
4D

Action

Educator Preparation Committee

Teacher Supply in California, 2013-2014 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: Does the Commission approve transmitting this report to the Governor and the Legislature?

Recommended Action: That the Commission approve the *Teacher Supply in California, 2013-14*, report for transmittal to the Governor and the Legislature.

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

Strategic Plan Goal

II. Program Quality and Accountability

- d) 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 initially issued authorizing service to teach in California public schools or schools under public contract for fiscal year 2013-14. The report responds to the requirements specified in statute and provides a tool for policymakers and others interested in teacher supply.

This report is organized with the following headings:

- Teacher Supply Data: New Teaching Credentials Issued in California
- New Teaching Credentials Issued by Type
- Distribution of Credentials Issued by Preparation Pathway and Type of Program Sponsor
- Teachers Prepared Through Alternative Certification Pathways (Intern Programs)
- Future Teacher Supply Indicator: Teacher Preparation Program Enrollment Data
- Other Teaching Credentials (Career Technical Education and Designated Subjects Special Subjects) Issued
- Number of English Learner Authorizations Issued
- Number of Teaching Permits and Waivers Issued
- Comparison of Fully Credentialed Teachers Serving in California Public Schools versus New Intern Credentials, Permits, and Waivers Issued
- Demographic Data: Age Distribution for Holders of New Teaching Credentials
- Demographic Data: Gender and Ethnicity Distribution of Current Teaching Workforce

Selected findings are provided below that summarize the information contained in the full report for California during fiscal year 2013-14:

- There was a decrease of 3 percent in the number of newly issued credentials across all three types of preliminary teaching credentials (i.e., Multiple Subject, Single Subject, and Education Specialist).
- 2013-14 is the tenth consecutive year in which the total number of initial teaching credentials issued has decreased. There was a decrease of 26 percent over the past five years in the number of new teaching credentials initially issued.
- There was an increase in the number of permits issued and therefore a decrease of 0.5 percent in number of fully-credentialed teachers serving in California public schools. The percentage was down from 98.5 percent to 98.0 percent in 2013-14.

- The average age for new intern credential holders differed by type – ranging from 29.4 years for Single Subject intern credentials to 36.1 years for Education Specialist (special education) district intern credentials.

Teacher Supply in California, 2013-2014

A Report to the Legislature

Introduction

This agenda item provides a report of multiple subject, single subject and education specialist credentials awarded by the Commission in 2013-14. The report also includes information on other certificates, authorizations, permits and waivers issued in 2013-14. Additional detailed data tables are provided in the *Appendix* <http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-4D-appendix.pdf> as follows:

Table 1	Distribution of New Credentials by Type and Institution
Table 1A	Distribution of University Intern Credentials by Type and Institution
Table 2	Distribution of Credentials Recommended by Type and District Intern Program Sponsor
Table 3	Distribution of New Credentials Issued Based on Out of State Preparation by Type and Subject
Table 3A	Distribution of Designated Subject Career Technical Education (CTE) Teaching Credentials by Type and Institution
Table 3B	Distribution of Designated Subject Career Technical Education (CTE) Teaching Credentials by Industry Sector
Table 4	Distribution of Credentials, Intern Credentials, Permits, and Waivers by Subject Area
Table 4A	Distribution of English Learner Authorizations Issued on Credentials, Certificates, Permits and Waivers
Table 4B	Distribution of Permits and Waivers for English Learner Authorizations by County
Table 4C	Distribution of Permits and Waivers for English Learner Authorizations by County and School District
Table 4D	Distribution of Certificates of Completion of Staff Development (CCSD) by Recommending Agency
Table 5A	Distribution of Intern Credentials, Permits and Waivers by County
Table 5B	Distribution of Intern Credentials, Permits and Waivers by County and School District
Table 5C	Distribution of Intern Credentials, Permits and Waivers by County, School District, Type and Subject Area
Table 6A	Distribution of Teaching Misassignments in Schools Ranked in Deciles 1-3, by County
Table 6B	Distribution of Teaching Misassignments in Schools Ranked in Deciles 1-3 by County and School District
Table 6C	Distribution of Teaching Misassignments in Schools Ranked in Deciles 1-3 by County, School District and School Site

Background

Assembly Bill 471 (Chap. 381, Stats. 1999) requires the Commission on Teacher Credentialing (Commission) to report to the Governor and Legislature annually regarding teacher supply in California. The requirements of the report are detailed in Education Code §44225.6 (see page 30 of this item) and must include the following:

1. Number of individuals recommended for multiple subject, single subject and special education credentials, by higher education and alternative certification pathways and the type of credential or certificate for which they were recommended;

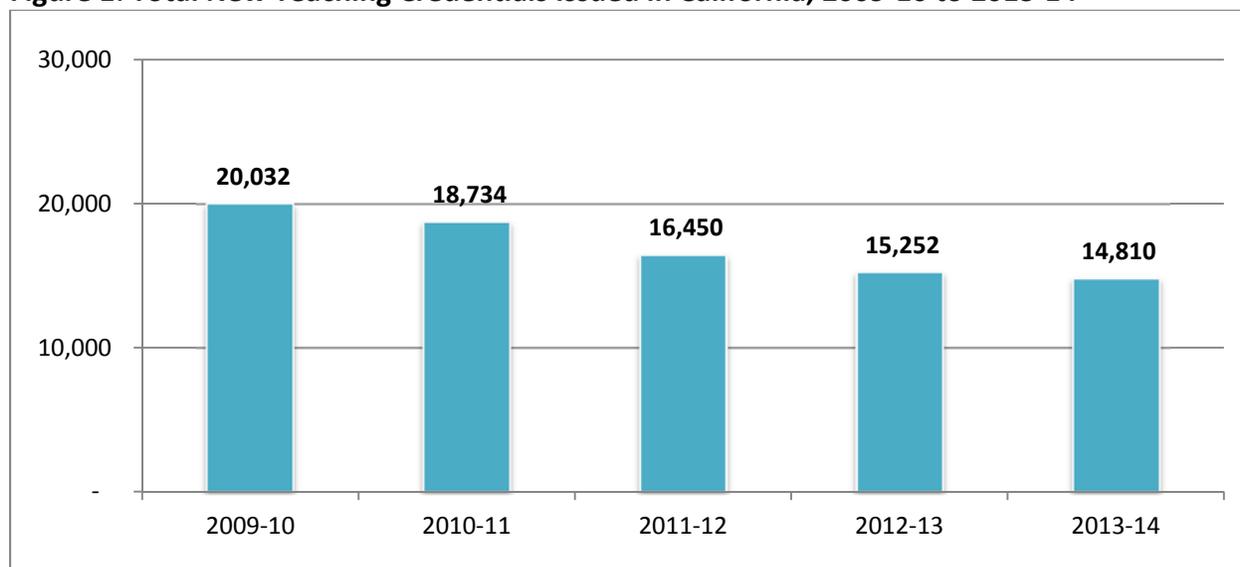
2. Number of individuals issued an initial credential based on a program completed outside of California by the type of credential or authorization issued;
3. Number of individuals issued an emergency permit, credential waiver, or other authorization that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001;
4. Number of individuals issued a Certificate of Completion of Staff Development pursuant to Education Code §44253.10;
5. 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 Intern Credentials
 - Emergency Permits
 - Credential Waivers
 - Preliminary and Clear Teaching Credentials
6. Total number of credentials recommended by all Commission-accredited teacher preparation programs for each of the following:
 - California State University system
 - University of California 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.

Teacher Supply Data: New Teaching Credentials Issued in California

Teachers may earn a California teaching credential through a variety of programs offered by an institution of higher education (IHE) or intern programs offered by a school district, county office of education, or a consortium of districts. All teacher preparation programs must meet the same 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 teaching experience. In 2007, Senate Bill (SB) 1209 (Chap. 517, Stats. 2006) streamlined the process for teachers prepared out of state to obtain a credential in California.

Figure 1 shows the numbers of teachers initially issued a California teaching credential for fiscal years 2009-10 through 2013-14. 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 New Teaching Credentials Issued in California, 2009-10 to 2013-14



The following tables show the types of teaching credentials earned in California through the various pathways – 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 2012-13 and 2013-14.

Table A below illustrates that the new teaching credentials in 2013-14 decreased by 2.9 percent over the previous fiscal year. Although the number of California IHE prepared teachers showed a declining pattern (7.8 percent), the other two pathways (district sponsored and out of state-prepared) showed increases (0.6 percent and 17.8 percent, respectively) between 2012-13 and 2013-14.

Table A: New Teaching Credentials Issued in California by Pathway, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
California IHE Prepared*	16,151	15,459	13,330	12,089	11,145	-7.8%
District Prepared**	250	236	240	350	352	0.6%
Out of State Prepared	3,631	3,039	2,880	2,813	3,313	17.8%
Totals	20,032	18,734	16,450	15,252	14,810	-2.9%

*IHE prepared includes both traditional and intern delivery models.

**District prepared includes only an intern delivery model.

This section of the report focuses on three basic types of preliminary teaching credentials issued by the Commission for service in K-12 academic settings:

- Multiple Subjects teaching credentials authorize service in self-contained classrooms that are commonly offered in most elementary schools and in core settings offered in grades 5 through 8;

- Single Subject teaching credentials authorize service in departmentalized classes that are most commonly offered in middle and high schools; and
- Education Specialist instruction credentials authorize special education instruction in a variety of settings for students with special needs.

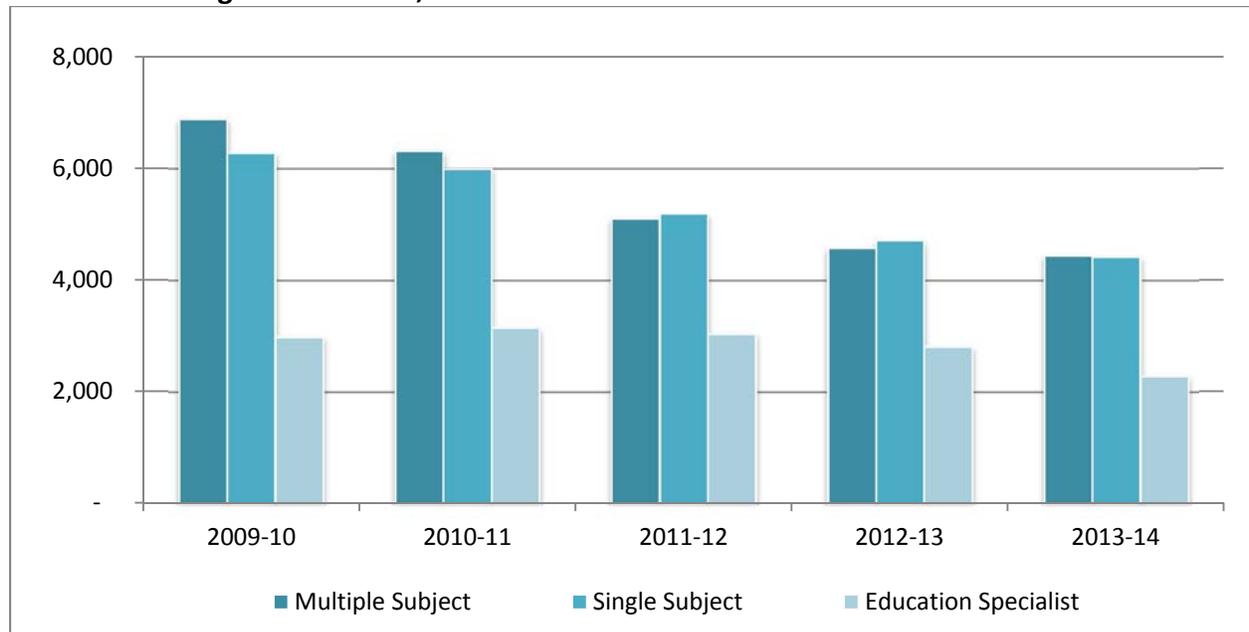
Table B shows a declining pattern in the number of all three types of teaching credentials, ranging from 2.8 percent for multiple subjects to 18.7 percent for education specialist credentials. Overall, there was a decrease of 7.8 percent for all teaching credentials between 2012-13 and 2013-14.

Table B: New Teaching Credentials Issued By Type Based on Preparation in a California Institution of Higher Education*, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
Multiple Subject	6,887	6,315	5,102	4,573	4,444	-2.8%
Single Subject	6,280	5,995	5,190	4,713	4,423	-6.2%
Education Specialist	2,984	3,149	3,038	2,803	2,278	-18.7%
Totals	16,151	15,459	13,330	12,089	11,145	-7.8%

*IHE prepared includes both traditional and intern delivery models.

Figure 2: New Teaching Credentials Issued By Type for Individuals Prepared in a California Institution of Higher Education, 2009-10 to 2013-14



Detailed information on types of credentials issued by higher education segments and individual higher education institutions is available in Table 1 of the *Appendix*.

Table C provides data on the number of teaching credentials issued to individuals who were prepared within a district intern program. Between 2012-13 and 2013-14, there was a small increase (0.6 percent) in the total number of credentials issued by district intern programs. While there was a decrease (by 23.1 percent) for single subject and education specialist (8.4 percent), there was a significant increase (by 121.2 percent) for multiple subject credentials.

Table C: New Teaching Credentials by Type for Candidates Prepared in District Intern Programs, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
Multiple Subject*	5	11	31	33	73	121.2%
Single Subject	112	101	85	78	60	-23.1%
Education Specialist	133	124	124	239	219	-8.4%
Totals	250	236	240	350	352	0.6%

*Number of multiple subject credentials is small; so the % change from 2012-13 should be viewed with caution.

Detailed information on types of credentials issued by district intern programs is available in Table 2 of the *Appendix*.

Figure 3: New Teaching Credentials By Type for Candidates Prepared By District Intern Programs, 2009-10 to 2013-14

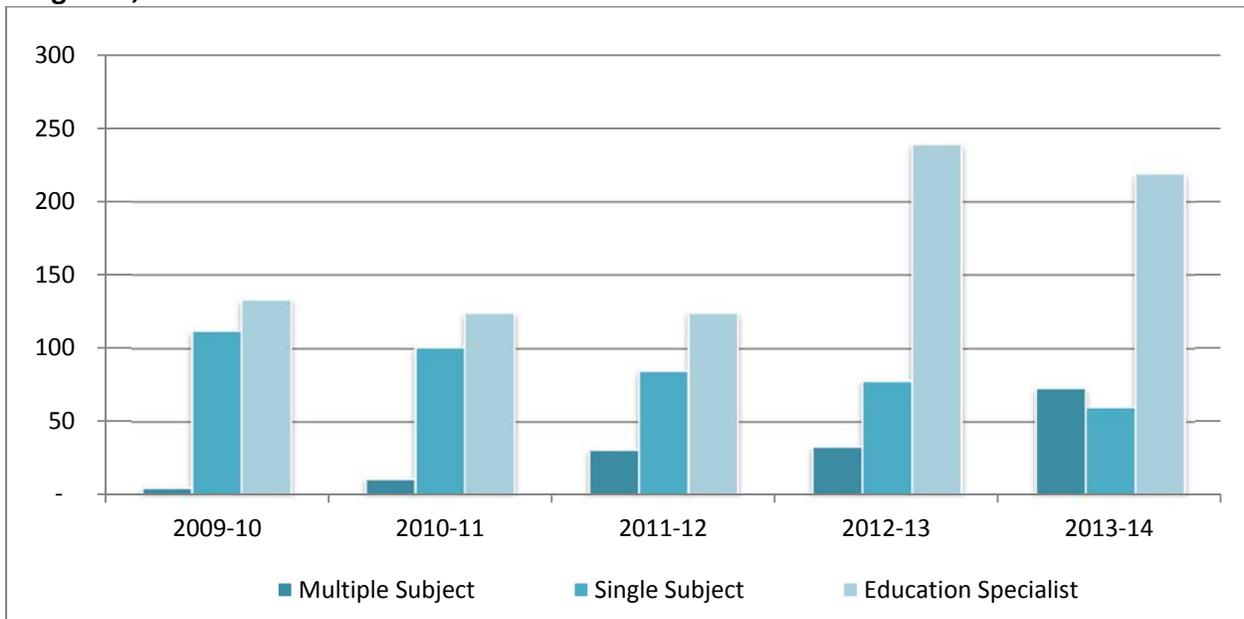


Table D provides data on number of credentials issued to teachers who were trained out of state and out of country. There was an overall increase of 17.8 percent between 2012-13 and 2013-14; there were increases for both multiple subject credentials (by 25.4 percent) and single subject credentials (by 18.9 percent). The education specialist credentials showed a small decrease of 2.4 percent.

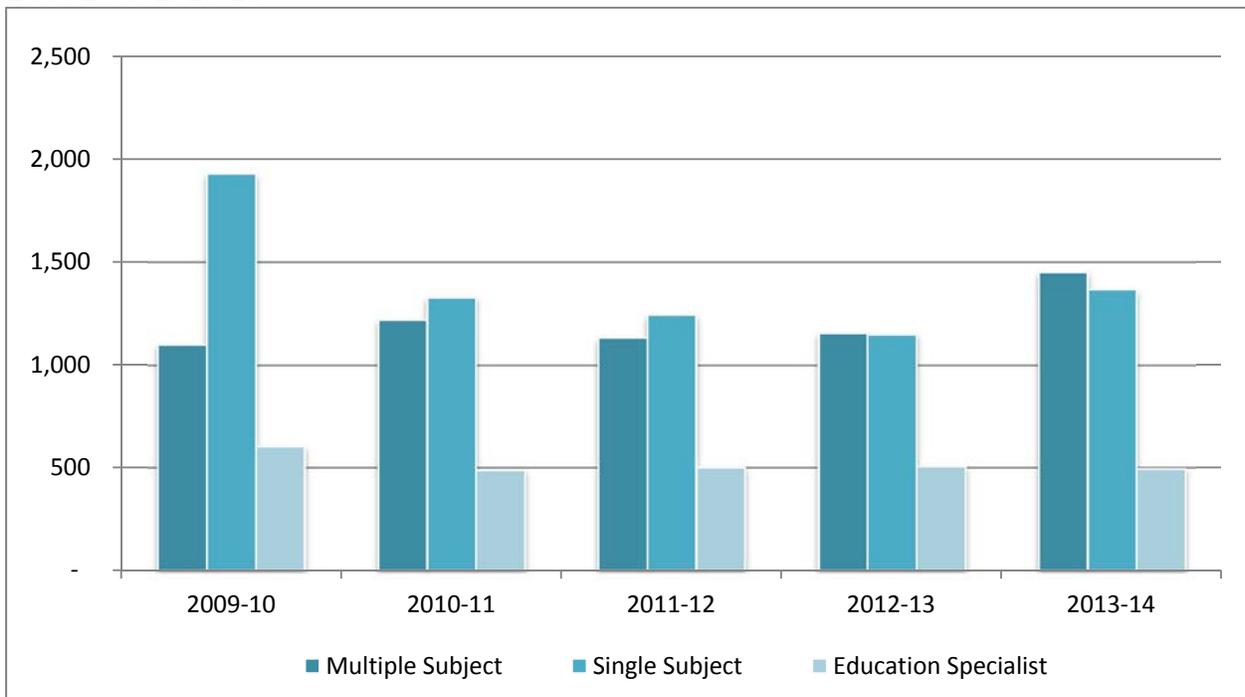
Table D: New California Teaching Credentials Issued for Individuals Prepared Out of State

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
Multiple Subject	1,101	1,220	1,134	1,156	1,450	25.4%
Single Subject	1,929	1,331	1,245	1,151	1,369	18.9%
Education Specialist	601	488	501	506	494	-2.4%
Totals	3,631	3,039	2,880	2,813	3,313	17.8%

Note – Data include new teaching credentials issued to individuals who were prepared out of country also.

Detailed information on types of credentials issued by out of state prepared teachers is available in Table 3 of the *Appendix*.

Figure 4: New California Teaching Credentials Issued for Individuals Prepared Out of State, 2009-10 to 2013-14



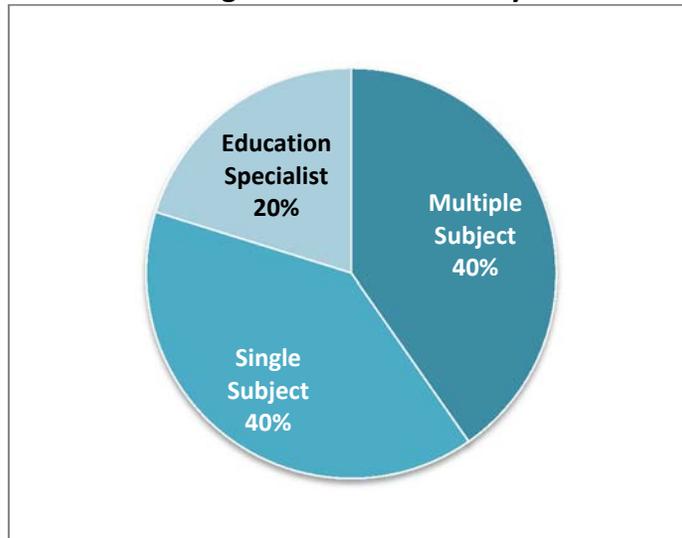
New Teaching Credentials Issued by Type

This section of the 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, new Multiple Subject teaching credentials comprised 40.3 percent of the total number of new credentials issued in 2013-14 at 5,967. Single Subject teaching credentials comprised 39.5 percent at 5,852, and Education Specialist teaching credentials comprised 20.2 percent of the total at 2,991.

Table E: New Teaching Credentials Issued By Type, All Preparation Pathways, 2013-14

Credential Type	Number Issued	Percentage of Total
Multiple Subject	5,967	40.3%
Single Subject	5,852	39.5%
Education Specialist	2,991	20.2%
Totals	14,810	100.0%

Figure 5: Distribution of New Teaching Credentials Issued by Credential Type, 2013-14



Distribution of Credentials Issued by Preparation Pathway and Type of Program Sponsor

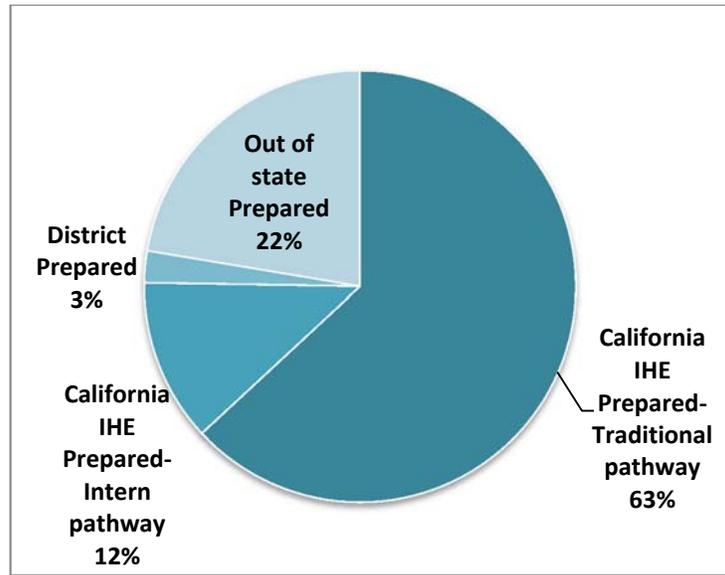
California colleges and universities prepared more than three-fourths (75.3 percent) of the newly credentialed teachers in California during fiscal year 2013-14. Nearly two-thirds (63.1 percent) came through the traditional pathway and about one-eighth (12.2 percent) came through the university intern pathway. Teachers prepared in other states who became credentialed in California comprised 22.4 percent and the remaining 2.4 percent of teachers were prepared through district intern programs.

Table F: New Credentials Issued By Preparation Pathway and Credential Type, 2013-14

Preparation Route	Multiple Subject	Single Subject	Education Specialist	Totals	Percent
California IHE Prepared (traditional pathway)	4,246	3,842	1,256	9,344	63.1%
California IHE Prepared (intern pathway)	198	581	1,022	1,801	12.2%
District Prepared (intern only)	73	60	219	352	2.4%
Out of State Prepared	1,450	1,369	494	3,313	22.4%
Total	5,967	5,852	2,991	14,810	100.0%

Note: Out of state-prepared data includes out of country applicants also.

Figure 6: Distribution of New Teaching Credentials Issued by Preparation Pathway, 2013-14

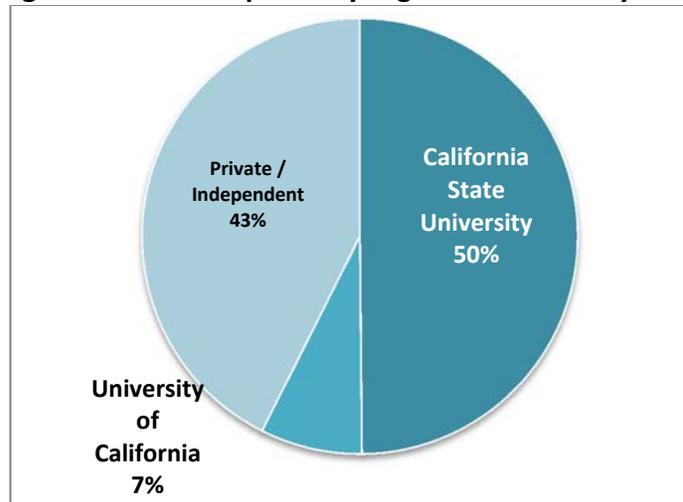


Of the three university systems – California State University (CSU), University of California (UC), and Private/Independent colleges and universities – the CSU system prepared nearly half (49.8 percent) of the new teachers in fiscal year 2013-14. Private/Independent colleges and universities prepared 42.6 percent and UC programs prepared 7.6 percent of the new teachers.

Table G: New Teaching Credentials Issued by Type of Higher Education System, 2013-14

Segment	Total	Percent
California State University	5,555	49.8%
University of California	843	7.6%
Private/Independent College/University	4,747	42.6%
Total	11,145	100.0%

Figure 7: New Teaching Credentials Prepared by Higher Education System, 2013-14



Teachers Prepared Through Alternative Pathways (Intern Programs)

California offers a variety of preparation pathways to provide flexibility for individuals interested in becoming teachers. The traditional pathway to teaching typically includes up to two years 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 a school district, county office of education, or a consortium of districts may only 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 preparation courses.

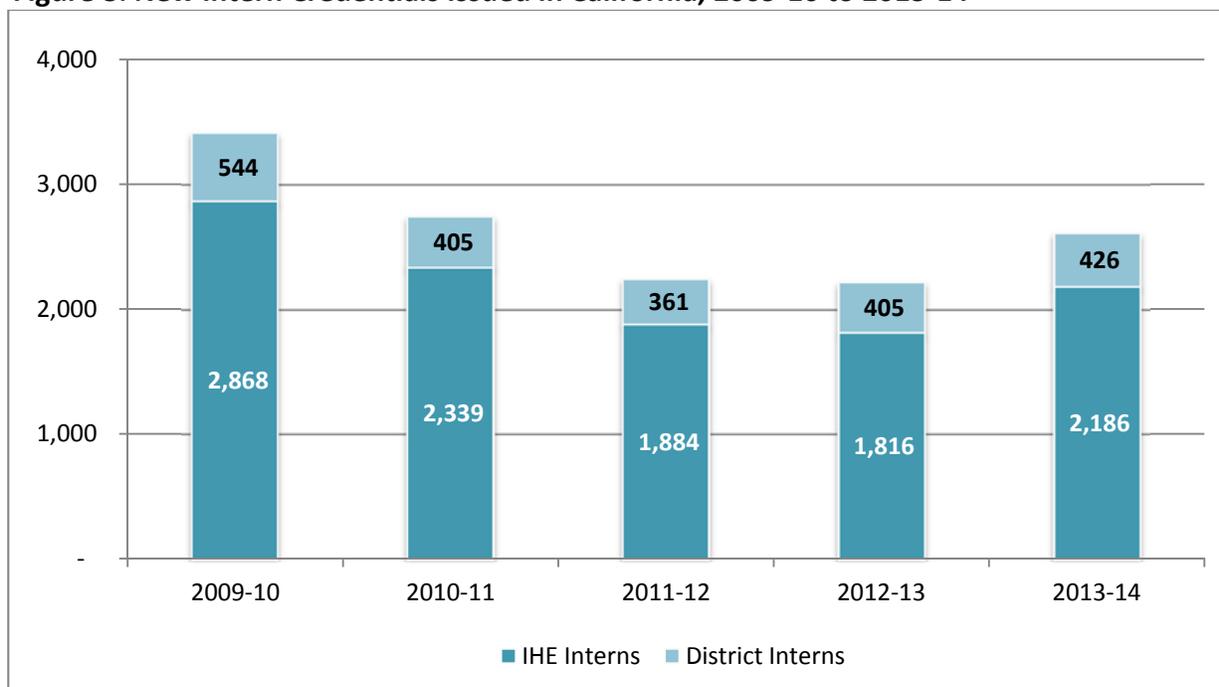
Table H shows the number of intern credentials issued based on both IHE and school district programs over a five-year period. There was an overall increase of 17.6 percent between 2012-13 and 2013-14 in the total number of intern documents issued, district intern credentials increased by 5.2 percent while the university interns increased by 20.4 percent. After a steady decrease in the past four years, there was an upward trend in the intern credentials issued in 2013-14.

Table H: New Intern Credentials Issued in California, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
IHE Interns	2,868	2,339	1,884	1,816	2,186	20.4%
District Interns	544	405	361	405	426	5.2%
Totals	3,412	2,744	2,245	2,221	2,612	17.6%

Intern programs may be one, two or three years in length. Intern credentials are issued for a length of two years (three years for an education specialist district intern). Therefore, the data in Table H represent only those intern credentials initially issued in that fiscal year, and not the total population of interns holding a valid document and serving in California public schools. Upon successful completion of an intern program, candidates are recommended for a preliminary teaching credential.

Figure 8: New Intern Credentials Issued in California, 2009-10 to 2013-14



Detailed information on types of intern credentials issued by higher education systems and individual IHEs are available in Table 1A of the *Appendix*.

Other Types of Teaching Credentials Issued: Designated Subjects Career Technical Education (CTE) Teaching Credentials

Substantial changes were made to both the structure and requirements for the issuance of Designated Subjects (DS) Teaching Credentials over the past five years. Previously, the Commission issued DS Vocational Education Teaching Credentials in 175 different subject areas aligned with a variety of occupations. The provisions of Senate Bill 52 (Chap. 520, Stats.2007) and Senate Bill 1104 (Chap. 576, Stats. 2008), as well as several recommendations made by the Commission-appointed Career Technical Education (CTE) advisory panel, led to significant changes and restructuring for these credentials. The most significant changes included an update in the title from (DS) Vocational Education to Career Technical Education and a reduction of the 175 vocational subjects listed on the DS Vocational Education Teaching Credential to 15 broad Industry Sectors. During the transition between the various bills and regulations, the Commission issued eight different types of Designated Subjects CTE and Vocational Education Teaching Credentials between January 1, 2009 and August 31, 2013.

Since January 1, 2009, the Commission has had the authority to issue a Three-Year Preliminary DS CTE Teaching Credential upon recommendation by a CTE program sponsor approved under the revised standards. The *Standards of Quality and Effectiveness for Career Technical Education Teachers* were adopted by the Commission in August 2008. This report focuses on data only for the DS CTE Teaching Credential issued in the 15 industry sectors.

The *Preliminary* Designated Subjects CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, in career technical education, trade or vocational courses. The *Clear* Designated Subjects CTE Teaching Credential retains the same authorization but also includes an authorization to provide Specially Designed Academic Instruction Delivered in English (SDAIE) for students identified as English learners within career technical education, trade or vocational courses.

The Preliminary credential is valid for three years, providing time for the educator to complete a Commission-accredited program and all requirements for the Clear credential. The Clear credential is valid for five years and must be renewed every five years.

Available subjects, also known as *industry sectors*, are as follows:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

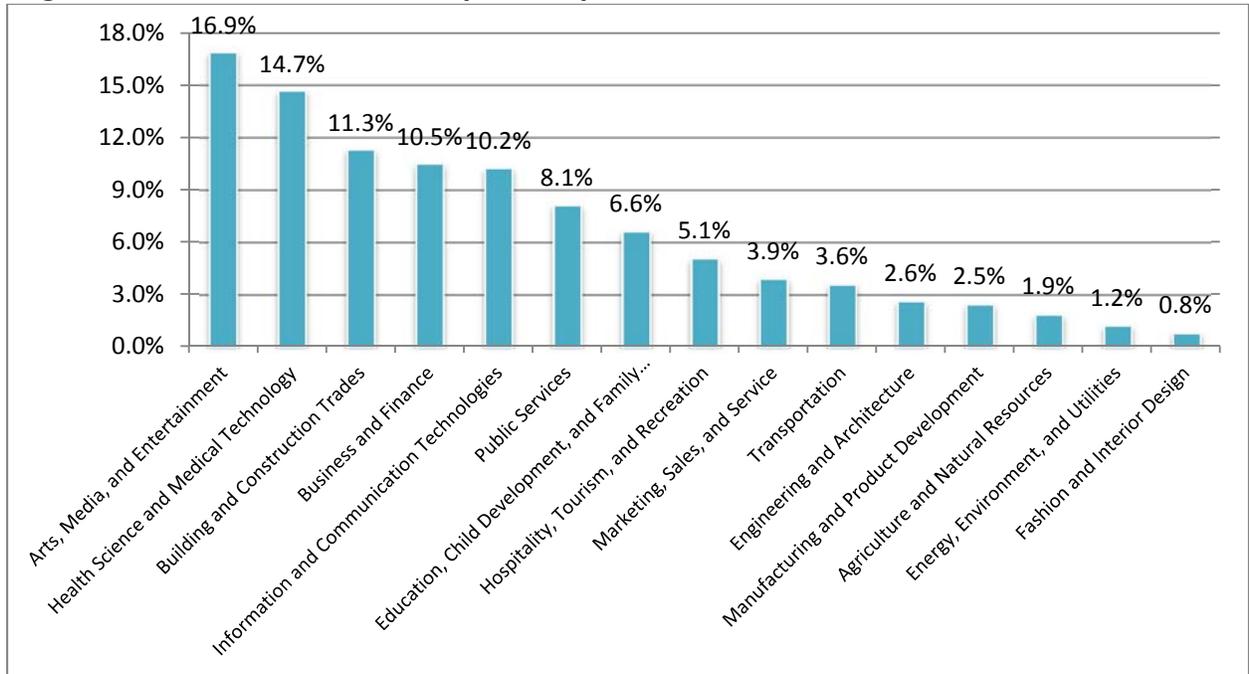
Seventeen California program sponsors offer preparation for DS CTE credentials. The following table provides data on the number of DS CTE credentials issued in the past five years. Between 2012-13 and 2013-14, the number of preliminary credentials issued increased by 14.4 percent and the number of clear credentials showed a small increase (2.4 percent). The data does not include the DS Vocational Education teaching credentials issued in the 175 occupational subject areas during the transition; therefore, there may be fluctuations in this first five-year data set as programs transitioned to the new CTE standards over a period of time.

Table I: CTE Credentials Issued: 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
Preliminary	864	880	809	863	987	14.4%
Clear	494	364	360	619	634	2.4%
Totals	1,358	1,244	1,169	1,482	1,621	9.4%

Note – Preliminary is issued after 3 years work experience and early orientation; the Clear is issued after an individual completes an educator preparation program with embedded SDAIE content.

Figure 9: CTE Credentials Issued by Industry Sectors, 2013-14



In 2013-14, about 1,000 CTE preliminary credentials were issued in 15 different industry sectors. The highest number of CTE credentials was issued in the industry sector of Arts, Media, and Entertainment (16.9 percent), followed by Health Science and Medical Technology (14.7 percent), Building and Construction Trades (11.3 percent), and Business and Finance (10.5 percent). Together these four industry sectors accounted for more than half the CTE credentials issued in 2013-2014. The following four industry sectors - Information and Communication Technologies (10.2 percent), Public Services (8.1 percent), Education, Child Development, and Family Services (6.6 percent), Hospitality, Tourism, and Recreation (5.1 percent) - accounted for more than one-third of the credentials issued. The remaining credentials were issued in seven industry sectors: Marketing, Sales and Service (3.9 percent), Transportation (3.6 percent), Engineering and Architecture (2.6 percent), Manufacturing and Product Development (2.5 percent), Agriculture and Natural Resources (1.9 percent), Energy, Environment and Utilities (1.2 percent) and Fashion and Interior Design (0.8 percent).

Other Types of Teaching Credentials Issued: Designated Subjects Special Subjects Teaching Credentials

The Designated Subjects Special Subjects (DSSS) Teaching Credentials (Preliminary or Clear) authorizes the holder to teach the subject named on the credential in grades K-12 inclusive, and in classes organized primarily for adults in six special subjects: Aviation Flight Instruction; Aviation Ground Instruction; Basic Military Drill (BMD); Reserve Officers Training Corps R.O.T.C.); Driver Education and Training; and Limited Driver Training. The majority of DSSS teachers serve in middle school and high school settings.

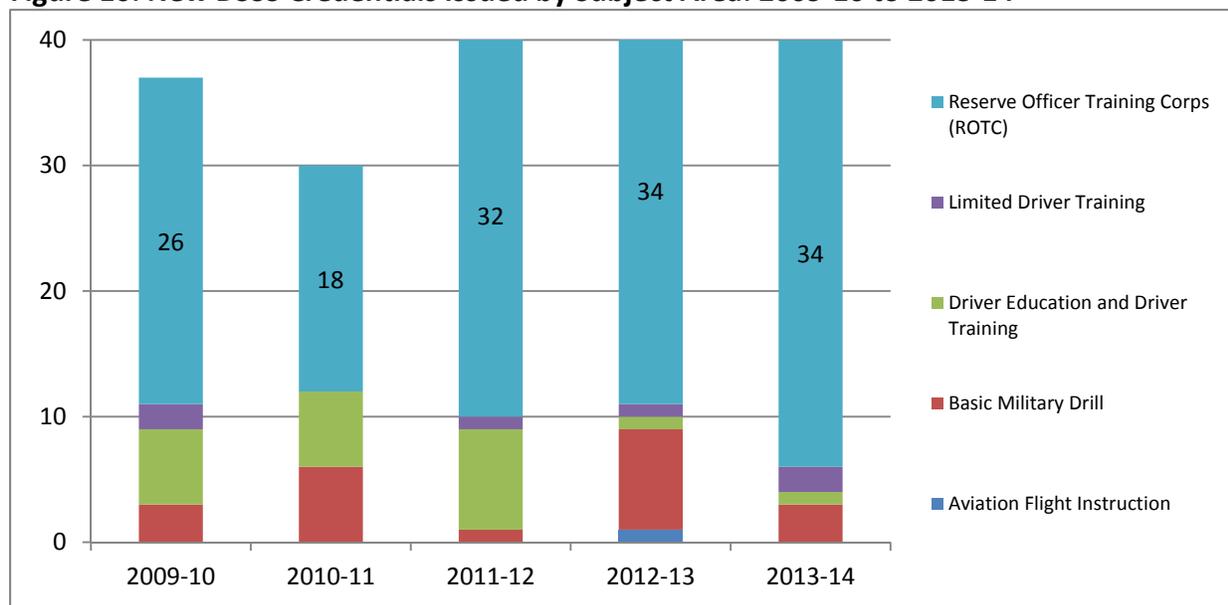
Changes in regulations for DSSS Teaching Credentials became effective as of January 1, 2015. Candidates for an initial preliminary DSSS credentials with a requested issuance date of January 1, 2015 or later must now complete a Commission-approved CTE program of personalized preparation for Preliminary and Clear DSSS credentials. Commission-approved CTE program sponsors have the option of offering the personalized preparation for the DSSS candidates aligned with the CTE program standards. Individuals completing the personalized CTE program will also earn the SDAIE authorization on their Clear credential for serving students identified as English learners. The following table provides data on the number of DSSS credentials issued in the past five years.

Table J: DSSS Credentials Issued: 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
Preliminary	37	30	42	45	40	-11.1%
Clear	35	26	37	41	46	12.2%
Totals	72	56	79	86	86	0.0%

The figure below displays preliminary DSSS credentials issued by subject area for 2013-14. ROTC represents the largest share of all DSSS credentials issued in each of the five years.

Figure 10: New DSSS Credentials Issued by Subject Area: 2009-10 to 2013-14



Note - Data includes preliminary credentials only.

Effective January 1, 2015, holders of a DSSS Teaching Credential in Basic Military Drill (BMD) or Reserve Officer Training Corps (ROTC) may elect to add a Special Teaching Authorization (STA) in Physical Education upon completion of specified requirements. The STA in Physical Education added to a DSSS credential in BMD or ROTC will provide the holder with a distinct physical education authorization limited to the areas of basic military drill and physical fitness training. The STA does not authorize instruction in any physical education courses that are offered outside of BMD and ROTC programs. Data on DSSS Teaching Credentials with the STA are not available in this report as the regulations did not become effective until 2015.

Future Teacher Supply Indicator: Teacher Preparation Program Enrollment Data

Tracking teacher preparation program enrollment can serve as one indicator of potential future teacher supply in California. Federal Title II regulations require all states to report data on teacher preparation. The enrollment data for all California teacher preparation programs for the past five years is provided in Table K. 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.

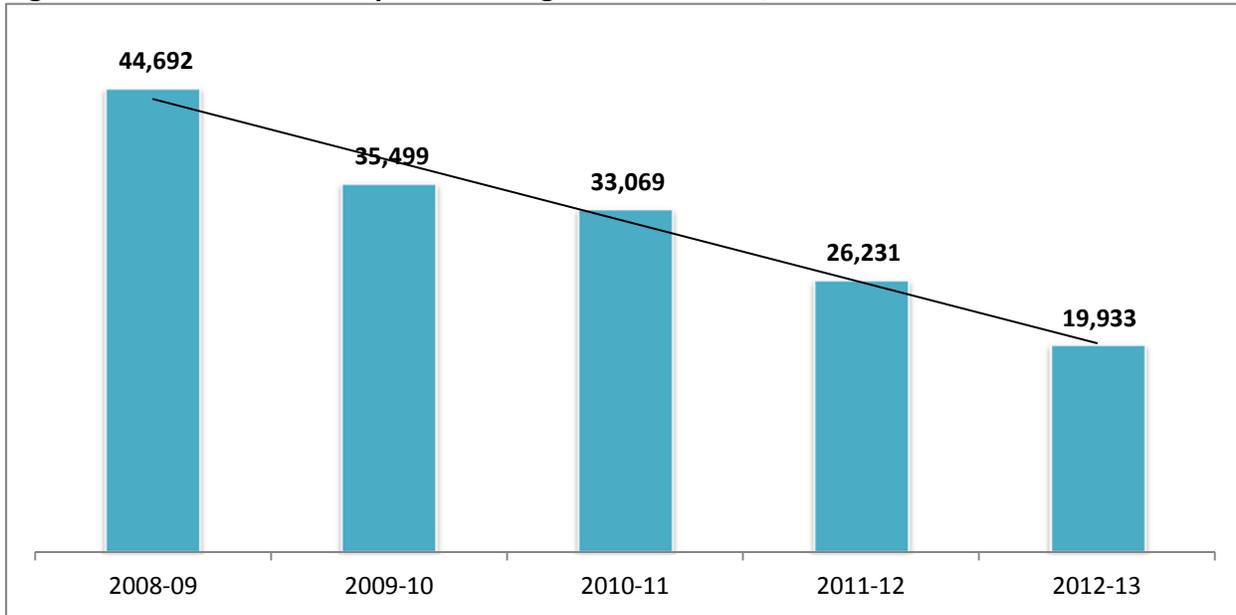
Total teacher preparation enrollment was down by 24 percent between 2011-12 and 2012-13. Overall, total teacher preparation enrollment declined by more than 24,000 candidates between 2008-09 and 2012-13. This is a decrease of 55 percent in the past five years.

Table K: Total Teacher Preparation Program Enrollment, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13	% Change from 11-12
Enrollment Totals	44,692	35,499	33,069	26,231	19,933	-24.0%

Source: Annual Report Card on California Teacher Preparation Program for the Academic Year 2012-2013 as required by Title II of Higher Education Act.

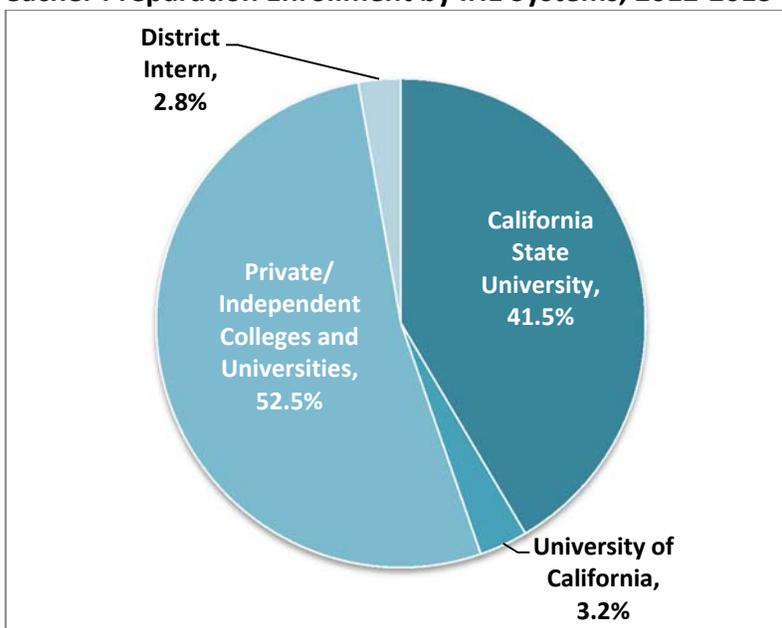
Figure 11: Total Teacher Preparation Program Enrollment, 2008-09 to 2012-13



Note: Enrollment data for 2013-2014 will not be available until summer 2015. 2012-13 is the most recent data available. Enrollment data represents candidates enrolled for their initial teaching credentials during the timeframe September 1, 2012 to August 31, 2013. Data does not include second credentials or added authorizations.

More than half (52.5 percent) of the total enrollment in 2012-13 was in Private/Independent colleges and universities; more than two-fifths (41.5 percent) were enrolled in the CSU system. The UC system enrolled 3.2 percent and District Intern programs enrolled the remaining 2.8 percent.

Figure 12: Total Teacher Preparation Enrollment by IHE Systems, 2012-2013



Data includes both program enrollment and program completers in AY 2012-13.

Though there is a relationship between enrollment of teacher candidates in teacher preparation programs and the number of teaching credentials issued by IHE segments, not all teacher candidates enrolled in teacher preparation programs in a specific fiscal year will earn teaching credentials in the same fiscal year. Teacher preparation programs may be one, two, or three years in length; in addition, information reviewed as part of a series of accreditation visits indicates that many candidates may elect to pursue part-time enrollment in the program. In cases of part-time enrollment, some candidates may take several years to earn their credential. Teacher preparation enrollment data is collected as part of the federal mandate (Title II) in which the IHEs are required to report enrollment data for September 1 to August 31 of each school year. However, the number of teaching credentials issued is reported for July 1, 2013 to June 30, 2014.

Number of English Learner Authorizations Issued

California's K-12 students who are English learners (EL) require teachers with the specialized knowledge and skills to support English language acquisition as well as access to academic content across the curriculum. According to the California Department of Education (CDE), there were about 1.4 million EL students in California public schools in 2012-13 (<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 Preliminary Multiple Subject, Single Subject or Education Specialist Teacher Preparation Program where EL pedagogy is embedded in the program
- Complete a Commission-approved California Teachers of English Learners (CTEL) Program or a Commission-approved Bilingual Authorization Program
- Pass the Commission's CTET Examination
- Complete a Commission-approved Certificate of Completion of Staff Development (CCSD) - currently available only for holders of Designated Subjects Career Technical Education credentials

Currently, all new California-prepared teachers (Multiple Subject, Single Subject and Education Specialist) now earn an EL authorization based on their 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 EL 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 CTET preparation programs are available to individuals who were prepared in California prior to this requirement as well as individuals initially prepared as teachers outside of California without appropriate preparation or authorization to serve EL students who need to earn this authorization. The examination and the approved programs address the same subject matter requirements. There are fourteen approved CTET programs. In 2012-13, more than 900 teachers passed all three sections of the CTET examination.

The Emergency Crosscultural, Language and Academic Development (CLAD) Permit is only required for the types of fully credentialed teachers described below when these teachers are assigned to instruct English learners in California's public schools before they have earned a CLAD Certificate or EL authorization. An Emergency CLAD Permit authorizes the holder to provide ELD and SDAIE instruction to English learner students while completing the requirements for a CLAD Certificate/EL authorization. The CLAD Permit is normally needed by a teacher in California for one of the following reasons:

- The teacher was admitted to a California preparation program before July 1, 2002 and earned a preliminary or clear Multiple/Single Subject Teaching Credential without an English learner authorization; or
- The teacher earned an Education Specialist Instruction Credential prior to July 1, 2007 without an English learner authorization; or
- The teacher was prepared out of state without an EL Authorization or out of country ; or
- The teacher 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 when additional specified requirements are met.

An Emergency Bilingual Permit authorizes the holder to provide the same services as an Emergency CLAD Permit plus content instruction delivered in the language of emphasis in the subjects and at the levels authorized by the prerequisite teaching credential. An Emergency Bilingual Permit is appropriate for fully credentialed teachers assigned to positions requiring content instruction delivered in the primary language of the student who do not yet hold 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 in order to limit the potential time an individual may teach EL students without full preparation. Regulations were approved by the Office of Administrative Law and became effective on January 1, 2014.

Table L provides data on the number of Emergency CLAD and Bilingual Authorization Permits issued for the past five years. There was an increase of 36.5 percent in the number of Emergency CLAD Permits issued and a decrease of 1.5 percent in the number of Emergency BCLAD Permits issued between 2012-13 and 2013-14.

Table L: Emergency CLAD and Bilingual Authorization Permits, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
Emergency CLAD	2,672	1,466	1,168	866	1,182	36.5%
Emergency Bilingual Permits	73	58	56	68	67	-1.5%

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 EL students 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. The bill did not include a sunset date for this population of teachers. However, the Commission took action in 2008 to embed SDAIE content within the preparation program standards for earning a Clear Designated Subjects Career Technical Education Credential. The SDAIE authorization (equivalent to the CCSD) is included on documents for individuals who complete CTE programs under the new clear credential standards upon recommendation by an approved program sponsor. If a program sponsor had not yet transitioned to the new program

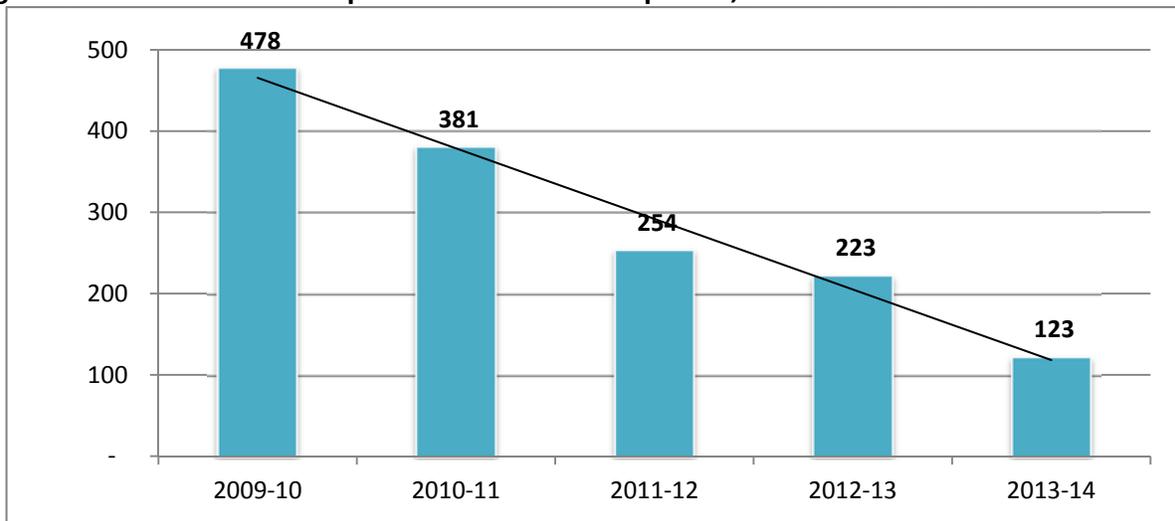
standards, candidates could not be enrolled under the prior standards beyond August 31, 2010. Candidates must have completed any program based on prior standards by August 31, 2013. Therefore, the number of individuals holding a Designated Subjects credential and enrolling in CCSD programs in the future should continue to diminish.

Table M: Certificate of Completion of Staff Development, 2009-10 to 2013-14

2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
478	381	254	223	123	-44.8%

Note: Data do not include waivers; 90 in 2009-10, 121 in 2010-11, 100 in 2011-12, 111 in 2012-13, and 81 in 2013-14.

Figure 13: Certificate of Completion of Staff Development, 2009-10 to 2013-14



For detailed data on all EL and bilingual authorizations, refer to Table 4A in the *Appendix*. CLAD and Bilingual authorization permits and waivers requested by school districts are presented in Tables 4B and 4C. Data on EL and bilingual misassignments by county is presented in Tables 6A and 6B in the *Appendix*.

Number of Teaching Permits and Waivers Issued

No Child Left Behind (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) of 1965. The federal law requires states to develop subject matter 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 2012-13. 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 Short-Term Staff Permit (STSP) and the Provisional Internship Permit (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, 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. Prior to October 1, 2013, the PIP could be renewed once; however, the Commission took action to eliminate this one time option for renewal and regulations were approved to implement the change.

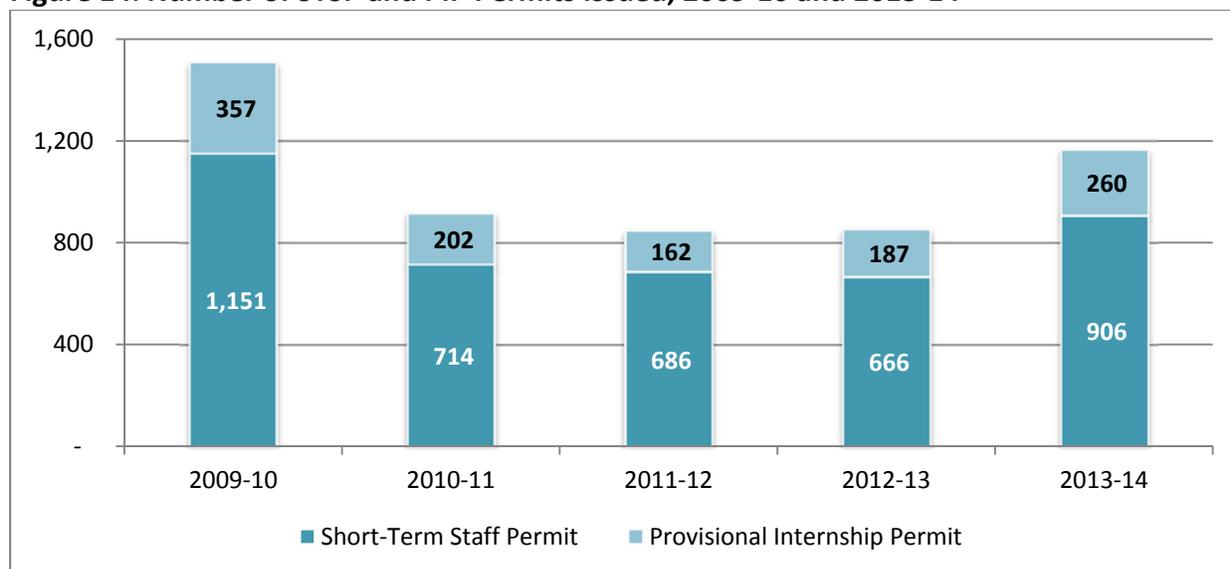
Table N provides data on STSP and PIP issued in the past five years. There was a declining trend in the total number of permits issued in the past four years. However, there was an increase in both STSP and PIP between 2012-13 and 2013-14 (36 percent and 39 percent, respectively). Although there was an increase in the last year, overall, there was a decrease of about 340 permits (or 23 percent) in the STSP and PIP issued in the past five years.

Table N: Number of STSP and PIP Permits Issued, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
Short-Term Staff Permit (STSP)	1,151	714	686	666	906	36.0%
Provisional Internship Permit (PIP)	357	202	162	187	260	39.0%
Total	1,508	916	848	853	1,166	36.7%

Note – PIP includes first-time, new type, and reissuance. As of October 1, 2013, PIPs are no longer reissued.

Figure 14: Number of STSP and PIP Permits Issued, 2009-10 and 2013-14



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 Education Specialist authorization. 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 O provides data on the number of Limited Assignment Permits issued for the past five years. There was an increase of 59.5 percent for GELAP Multiple Subject, 12.9 percent for GELAP Single Subject and 147.9 percent for SELAP. Due to the significant increase in SELAP, overall, there was an increase of 51 percent in all limited assignment permits between 2012-13 and 2013-14.

Table O: Number of Limited Assignment Teaching Permits Issued, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
GELAP: Multiple Subject	23	34	33	42	67	59.5%
GELAP: Single Subject	647	754	708	793	895	12.9%
SELAP	106	404	294	309	766	147.9%
Total	776	1,192	1,035	1,144	1,728	51.0%

Note – Data include first-time, new type, and reissuance. SELAPs were first issued in 200. Data on limited assignment teaching permit was published starting in the 2011-12 report.

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 related to educator preparation and credentialing and address 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.

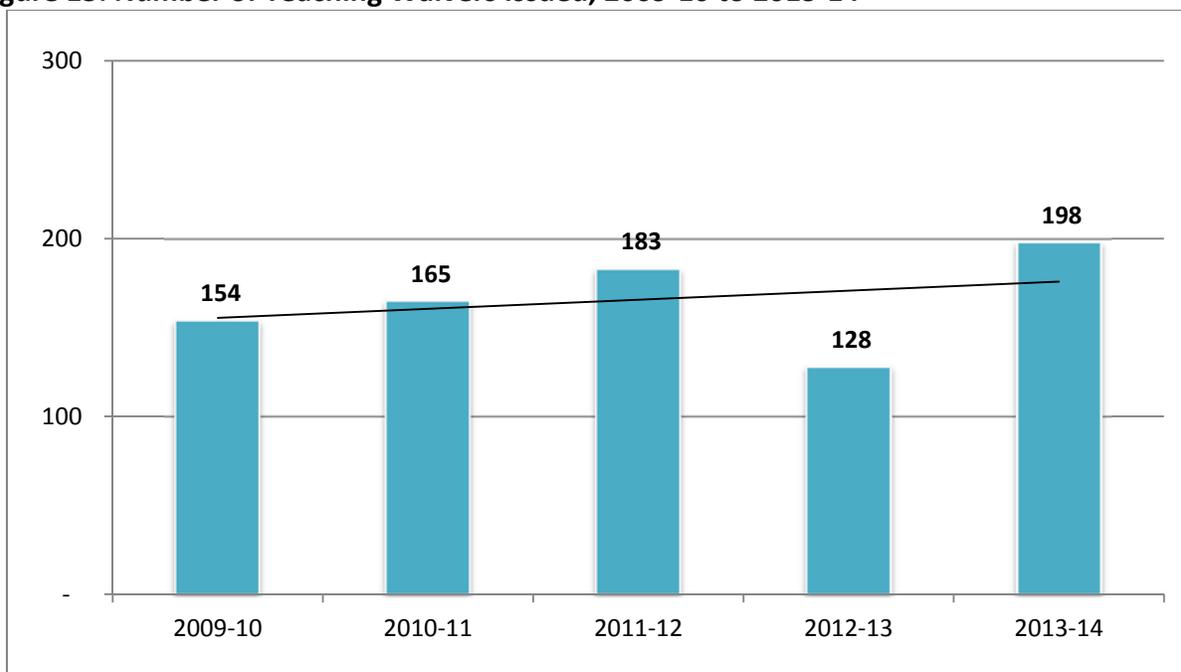
The number of teaching credential waivers issued in 2013-14 increased by 18.8 percent between 2012-13 and 2013-14, as illustrated in Table N. The increase in the waivers is mainly due to the added authorization for autism, which represent more than two-thirds of all waivers issued in 2013-14.

Table P: Number of Teaching Waivers Issued, 2009-10 to 2013-14

2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
154	165	183	128	198	28.6%

Note – Data include first-time, new type, and reissuance of waivers for Multiple Subject, Single Subject and Education Specialist Credentials. 2013-14 data includes added authorization in Autism and OI.

Figure 15: Number of Teaching Waivers Issued, 2009-10 to 2013-14



Tables 5A, 5B, 5C, 5D in the *Appendix* provide detailed information about several types of documents (intern credentials, permits and waivers) requested by counties and school districts for individuals without full preparation. While intern credentials represent those individuals whose preparation is still in progress, holders of these documents are considered to be compliant with the federal highly qualified teacher requirements of No Child Left Behind (NCLB). The additional documents in these tables are not compliant with the highly qualified teacher requirements in NCLB.

At the state level, about 5,700 documents of this type were requested by 55 counties. Los Angeles county alone requested more than one-fifth (20.9 percent) of the documents. Another one-third (28.3 percent) were requested by four counties: San Diego, Alameda, Sacramento, and Santa Clara. These four counties requested between 350 and 450 documents each. About one-sixth (15.3 percent) were requested by another five counties: Riverside, Contra Costa, Fresno, San Bernardino, and Kern, each requesting between 200 and 250 documents each. In other words, at the state level, more than two-thirds (68.9 percent) of all permits and waivers were requested by ten counties only. The following counties – San Joaquin, San Francisco, Tulare, Orange, Stanislaus, Monterey, and Merced – each requested between 100 to 150 documents and San Mateo, Imperial, Solano, Sonoma, and Ventura each requested between 45 and 95 documents. The remaining thirty-three counties requested less than 45 documents each. At the state level, when the total number of documents (intern credentials, permits, and waivers) requested was compared with fully credentialed teachers, it accounted for 2 percent.

Further analysis of the documents by county indicated that there were fifty-one counties with university intern programs and nineteen counties with district intern programs. Ten counties

accounted for nearly three-fourths (72 percent) of the total intern credentials issued and six counties accounted for another 15 percent. When permits were analyzed by county, fifteen counties accounted for more than three-fourths (76 percent) of the total permits requested. When waivers were analyzed, Los Angeles county alone accounted for nearly two-thirds (66 percent) of the waivers requested. Kern accounted for another ten percent of the waivers requested.

When the three types of documents (intern credentials, permits, and waivers) were analyzed by credential types, less than one-sixth of the intern credentials were in multiple subjects, about one-third (29 percent) in single subjects, and more than half (56 percent) in education specialist credentials. For permits, little more than one-tenth (12 percent) were issued for multiple subjects, two-fifths for single subjects, and about half (46 percent) for education specialist credentials. For waivers, similar to intern credentials, a little over one-tenth were issued for multiple subjects, one-fourth (26 percent) for single subjects and nearly two-thirds (64 percent) for education specialist credentials.

Comparison of Fully Credentialed Teachers Serving in California Public Schools versus New Intern Credentials, Permits, and Waivers Issued

Table Q shows the total number of full-time equivalent individuals holding teaching documents who were employed in California public schools during fiscal years 2012-13 and 2013-14. 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, the number of university intern credentials has increased from 0.6 percent in 2012-13 to 0.8 percent in 2013-14. The number of district interns stayed steady at 0.1 percent. There was an increase in both types of permits: Limited Assignment teaching permits accounted for 0.6 percent and STSPs for 0.3 percent and PIPs stayed steady at 0.1 percent. The number of waivers issued accounted for less than 0.1 percent of the total K-12 public school teachers.

Table Q: Comparison of Teachers Serving in California Public Schools with Full Authorization versus Intern Credentials, Permits, and Waivers Issued

	2012-13		2013-14	
	Number	% of Total	Number	% of Total
Fully Credentialed Teachers (Preliminary and Clear Credentials)	278,840	98.5%	282,495	98.0%
University Intern Credentials	1,816	0.6%	2,186	0.8%
District Intern Credentials	405	0.1%	426	0.1%
Limited Assignment Teaching Permit	1,144	0.4%	1,768	0.6%
Provisional Intern Permit (PIP)	187	0.1%	260	0.1%
Short-Term Staff Permit (STSP)	666	0.2%	906	0.3%
Variable Term Waivers	128	0.1%	198	0.1%
Total	283,186	100.0%	288,239	100.0%

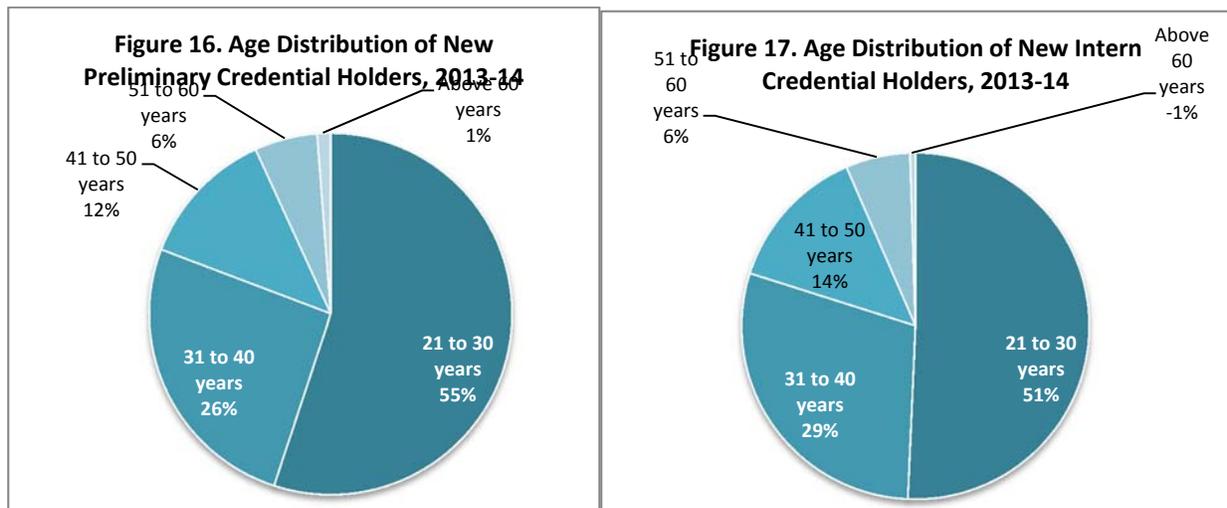
¹ Data Source: California Department of Education 2013-14.

Demographic Data: Age Distribution for Holders of New Teaching Credentials

The Commission gathers information on the age of credential holders as part of the application process. An analysis of the age distribution of all new teaching credentials issued in the academic year 2013-2014 revealed some interesting findings.

For the new preliminary teaching credentials, more than half (55 percent) of the credential holders were in the 21-30 age group. More than one-fourth (26 percent) were in the 31-40 age group. About one tenth were in the 41-50 age group and the remaining 7 percent were older than 51. The average age of the new California preliminary teaching credential holders in 2013-2014 was 32.7 years.

For the intern credentials, more than half (51 percent) were in the 21-30 age group. Another one-third (29 percent) were in the 31-40 age group and another 14 percent were in the 41-50 age group. Less than one-tenth (6.5 percent) were older than 51. The average age of the new intern teaching credential holders in 2013-2014 was 33.2 years.

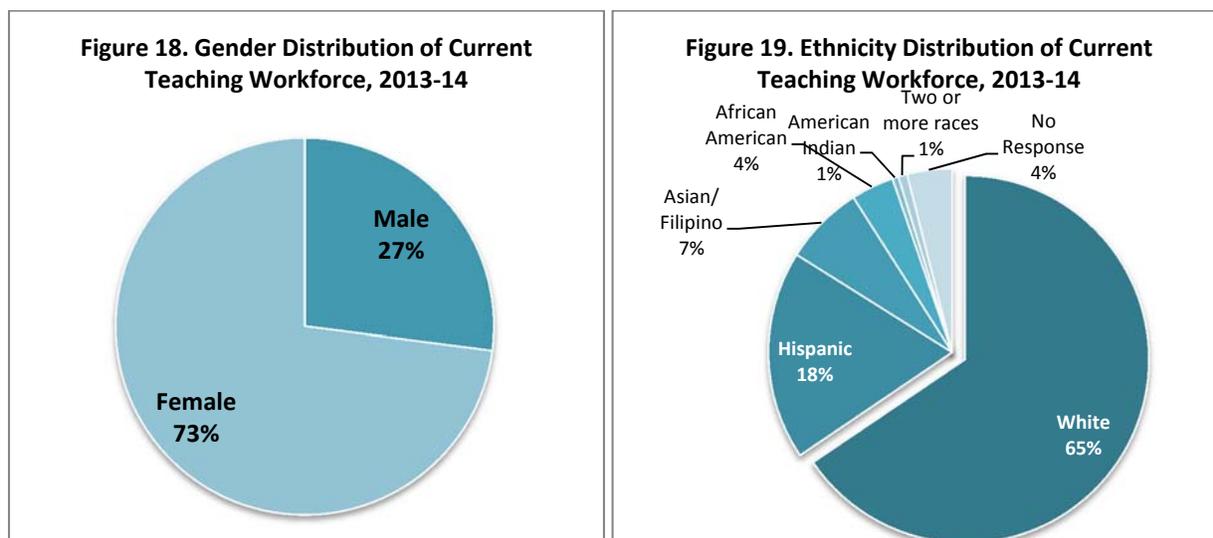


Note: Intern credentials include University and District intern teaching credentials. Data include initial credentials only; do not include renewals.

Further analysis of age groups by teaching credentials indicated the following: new preliminary single subject teaching credential holders were on average older (32.7 years) than the single subject Intern teaching credential holders (29.4 years). Similarly, preliminary education specialist teaching credentials were on average older (36.6 years) than education specialist Intern teaching credential holders (34.6 years). By contrast, preliminary multiple subject teaching credential holders were on average slightly younger (30.9 years) than the multiple subject intern credential holders (31.2 years). When all teaching credentials were combined, the average age was slightly higher for interns compared to preliminary credential holders (33.2 years and 32.7 years, respectively). In summary, the average age differed by teaching credentials – ranging from 29.4 years for single subjects intern credentials to 36.6 years for preliminary education specialist credentials.

Demographic Data: Gender and Ethnicity Distribution of Current Teaching Workforce

In 2013-2014, more than 288,000 teachers taught in the California's K-12 public schools. Nearly three-fourths (73 percent) of the teachers were female while less than one-third (27 percent) were male. Approximately two-thirds (65 percent) identified themselves as White and another one-fifth (18 percent) identified as Hispanic. Asians constituted 7 percent and African American 4 percent. American Indian was less than 1 percent and teachers belonging to two or more races constituted another 1 percent and the remaining 4 percent did not respond.



Source: California Department of Education's Data Quest; *Certificated Staff by Ethnicity for 2013-14. State Summary, Number of teachers by ethnicity. Asian/Filipino category includes Pacific Islander also.*

Summary of Selected Findings

Selected findings provided below summarize the information contained in the full report for California during fiscal year 2013-14:

- There was a decrease of 3 percent (Table A) in the number of newly issued credentials across all three types of preliminary teaching credentials (i.e., Multiple Subject, Single Subject, and Education Specialist).
- This is the tenth consecutive year in which the total number of initial teaching credentials issued has decreased.
- There was a decrease of 26 percent over the past five years in the number of new teaching credentials initially issued.
- The number of credentials issued declined for California IHE Prepared (7.8 percent) while District Intern prepared teachers and teachers prepared out of state showed an increase (0.6 percent and 17.8 percent, respectively).
- California IHEs prepared more than three-fourths (75.2 percent) of the total new teaching credentials issued in 2013-14 (Table F).
- The overall number of candidates enrolled in teacher preparation programs declined for the twelfth consecutive year (Table I). Teacher preparation program enrollment decreased by more than 24,000 candidates in the past five years (Figure 9).

- There was a steady decrease of candidates who enrolled in intern programs in the past four years (Table H). However there was an increase of 17.6 percent in number of candidates enrolled in the intern programs in 2013-14.
- There has been an increase in teaching permits (PIP and STSP) issued in the past year (Table N). The number of STSP increased by 36 percent between 2012-13 and 2013-14 and the number of PIP by 39 percent. The limited assignment teaching permits (GELAP and SELAP) increased by 51 percent between 2012-13 and 2013-14 (Table O).
- There was an increase in the number of waivers issued for teaching credentials by 28.6 percent between 2012-13 to 2013-14 (Table P). The increase in the number of waiver issued in 2013-14 due to increase need for added authorization in Autism.
- Due to the increase in intern credentials, permits, and waivers, the proportion of fully credentialed teachers at the state level declined by 0.5 percent (98.5 percent in 2012-13 to 98 percent in 2013-14).
- The average age differed by teaching credentials – ranging from 29.4 years for single subject intern credentials to 36.6 years for preliminary education specialist credentials.
- Nearly three-fourths (73 percent) of the current teaching force were female and nearly two-thirds (65 percent) were White.

