Language and Academic Development (BCLAD) permits and waivers requested by school districts are presented in Table 4B and 4C. Data on EL and bilingual misassignments by county is presented in Table 6A and 6B (*these tables are available in the online version of this report*).

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

2007-08	2008-09	2009-10	2010-11	2011-12	% Change from 10-11
9,455	3,282	478	381	254	-33.3%

*Note: Data does not include waivers; there were 108 waivers issued in 2008-09, 90 in 2009-10, 121 in 2010-11, and 100 in 2011-12.*

**Figure 12: Certificate of Completion of Staff Development, 2007-08 to 2011-12**



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

The NCLB reauthorized the Elementary and Secondary Education Act (ESEA) of 1965. The federal law requires states to develop assessments linked to teacher quality. To align with NCLB, California’s State Board of Education established that teachers of NCLB core academic subjects must have:

- a bachelor’s degree; and
- a state credential or an intern credential for no more than three years; and
- core academic subject matter competence.

### *Short-Term Staff Permits and Provisional Internship Permits*

This section shows the numbers of Short-Term Staff Permits (STSP), Provisional Internship Permits (PIP), and Waivers that were issued in 2011-12. These documents are not compliant with the Highly Qualified Teacher (HQT) Requirement in the NCLB Act. HQT compliance falls under the authority of the State Board of Education and the California Department of Education.

Prior to 2005, the Commission issued emergency multiple subject, single subject, and education specialist teaching permits at the request of California public school employers. An individual could hold a maximum of five permits of each type as long as the renewal requirements were met. With the passage of the Federal NCLB Act, the Commission took action on December 4, 2003 to discontinue the issuance of emergency multiple subject, single subject and education specialist teaching permits effective July 1, 2006, with the understanding that there would be a continuing need for documents to address staffing needs. Thus, the Commission developed the STSP and the PIP in 2005 to address the two distinct types of staffing needs identified – acute and anticipated.

A STSP may be requested by an employing agency when there is an acute staffing need. An “acute staffing need” exists when an employer needs to fill a classroom immediately based on an unforeseen need. STSPs are restricted to service in the employing agency that requests issuance of the permit and are valid for one school year and are not renewable.

A PIP may be requested by an employing agency when there is an anticipated staff need. An “anticipated staffing need” exists when a district is aware that an opening is going to occur and conducts a diligent search for a credentialed teacher, but is unable to recruit one. PIPs are restricted to service within the employing agency that requests issuance of the permit and are issued for one calendar year. Currently, the PIP is able to be renewed once if renewal requirements are met; however, the Commission took action to eliminate this one time option for renewal and proposed regulations are currently pending in order to implement this change.

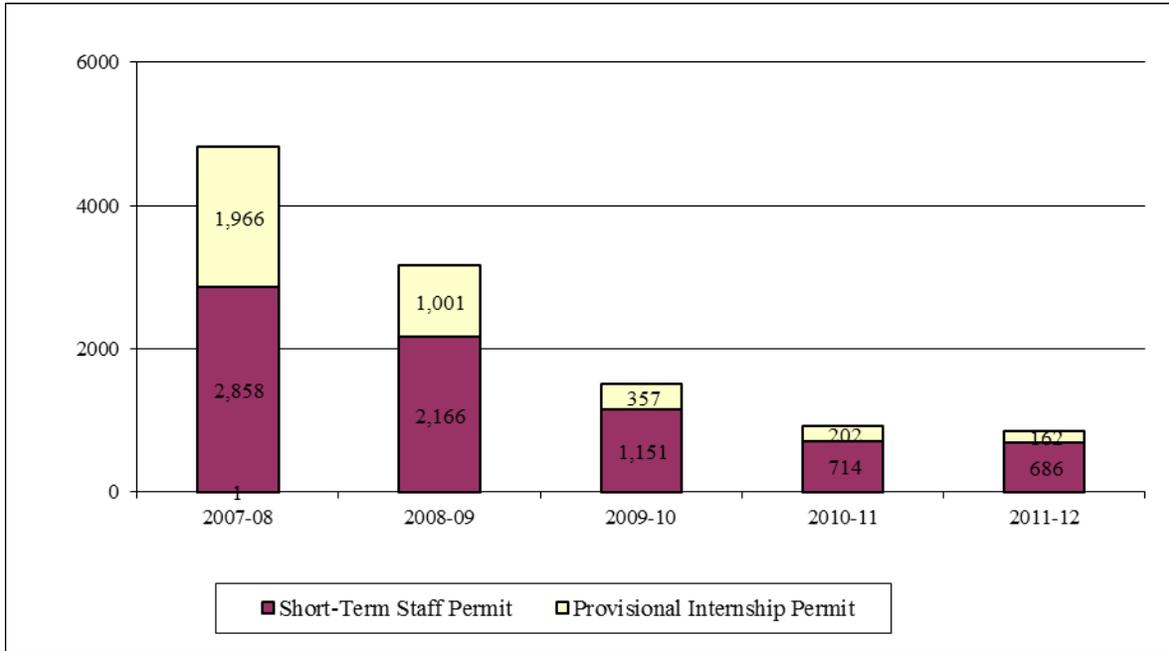
Overall, there is a declining trend in the total number of permits issued with a decrease in permits by 7.4 percent between 2010-11 and 2011-12; with a decrease of 3.9 percent in the STSP and about 20 percent in the PIP.

**Table L: Number of STSP and PIP Permits Issued**

	2007-08	2008-09	2009-10	2010-11	2011-12	% Change from 10-11
Short-Term Staff Permit (STSP)	2,858	2,166	1,151	714	686	-3.9%
Provisional Internship Permit (PIP)	1,966	1,001	357	202	162	-19.8%
<b>Total</b>	<b>4,824</b>	<b>3,167</b>	<b>1,508</b>	<b>916</b>	<b>848</b>	<b>-7.4%</b>

*Note – PIP includes first-time, new type, reissuance, and renewals.*

**Figure 13: Number of STSP and PIP Permits Issued, 2007-08 and 2011-12**



*Limited Assignment Teaching Permits*

Limited Assignment Teaching Permits were designed to allow fully credentialed teachers to teach outside their authorized areas while completing the requirements to earn an added authorization, supplementary authorization, or subject matter authorization. Limited Assignment Teaching Permits are issued at the request of, and are restricted to service with, a California public school employer to fill vacancies. These permits allow employing agencies flexibility, especially in rural and remote areas of the state, to assign individuals to teach in more than one subject area.

The Commission issues General Education Limited Assignment Teaching Permits (GELAP) in any statutory subject area available on a Single Subject or Multiple Subject teaching credential. An individual must hold a valid California general education teaching credential to qualify for a GELAP. The Multiple Subject GELAP authorizes the holder to teach self-contained classes, such as those generally found in elementary schools. The Single Subject GELAP authorizes the holder to teach departmentalized courses within the authorized content area(s) named on the document, such as those generally found in the middle and high schools. GELAPS are valid for one year and may be reissued twice in any one specific subject.

The Special Education Limited Assignment Teaching Permit (SELAP) was added to the Title 5 Regulations effective July 3, 2009. A SELAP may be issued in any of the seven Education Specialist Instruction Credential specialty areas while the holder completes the requirements for an Added Authorization in Special Education or a full authorization in one of the Education Specialist specialty areas. An applicant for the SELAP must hold a valid California special education teaching credential or a clear or life Speech-Language Pathology or Clinical or Rehabilitative Services credential with a Special Class Authorization. A SELAP is valid for one year and may be reissued twice in any one specific specialty area.

Table M provides data on the number of Limited Assignment Permits issued for the past five years. There is a decrease of about 3 percent for GELAP multiple subject, 6 percent for GELAP single subject and 27 percent for SELAP. Overall, there was a decline of 13 percent in all limited assignment permits between 2010-11 and 2011-12.

**Table M: Number of Limited Assignment Permits Issued**

	2007-08	2008-09	2009-10	2010-11	2011-12	% Change from 10-11
General Education Multiple Subject Teaching Permit	28	26	23	34	33	-2.9%
General Education Single Subject Teaching Permit	874	786	647	754	708	-6.1%
Special Education Limited Assignment Teaching Permit	NA	NA	106	404	294	-27.2%
<b>Total</b>	<b>902</b>	<b>812</b>	<b>776</b>	<b>1,192</b>	<b>1,035</b>	<b>-13.2%</b>

*Note – Data on limited assignment teaching permit was published starting in the 2011-12 report. SELAPs were first issued in 2009.*

#### *Variable Term Waivers*

Waivers are the final option for public school employers within the hiring priority. Since July 1994, the Commission has had the authority to issue waiver documents that have expressly to do with educator preparation and credentialing and with the ability of employers to employ or assign persons who are not appropriately credentialed for their assignment. Variable Term Waivers give the employer the ability to meet staffing needs when a suitable fully qualified credentialed employee cannot be found. Employing agencies must complete a diligent search for a suitable credentialed teacher or qualified intern teacher before requesting a credential waiver.

Criteria for Variable Term Waivers are set by the Commission and include specific requirements for designated high and low incidence credentialing areas including verification of recruitment efforts, evidence of qualifications to teach in the assignment and a commitment to meet the credentialing goals. Waivers are issued or denied based upon the criteria and factors such as an employer’s continuing needs; the support the employer will provide to the applicant; or extenuating, extraordinary and unanticipated circumstances.

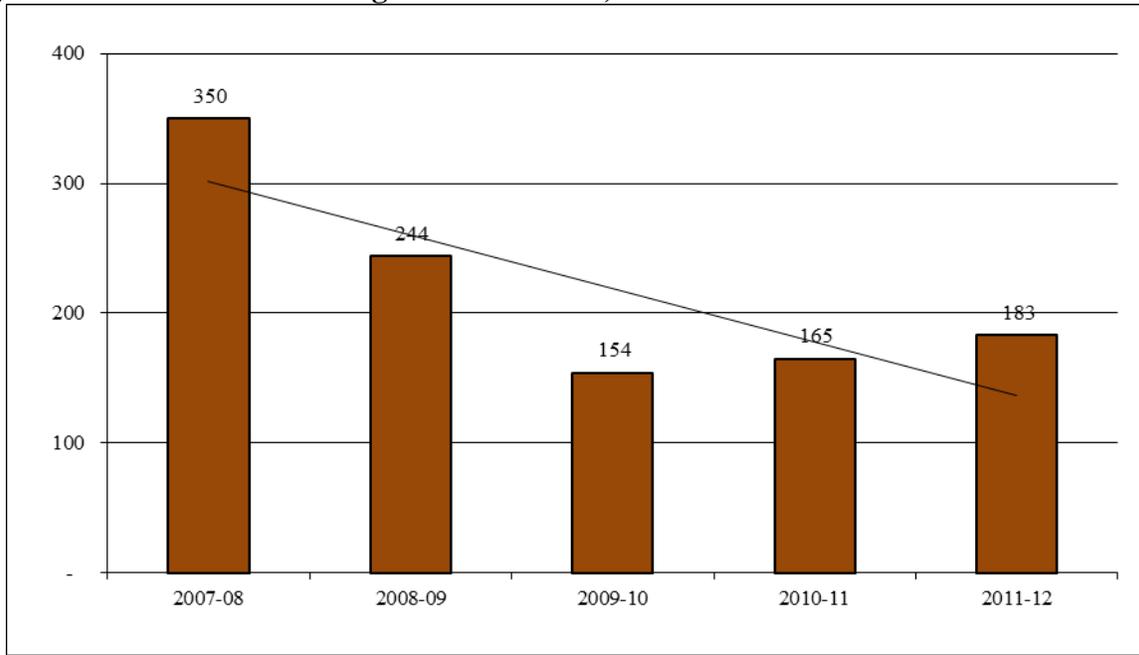
The number of teaching credential waivers issued in 2011-12 increased by 10.9 percent between 2010-11 and 2011-12, as illustrated in Table N. Although there was an increase in the number of waivers in the past two years, overall the number of waivers issued decreased by more than 160 waivers (about 48 percent) in the past five years.

**Table N: Number of Teaching Waivers Issued**

2007-08	2008-09	2009-10	2010-11	2011-12	% Change from 10-11
350	244	154	165	183	10.9%

*Note – Data includes first-time, new type, and reissuance of waivers for Multiple Subject, Single Subject and Education Specialist Credentials.*

**Figure 14: Number of Teaching Waivers Issued, 2007-08 to 2011-12**



**Number of Individuals Employed in Public Schools Holding Teaching Documents**

Table O shows the total number of individuals holding teaching documents who were employed in California public schools during fiscal years 2010-11 and 2011-12. The table also shows these numbers as a percentage of the total teaching staff<sup>1</sup>. 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 university intern credentials has decreased from 0.8 percent in 2010-11 to 0.7 percent in 2011-12. STSP and PIP accounted for 0.2% and 0.1%, respectively. Limited Assignment teaching permits accounted for 0.4% and waivers for 0.1 percent of the total K-12 public school teachers.

**Table O: Number of Individuals Holding Teaching Documents**

	2010-11		2011-12	
	Number	% of Total	Number	% of Total
Fully Credentialed	281,959	98.3%	279,375	98.4%
University Intern	2,339	0.8%	1,884	0.7%
District Intern	405	0.1%	361	0.1%
Provisional Intern Permit (PIP)	202	0.1%	162	0.1%
Short-Term Staff Permit (STSP)	714	0.2%	686	0.2%
Limited Assignment Teaching Permit	1,185	0.4%	1,035	0.4%
Waivers	165	0.1%	183	0.1%
<b>Total</b>	<b>286,969</b>	<b>100.0%</b>	<b>283,836</b>	<b>100.0%</b>

<sup>1</sup> Data Source: California Department of Education 2011-12

## **Summary**

Fiscal year 2011-12 saw the number of individuals initially earning a California teaching credential decrease by about 12 percent (Table A). This is the eighth straight year in which the total number of initial teaching credentials issued has decreased. The number of credentials issued declined for two routes – California IHE Prepared (-13.8 percent) and teachers prepared out-of-state (-7.5 percent), whereas District Prepared showed a slight increase (by 1.7 percent).

California IHEs prepared more than three-fourths (81 percent) of the total new teaching credentials issued in 2011-12 (Table G).

There was an overall decrease of 18 percent for candidates who enrolled in intern programs (Table F). The overall number of candidates enrolled in teacher preparation programs declined for the tenth consecutive year (Table I). Teacher preparation program enrollment decreased by about 17,000 candidates in the past five years (Figure 9).

The number of individuals taking Commission examinations to meet the BSR decreased by 6 percent over the previous fiscal year (Table J).

There has been a significant decrease in teaching permits (PIP and STSP) issued in the past five years (Table L). The number of permits decreased by 7 percent between 2010-11 and 2011-12. The limited assignment teaching permits (GELAP and SELAP) decreased by about 13 percent between 2010-12 and 2011-12.

Though there was an increase in the number waivers issued for teaching credentials in the past two years, overall, the number of waivers have decreased by 48 percent in the past five years.

Overall, in the public schools there was a slight increase (0.1 percent) in fully-credentialed teachers in proportion to all those teaching in California public schools (Table O). Fully-credentialed teachers represented 98.4 percent of all California public school teachers in 2011-12, up from 98.3 percent in 2010-11.

