



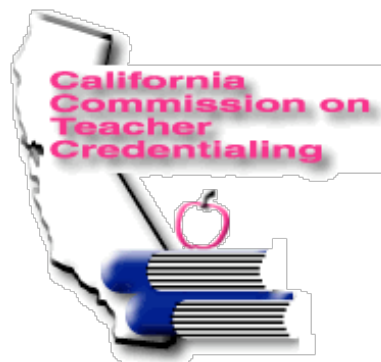
**Submitted Pursuant to Chapter 381
(Assembly Bill 471) of 1999**

**Commission on Teacher Credentialing
State of California
2000**

**Teachers Meeting Standards for
Professional Certification in California:
First Annual Report**

**Compilation and Analysis of Data on the
Qualifications of Teachers Certified in
1997-98 and the First Half of 1998-99**

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NOTE: The Appendices are **NOT AVAILABLE ONLINE**. A limited number of printed copies of the entire report (630 pages), including the appendices, are available. Please submit a written request to:

California Commission on Teacher Credentialing
1900 Capitol Avenue
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Attention: Donna Nakamura

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Teachers Meeting Standards for Professional Certification in California: First Annual Report

Executive Summary

Purpose of the Report

Assembly Bill 471, approved by the Governor in September of 1999, requires the Commission to report to the Legislature and the Governor on the numbers of teachers who received credentials, certificates, permits and waivers in the previous fiscal year. This legislation was enacted in response to the shortage of fully credentialed teachers in California as a way of making the legislature, public, institutions of higher education and school districts aware of the numbers and types of credentials teachers are obtaining each year as well as the numbers and types of documents being issued to individuals who are not fully prepared. The intent of the report is to assist employers in their efforts to recruit fully credentialed teachers and to encourage institutions of higher education and employers to develop and expand teacher preparation programs.

Data Included in the Report

Education Code Section 44225.6 requires the Commission to report the following information:

- (1) The numbers of individuals recommended for credentials by institutions of higher education;

- (2) The numbers of individuals recommended by school districts operating district internship programs;
- (3) The numbers of individuals receiving initial credentials based on programs completed outside of California;
- (4) The numbers of individuals serving in classrooms on the basis of university internships, district internships, pre-internships, emergency permits or credential waivers by subject matter, county, and school district; and
- (5) The specific subjects and teaching areas in which there are a sufficient number of new holders of credentials to fill the positions currently held by individuals with emergency permits.

In order to provide the most complete and recent data available, the report includes tables showing teacher certification documents issued during 1997-98 and the first six months of 1998-99. The numbers are based upon the issuance date of the documents. Therefore, while numbers of documents issued during the first half of 1998-99 may be relatively high compared to those for the full 1997-98 school year, it is important to note that most documents requested by employers are issued at the beginning of the school year. This accounts for the high numbers of documents with issuance dates during the first six months of the school year.

The report goes beyond providing the required numbers by describing the standards and requirements that are associated with each level of teacher certification.

Teachers Recommended by Colleges and Universities

During the period from July 1, 1997 to June 30, 1998 California institutions of higher education (IHEs) recommended individuals for a total of 19,156 credentials in the following areas:

- 11,982 Multiple Subject Teaching Credentials, which are generally used for service in elementary school classrooms;
- 4,873 Single Subject Teaching Credentials generally used for service in middle school and high school classes; and
- 2,301 Special Education Teaching Credentials for service in special day classes.

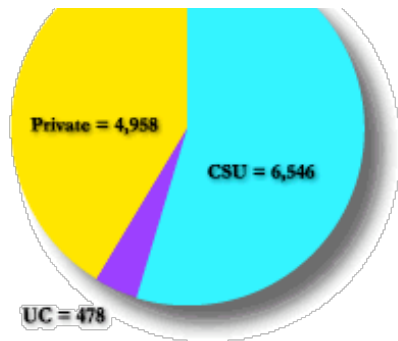
These data indicate that California's institutions are responding to the urgent, widespread need for teachers in K-6 schools where the demand is greatest due to class-size reduction and enrollment increases.

Also included in the report is a table which breaks down the IHE credential recommendations by the numbers of individuals who had not previously held any type of certification in comparison to those who had previously held another type of certification such as an emergency permit or a credential in a different area. For 1997-98 the table shows that, among the 19,156 individuals recommended for credentials, only 4,654 obtained their first credentials. Over 14,500 had previously held certification that authorized them to serve in classrooms. These numbers indicate that while institutions continue to provide traditional preparation that occurs prior to a credential candidate's service in a classroom, colleges and universities have also responded to the increased hiring of emergency teachers by enabling many thousands of these underqualified teachers to earn teaching credentials.

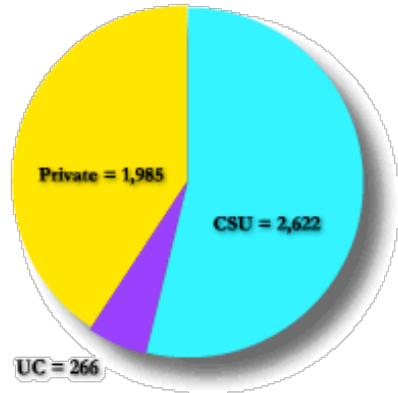
The graphs on the following page illustrate the numbers of individuals recommended for Multiple Subject, Single Subject and Special Education Teaching Credentials, respectively, by campuses of the California State University (CSU) system, University of California (UC) system, and private institutions in 1997-98. The great majority of new teachers continue to be prepared by California State University campuses and by private and independent institutions in California, which is consistent with the State's Master Plan for Higher Education.

Multiple Subject Recommendations 1997-98

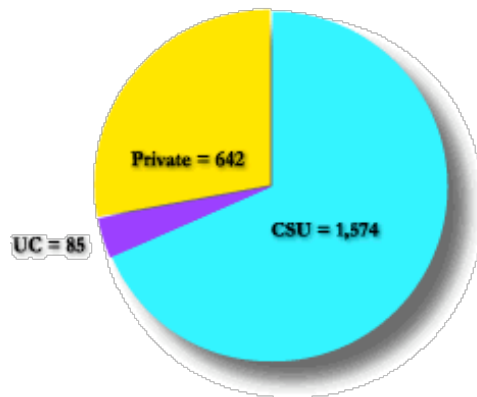




**Single Subject Recommendations
1997-98**



**Special Education Recommendations
1997-98**



During the period from July 1, 1998 to December 31, 1998 IHEs recommended individuals for a total of 10,017 credentials in the following areas:

- 6,519 Multiple Subject Teaching Credentials;
- 2,198 Single Subject Teaching Credentials; and
- 1,300 Special Education Teaching Credentials.

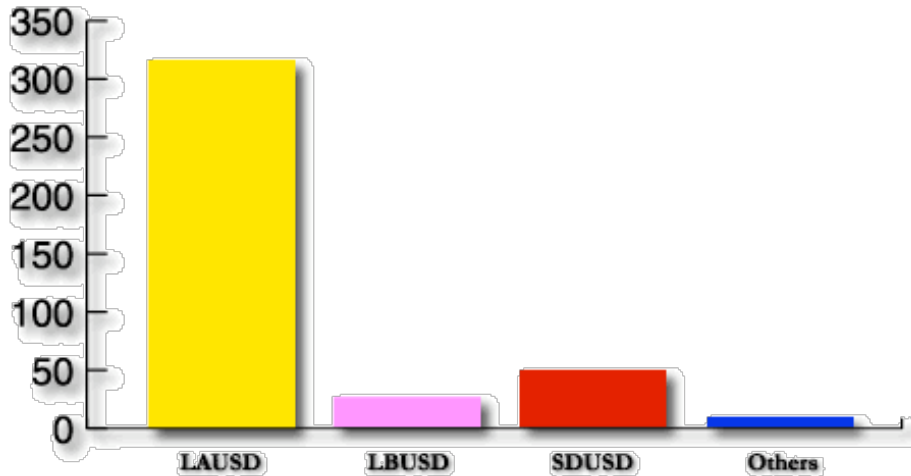
Teachers Recommended by School Districts

Districts with approved District Intern Programs recommended a total of 393 teachers for professional clear credentials in 1997-98, including 71 Single Subject and 322 Multiple Subject Teaching Credentials. In the first half of 1998-99, District Intern Programs recommended teachers for a total of 377 professional clear credentials, including 48 Single Subject and 313 Multiple Subject Credentials. Los Angeles Unified School District added the Education Specialist Credential program and recommended 16 interns for such professional clear credentials.

The following graph indicates the districts which recommended individuals for professional clear credentials after completing District Intern Programs in 1997-98. The districts which

recommended the largest numbers of interns were Los Angeles Unified School District (LAUSD), Long Beach Unified School District (LBUSD), and San Diego City Unified School District (SDUSD). While preparing teachers for service in the sponsoring school districts, these programs of alternative certification produce substantially fewer teachers than programs sponsored by colleges and universities, because the primary functions of school districts are to educate K-12 students.

**District Internships Recommended for Credential
1997-98**



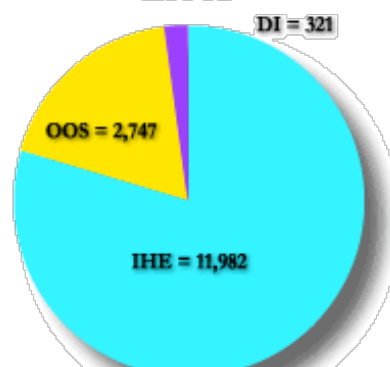
Teachers Prepared Outside of California

Teachers who completed preparation programs outside the state and obtained California credentials amounted to 4,837 in 1997-98. Among that number, 2,747 obtained Multiple Subject Teaching Credentials, 1,765 received Single Subject Teaching Credentials and 325 were issued Special Education Teaching Credentials. In the first six months of 1998-99, a total of 3,043 out-of-state trained teachers obtained California credentials. That number includes 1,597 Multiple Subject, 1,160 Single Subject and 286 Special Education Credentials. The Commission anticipates that recent comparability findings pursuant to AB 1620 (Scott) will lead to increased issuance of credentials to out-of-state applicants in the months and years to come.

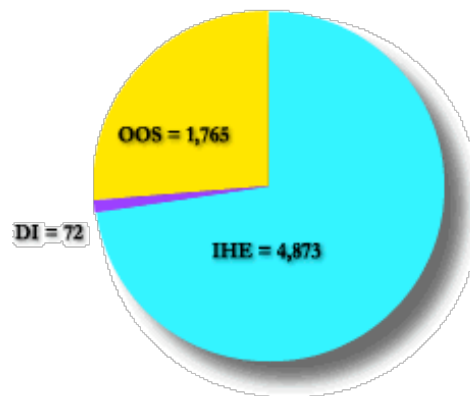
Summary Graphs

The following graphs illustrate the numbers of Multiple Subject, Single Subject and Special Education documents issued on the basis of recommendations by institutions of higher education (IHE), district internships (DI) and out-of-state preparation (OOS) in 1997-98. The overall picture confirms that colleges and universities produce the largest numbers of new teachers, followed by recruitment in other states and district-based programs for teaching interns.

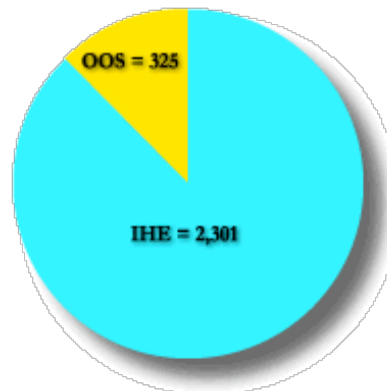
**Multiple Subject Documents
1997-98**



Single Subject Documents 1997-98



Special Education Documents 1997-98



Unprepared and Underprepared Teachers

A breakdown of teacher licensure documents requested by local employers (and restricted to service with that employer) shows that a total of 39,032 such documents were issued in 1997-98, and 34,311 were issued in the first six months of 1998-99. Such documents include university internship credentials, district internship certificates, pre-internship certificates, emergency permits and credential waivers. For 1997-98, these documents consisted of the following types:

- 2,306 University Internships Credentials;
- 874 District Internship Certifications;
- 31,061 Emergency Permits; and
- 4,791 Credential Waivers.

In conjunction with the data reported above, these numbers indicate that the great majority of credential candidates who enter accredited programs of professional preparation either work as lightly-supervised emergency teachers *before* they begin their preparation, or obtain emergency permits *during* their training. Much smaller numbers of new teachers complete their initial supervised preparation *before* serving as fully-certificated teachers in schools.

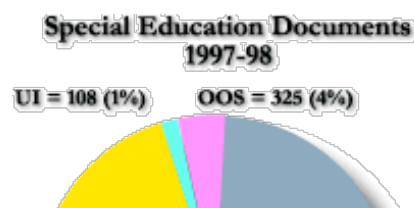
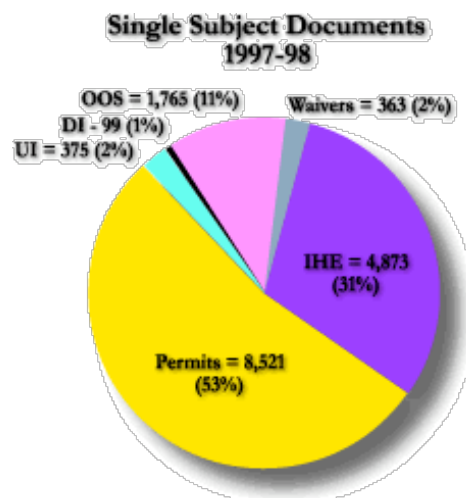
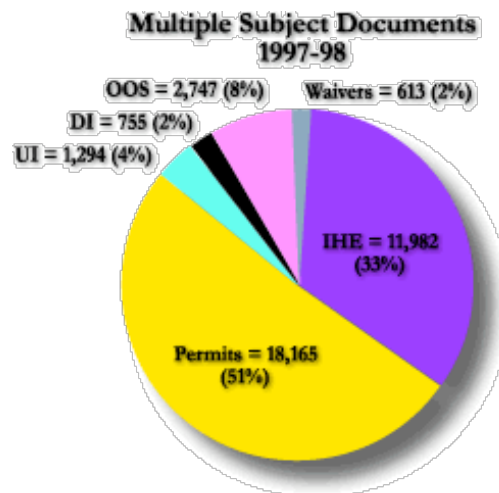
Data from the 1997-98 Annual Report on Emergency Permits and Credential Waivers showed that, statewide, 11 percent of teachers served on emergency permits and 1 percent served on waivers. Recent research by the American Institutes for Research and the Center for the Future of Teaching and Learning indicated that emergency teachers and waived teachers are predominantly serving in low-performing schools where students struggle to meet the State's new academic standards.

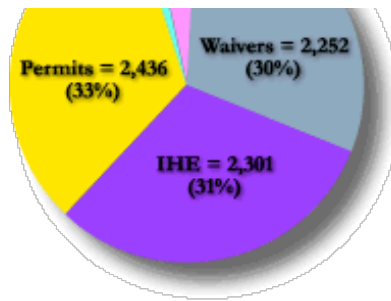
From July to December of 1998-99, documents requested by employers consisted of:

- 2,144 University Internship Credentials;
- 843 District Internship Certifications;
- 512 Pre-internships (this is the first year these certificates were issued);
- 27,824 Emergency Permits; and
- 2,988 Credential Waivers.

As these data are for a half-year only, numbers of teachers serving for that period are not available. Therefore, percentages of teachers on emergency permits and waivers are not provided.

The following graphs break down the multiple subject, single subject and special education documents that were issued in 1997-98 by the basis upon which they were issued. The graphs include credentials issued on the basis of recommendations by IHEs, completion of out-of-state programs (OOS), university internships (UI), district internships (DI), emergency permits and waivers. In these graphs, which represent all new teachers coming into the schools, the most qualified groups are the IHE and OOS groups, followed by the UI and DI groups. The least prepared teachers hold the permits and waivers in each of the following graphs.





The report also compares the numbers of emergency permits and teaching credentials issued with authorizations in the area of multiple subject teaching, each of the single subject areas and each of the special education instruction areas. In many cases, the number of emergency permits far exceeds the number of credentials issued in each of the time periods reviewed for this report. However, it is important to note that no inference may be made regarding the shortage or surplus of teachers for specific credential areas as information was not available regarding the numbers of teaching positions in each credential area, the numbers of credential holders currently serving in schools, or the actual availability of newly-credentialed teachers for vacant positions in schools.

Policy Context of this Credential Data Report

To ensure that every K-12 student is taught by a qualified teacher in the future, California's leaders have initiated several significant policy changes in recent years. In Senate Bill 2042 (Alpert/Mazzoni), lawmakers replaced outmoded requirements with programs of proven effectiveness. Increased funding has enabled the Commission, postsecondary institutions and school districts to create a comprehensive "learning to teach system" in which more than 40,000 new teachers are participating. Meanwhile, AB 1620 (Scott) has enabled the Commission in 1999-00 to begin awarding more credentials to well-qualified teachers from other states. Most recently, Governor Davis has proposed increased incentives for prospective teachers to teach struggling students in low-performing schools. These and other related initiatives are likely to increase the numbers of credentials awarded to newly-prepared teachers in the coming months and years. To track the effects of the new policy initiatives, the present report is the first in a series of reports in which the Commission will describe changes in credential volumes to address teacher shortages throughout California.

TEACHERS MEETING STANDARDS FOR PROFESSIONAL CERTIFICATION IN CALIFORNIA: FIRST ANNUAL REPORT

This report is provided in response to Assembly Bill 471 by Assemblyman Jack Scott. Signed by Governor Davis in September of 1999, the new law requires that the California Commission on Teacher Credentialing report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers in the previous fiscal year.

Under this legislation, Education Code Section 44225.6 requires the Commission to report the following information:

- (1) The numbers of individuals recommended for credentials by institutions of higher education (presented in Tables [1A](#) and [1B](#));
- (2) The numbers of individuals recommended by school districts operating district internship programs (presented in Tables [2A](#) and [2B](#));
- (3) The numbers of individuals receiving initial credentials based on programs completed outside of California (presented in Tables [3A](#) and [3B](#));
- (4) The numbers of individuals serving in classrooms on the basis of university internships, district internships, pre-internships, emergency permits or credential waivers by subject matter, county, and school district (presented as summary data in Tables [4A](#) (**NOTE**);

large file. Please allow sufficient time for downloading) and [4B](#) (**NOTE**: large file. Please allow sufficient time for downloading) and with complete detail in Appendices A and B, [see note above](#)); and

- (5) The specific subjects and teaching areas in which there are sufficient numbers of new holders of credentials to fill the positions currently held by individuals with emergency permits (presented in Tables [6A](#) and [6B](#)).

The legislation also requires the Commission to make this report available to school districts and county offices of education to assist them in the recruitment of credentialed teachers.

Time Period of Data Provided

In order to provide as much complete information as possible, this report includes data for the full 1997-98 school year and the first six months of the 1998-99 school year. Two sets of tables for each category of information provide the information for each of those periods of time. California Administrative Code Section 80440(c) allows the Commission to honor the requested issuance date of a credential provided that the application is submitted to the Commission no more than four months following that date. Further, Section 80443 allows the Commission 75 working days to process the application after it is received. For this reason the information for the remainder of 1998-99 is not available as the Commission has not had the opportunity to process all applications submitted within the timelines described above as of the date of this report.

Part I:

Types of Teaching Credentials in this Report

This report provides information regarding certification documents obtained by individuals who have completed preparation programs as well as licensing documents available to individuals who are in the process of completing such programs. It is helpful to understand the requirements for each type of certification. Below is a list of the requirements for a Professional Clear Teaching Credential. Requirements for the other types of documents referenced in this report are provided subsequently.

Professional Clear Teaching Credentials

To earn a Professional Clear Multiple or Single Subject Teaching Credential through a California postsecondary institution, the candidate must complete the following current requirements:

- 1) A baccalaureate or higher degree from a regionally accredited college or university;
- 2) Passage of the California Basic Educational Skills Test (CBEST);
- 3) Verification of subject matter competence by passage of an appropriate examination(s) or completion of a program of subject matter coursework through an institution with an approved program;
- 4) A course or examination in the principles of the United States Constitution;
- 5) A professional teacher preparation program including student teaching;
- 6) A course in reading instruction as a part of developing English language skills;
- 7) Passage of the Reading Instruction Competence Assessment (RICA) for the Multiple Subject Teaching Credential;
- 8) A fifth year of study consisting of 30 semester units beyond the bachelor's degree in a defined field of study designed to improve the teacher's competence and skills;

- 9) A course in health education including nutrition, the physiological and sociological effects of abuse of alcohol and narcotics and the use of tobacco, and training in cardiopulmonary resuscitation;
- 10) Coursework in the laws, methods and requirements for providing educational opportunities to individuals with exceptional needs in the regular classroom; and
- 11) Coursework in computer education which includes general and specialized skills in the use of computers in educational settings.

In Senate Bill 2042 (Alpert, Mazzoni), the Legislature recently acted to streamline and consolidate this fragmented list of current credential requirements. As a consequence, the fifth year of study is being replaced by intensive induction programs such as BTSA, and the last three items are being folded into preparation and induction programs by the Commission. Meanwhile, prospective teachers receive preliminary teaching credentials as soon as they complete the first seven requirements above.

A candidate for the Professional Clear Education Specialist Instruction Credential must complete the following requirements:

- 1) requirements 1 through 7, and 9 and 11 described above;
- 2) an individualized induction plan designed by the teacher in collaboration with the employing agency and California college or university with an approved program; and
- 3) two years of successful experience in a public school (or private school of equivalent status).

Internship Teaching Certificates, Emergency Permits and Credential Waivers

Education Code Section 44225.6 requires the Commission to provide data on each of the documents available for individuals to serve as teachers prior to completion of a full preparation program. Those documents include University Internship Credentials, District Internship Certificates, Pre-Intern Certificates, Emergency Permits and Credential Waivers. Following is information regarding each of those licensure documents, including the requirements for each.

University Internship Credentials

University Internship Credentials are issued to individuals who have enrolled in professionally accredited internship programs. These one- to two-year programs are administered by California colleges and universities in partnership with local school districts, and are designed to provide participants with classroom experience while they complete the coursework requirements for the preliminary or professional clear credential. University Internship Credentials authorize the holder to serve, under the supervision of an accredited institution and the holder's employer, in the area or subject listed on the credential.

Requirements for University Internship Credentials

- (1) Completion of a baccalaureate or higher degree from a regionally accredited institution;
- (2) Verification of passage of the California Basic Educational Skills Test (CBEST);
- (3) Completion of a U.S. Constitution course or examination;
- (4) Verification of subject matter competence by passage of the Commission-approved subject examinations for the subject(s) to be listed on the document or completion of a minimum of 4/5ths of the subject-matter program; and
- (5) Entry into a professionally accredited internship program.

The accredited internship *is* the professional preparation program for the teaching intern who qualifies for a Professional Clear Teaching Credential by completing the other requirements listed [above](#).

District Internship Certificates

Districts that choose to offer a district internship program develop a professional development plan in consultation with an accredited institution that offers a teacher preparation program. The District Internship Certificate is issued for two years. During this two-year period the intern is required to complete the training, in-service, professional development and experience requirements as specified in the professional development plan. At the end of the two-year issuance of the certificate the district's governing board recommends to the Commission that the district intern be granted a professional clear teaching credential, provided all requirements have been met.

The requirements for initial issuance of a District Intern Certificate are:

- (1) Completion of a baccalaureate or higher degree from a regionally accredited institution;
- (2) Verification of passage of the CBEST;
- (3) For the single subject authorization: a major or minor in the subject to be listed and (1) successful completion of the appropriate subject matter preparation program, or (2) passage of the Commission-approved subject matter examinations for the subject(s) to be listed.

For the multiple subject authorization: appropriate subject matter coursework and (1) successful completion of the appropriate subject matter preparation program, or (2) passage of the Praxis series Multiple Subjects Assessment for Teachers (MSAT).

- (4) Statement completed by the governing board of the employing agency verifying that the District Intern will be assisted and guided throughout the training period by a certificated employee.

Pre-Intern Certificates

The Pre-Intern Teaching Program seeks to improve the effectiveness and retention of new teachers who have little or no experience or preparation and have not met the subject-matter competence requirement for entry into a credential program. The goal is to eventually replace the emergency permit system with funded formalized preparation for entry into internship programs or regular teacher preparation programs. The Pre-Internship Program focuses on subject matter preparation and development of basic skills in classroom management, student discipline and teaching methodologies.

The Pre-Intern Certificate is only available to participants in approved pre-internship programs conducted by school districts and county offices of education based on grants to fund these programs by the State of California. The certificate authorizes service equivalent to that authorized by the related emergency permit.

The Pre-Intern Teaching Certificate is not available to individuals who have completed subject matter requirements for a teacher preparation program or individuals who have completed student teaching in an approved credential program.

General Requirements for the Pre-Intern Certificate

The applicant for the Pre-Intern Certificate must:

- (1) possess a baccalaureate or higher degree from a regionally accredited college or university; and
- (2) verify passage of the CBEST.

Specific Requirements for the Pre-Intern Certificate

Multiple Subject Teaching

The Multiple Subject Pre-Intern Teaching Certificate authorizes the holder to teach general subjects (self-contained) classes, such as those generally found in elementary schools. To qualify for this certificate must:

- (1) demonstrate intent to take the MSAT examination during the valid period of the certificate; and
- (2) verify the successful completion of at least 10 semester units of coursework at a regionally accredited institution with a grade of "C" or better in each of at least four of the following subject areas or at least 10 semester units of coursework in each of three subject areas and an additional 10 semester units in a combination of two of the remaining subject areas. The subject areas are as follows: language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science and human development.

Single Subject Teaching

The Single Subject Pre-Intern Teaching Certificate authorizes the holder to teach the subject(s) listed on the certificate in departmentalized classes such as those normally found in high schools. Currently these certificates are available only in the subjects of mathematics, science and English. To qualify for this certificate the applicant must:

- (1) demonstrate intent to take the Commission-required examination(s) to verify knowledge of the subject(s) listed on the certificate during the valid period of the certificate; and
- (2) verify the successful completion of at least 18 semester units, or nine upper-division units of coursework completed at a regionally accredited institution with a grade of "C" or better in each subject to be listed on the certificate.

Emergency Permits

Emergency permits may be requested by employers when they are unable to locate enough fully credentialed teachers to meet employment needs. These permits are valid for one year and authorize the holder to provide the same service as a full teaching credential. Employers applying on behalf of individuals for any of these permits must verify that those individuals have met several requirements before they may receive the permit. Some of these requirements are general to all types of emergency permits, while others are specific to the type of permit requested, as described below. All emergency permits require the holder to complete specific requirements while he or she holds the permit in order to be eligible for a reissuance of the emergency permit for another year. Emergency permits may be renewed for a maximum of five years.

General Requirements for All Emergency Permits

The applicant must verify that he or she possesses a baccalaureate or higher degree from a regionally accredited college or university, has passed the CBEST and has completed the specific requirements for the permit requested, as described next.

All employing agencies requesting emergency permits are required to file a Declaration of Need for Fully Qualified Educators. This Declaration is submitted each school year prior to the Commission issuing emergency permits to individuals employed by the agency. The employing agency states on the Declaration of Need its estimate of need for each type of emergency permit. The Declaration must be approved in a public meeting of the agency's governing board.

As a condition for employing emergency permit holders, the district must agree to provide permit holders with orientation, guidance and assistance including curriculum training, and effective techniques of classroom instruction and management. This training should occur prior to the individual being placed in a classroom. The emergency permit regulations also require the employing district to assign an experienced educator to guide and assist the emergency permit holder. This experienced educator must have at least three years of

full-time classroom teaching experience.

Emergency permits are restricted to the district requesting the permit. An individual may change districts at the employing agency's discretion.

Specific Requirements for Emergency Permits

In order to qualify for an emergency permit, an applicant must meet the general requirements listed above and requirements specific to the type of permit requested. Specific requirements are listed below by permit type:

Multiple Subject Emergency Teaching Permit

- The applicant must submit a statement indicating intent to complete
- (1) requirements for the related credential in a professionally accredited Multiple Subject Teacher Preparation Program;
 - (2) The applicant must verify one of the following:
 - (a) passage of the MSAT; or
verification of at least 10 semester units of college coursework in each of any four of the following subject areas: Language Studies,
 - (b) Literature, History, Social Science, Mathematics, Science, Humanities, Art, Physical Education and Human Development.

Single Subject Emergency Teaching Permit

- (1) The applicant must submit a statement indicating intent to complete requirements for the related credential in a professionally accredited Single Subject Teacher Preparation Program;
- (2) The applicant must verify one of the following:
 - (a) passage of the examination(s) approved by the Commission to verify appropriate knowledge of the subject to be listed on the permit, or
 - (b) verification of at least 18 semester units of college coursework in the subject to be listed on the permit.

Emergency Education Specialist Instruction Permit

- (1) The applicant must submit a statement indicating intent to complete requirements for the related credential in a professionally accredited Education Specialist Teacher Preparation Program in the area of specialization to be listed on the permit; and
- (2) The applicant must verify one of the following:
 - (a) possession of a valid basic California teaching credential, or
 - (b) possession or eligibility for an out-of-state special education credential requiring a baccalaureate degree and preparation program, or
 - (c) a minimum of three years successful classroom experience working with special education students in a public or state-certified school, or
 - (d) a minimum of nine semester units in teacher preparation coursework. This coursework must include at least one special education course.

Credential Waivers

Credential waivers are utilized by county offices of education, school districts and non-public schools to fill certificated positions when individuals holding credentials or permits are unavailable. When an employing agency reviews its staffing needs and recruits for various positions, it first must attempt to fill a position with an appropriately credentialed employee. If a credentialed individual is not available, the employer must explore the feasibility of

employing an individual in an internship capacity. If a university or district internship program is not available, the employer may request an emergency permit. When the employer is unable to find an individual who qualifies for the emergency permit, it then requests a credential waiver for the best qualified applicant available.

Credential waivers provide additional time for individuals to complete credential requirements or provide employing agencies with time to find an individual who either holds an appropriate credential or qualifies under one of the available assignment options. Waivers are generally issued for one calendar year and the individual on the waiver must demonstrate progress by completing an examination or coursework toward the credential before the employer may request a subsequent waiver.

General Criteria For All Waiver Requests

Waiver requests must meet all of the following criteria:

- *Recruitment:* There is acceptable evidence that the employer has verified that they have attempted to recruit a fully credentialed individual for this assignment.
- *Credential Goal:* There is evidence that the waiver request is in a subject matter area known to have substantial shortages of credentialed personnel. This is determined by a periodic review of the number of waiver requests and emergency permits issued during the prior year. Currently, the established shortage areas are: special education including the resource setting, speech therapy, education for limited English proficient students, math and science instruction, reading instruction, driver education and training, library media services, and multiple subject instruction.
- *Qualifications:* There is acceptable evidence that the employing agency has provided sufficient information to explain why the applicant is the best available person for the position. Such information may include verification of the completion of a degree, CBEST, part or all of a professional preparation program, or related experience.
- *Assignment:* There is evidence that this person has not been identified as misassigned in this assignment by the employing agency, or if the person has been identified as misassigned, there is evidence that action other than requesting a waiver was taken as a result of that misassignment.
- *Commitment:* There is acceptable evidence that the individual will have ongoing support and assistance provided by district personnel who hold a credential in the area of the waiver.

Part II

Numbers of Certification Documents Issued

College and University Recommendations

[Table 1A](#) (Summary) shows that during the period from July 1, 1997 to June 30, 1998, California institutions of higher education (IHEs) recommended individuals for a total of 19,156 credentials in the following areas:

- 11,982 Multiple Subject Teaching Credentials, which are generally used for service in elementary school classrooms;
- 4,873 Single Subject Teaching Credentials generally used for service in middle school and high school classes; and
- 2,301 Special Education Teaching Credentials for service in special day classes.

[Table 1B](#) (Summary) shows that, from July 1, 1998 to December 31, 1998, IHEs recommended individuals for a total of 10,017 credentials in the following areas:

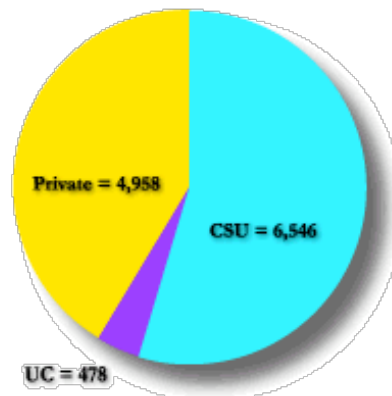
- 6,519 Multiple Subject Teaching Credentials;
- 2,198 Single Subject Teaching Credentials; and
- 1,300 Special Education Teaching Credentials.

These data indicate that California's institutions are responding to the urgent, widespread need for teachers in K-6 schools where the demand is greatest due to class-size reduction and enrollment increases.

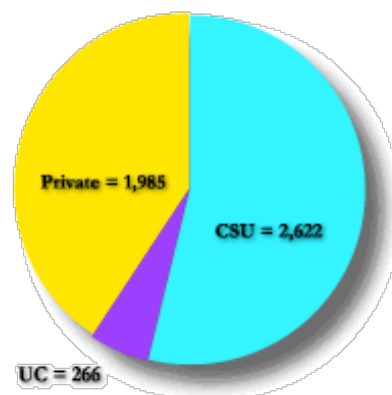
Tables [1A](#) and [1B](#) (Summary) break down the IHE credential recommendations by the numbers of individuals who had not previously held any type of certification in comparison to those who had previously held another type of certification such as an emergency permit or a credential in a different area. For example, Summary Table 1A shows that, in 1997-98, among the 19,156 individuals recommended for credentials, only 4,654 obtained their first credentials. Over 14,500 had previously held certification which authorized them to serve in classrooms. These numbers show that while colleges and universities continued to provide traditional preparation that occurs prior to a credential candidate's service in a classroom, institutions also responded to the increased hiring of emergency teachers by enabling many thousands of these underqualified teachers to earn teaching credentials.

Graphs [A](#), [B](#), and [C](#) below illustrate the numbers of individuals recommended for Multiple Subject, Single Subject and Special Education Teaching Credentials, respectively, by campuses of the California State University (CSU) system, University of California (UC) system, and private institutions in 1997-98. The great majority of new teachers continue to be prepared by California State University campuses and by private and independent institutions in California, which is consistent with the State's Master Plan for Higher Education.

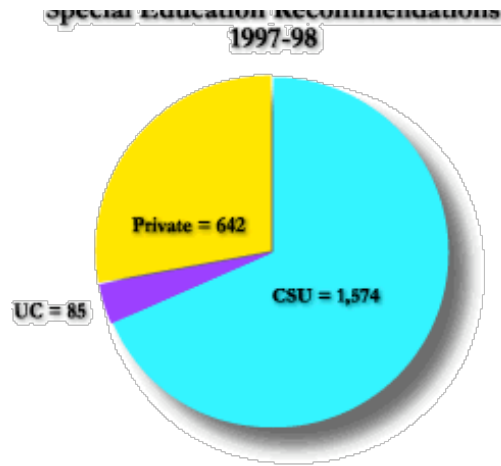
Graph A
Multiple Subject Recommendations
1997-98



Graph B
Single Subject Recommendations
1997-98



Graph C
Special Education Recommendations

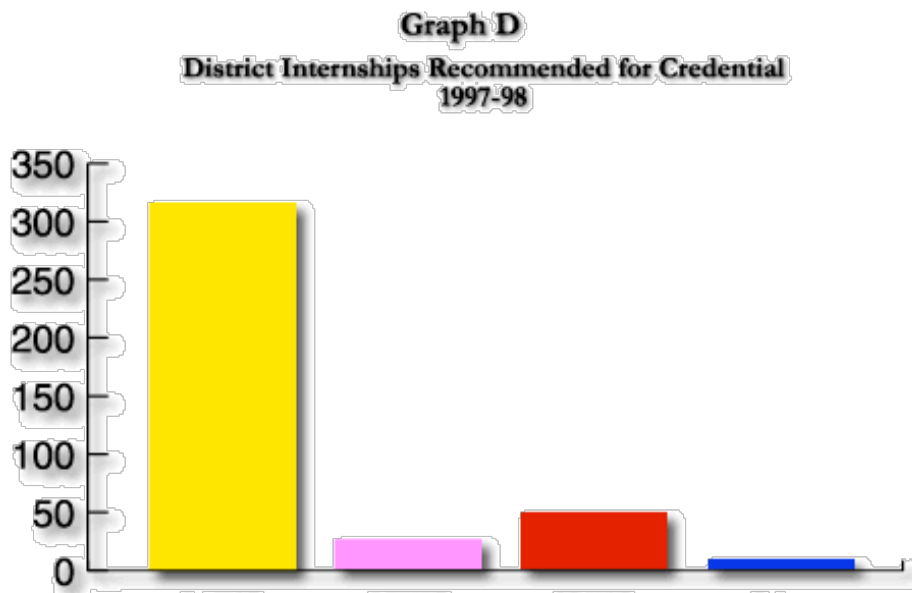


Tables [1A](#) and [1B](#) expand on the overall data provided in the two Summary Tables. For the period from July 1, 1997 to June 30, 1998, Table 1A shows how many recommendations for each type of teaching credential were submitted by each institution and campus in California. Parallel data for the period from July 1, 1998 through December 31, 1998, are provided in [Table 1B](#). These tables confirm that a total of 75 institutions prepared teachers for self-contained classrooms (Multiple Subject Teaching Credentials) in 1997-98 and the first half of 1998-99. Teachers for self-contained classrooms have been in greatest demand because of class-size reduction and enrollment growth.

School District Recommendations

[Table 2A](#) shows that districts with approved District Intern Programs recommended a total of 393 teachers for professional clear credentials in 1997-98, including 71 Single Subject and 322 Multiple Subject Teaching Credentials. In the first half of 1998-99, [Table 2B](#) shows that District Intern Programs recommended teachers for a total of 377 professional clear credentials, including 48 Single Subject and 313 Multiple Subject Credentials. Los Angeles Unified School District added the Education Specialist Teaching Credential Program and recommended 16 interns for such professional clear credentials.

[Graph D](#) on the following page indicates the districts that recommended individuals for professional clear credentials after completing District Intern Programs in 1997-98. The districts which recommended for the largest numbers of credentials were Los Angeles Unified School District (LAUSD), Long Beach Unified School District (LBUSD), and San Diego City Unified School District (SDUSD). While preparing teachers for service in the sponsoring school districts, these programs of alternative certification produce substantially fewer teachers than programs sponsored by colleges and universities, because the primary functions of school districts are to educate K-12 students.



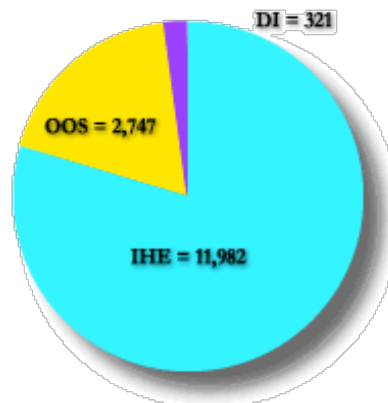
Teachers Prepared Outside of California

Teachers who completed preparation programs outside the state and obtained California credentials amounted to 4,837 in 1997-98 as shown in [Table 3A](#). Among that number, 2,747 earned Multiple Subject Teaching Credentials, 1,765 received Single Subject Credentials and 325 were issued Special Education Credentials. [Table 3B](#) shows that, in the first six months of 1998-99, a total of 3,043 out-of-state trained teachers obtained California credentials. That number includes 1,597 Multiple Subject, 1,160 Single Subject and 286 Special Education Credentials. The Commission anticipates that recent comparability findings pursuant to AB 1620 (Scott) will lead to increased issuance of credentials to out-of-state applicants in the months and years to come.

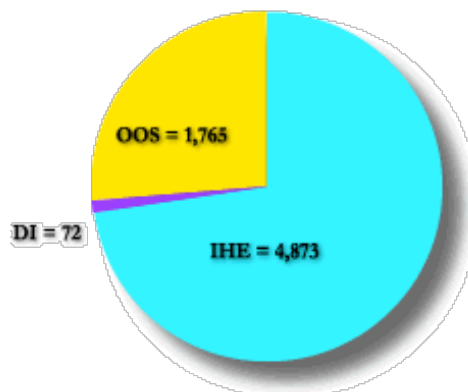
Where California Teachers are Completing Preparation Programs

Graphs E, F, and G below illustrate the numbers of Multiple Subject, Single Subject and Special Education Credentials issued on the basis of recommendations by institutions of higher education (IHE), district internships (DI) and out-of-state preparation (OOS) in 1997-98. The overall picture confirms that colleges and universities produce the largest numbers of new teachers, followed by recruitment in other states and district-based programs for teaching interns.

Graph E
Multiple Subject Documents
1997-98



Graph F
Single Subject Documents
1997-98



Graph G
Special Education Documents
1997-98





Teacher Licensure Documents Requested by Employers

[Table 4A](#) (**NOTE:** large file. Please allow sufficient time for downloading) and [Table 4B](#) (**NOTE:** large file. Please allow sufficient time for downloading) detail the types of teacher licensure documents that were requested by local employers and restricted to service with the employer during 1997-98 and the first half of 1998-99. Such documents include university internship credentials, district internship certificates, pre-internship certificates, emergency permits and credential waivers. The tables identify the county and district of employment and show that a total of 39,032 such documents were issued in 1997-98, and 34,311 were issued in the first six months of 1998-99. Appendix A and Appendix B further break down the types of documents issued during each time period by the specific credential areas (e.g. Single Subject, Education Specialist, etc.) and subject (e.g. Mathematics, Mild/Moderate Disabilities, etc.).

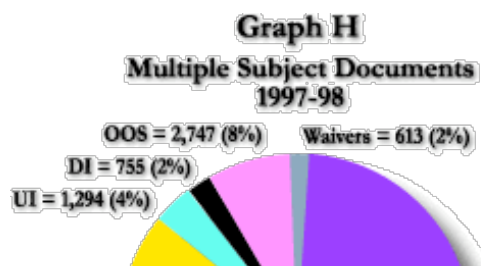
In conjunction with the data reported above, these numbers indicate that the great majority of credential candidates who enter accredited programs of professional preparation either work as lightly-supervised emergency teachers *before* they begin their preparation, or obtain emergency permits *during* their training. Much smaller numbers of new teachers complete their initial supervised preparation *before* serving as certificated teachers in schools.

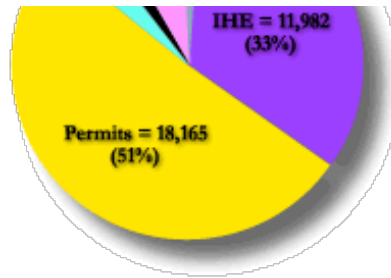
Data from the 1997-98 Annual Report on Emergency Permits and Credential Waivers showed that, statewide, 11 percent of teachers served on emergency permits and 1 percent served on waivers. Recent research by the American Institutes for Research and the Center for the Future of Teaching and Learning indicated that emergency teachers and waived teachers are predominantly serving in low-performing schools where students struggle to meet the State's new academic standards.

[Table 5](#) provides information regarding the districts that employed 20 percent or more of their staffs on emergency permits and credential waivers in 1997-98. Districts that utilized those documents for more than one hundred individuals are listed in bold type. The data in Table 5 indicate that the districts that are using emergency permits and waivers most frequently are located in rural and inner-city areas.

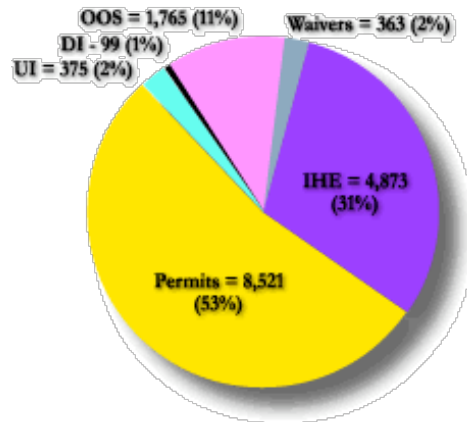
Percentages of Each Type of Document Issued

Graphs H, I, and J break down the multiple subject, single subject and special education documents that were issued in 1997-98 by the basis upon which they were issued. The graphs include full credentials issued on the basis of recommendations by IHEs, completion of out-of-state programs (OOS), university internships (UI), district internships (DI), emergency permits and credential waivers. In these graphs, which represent all new teachers coming into the schools, the most qualified groups are the IHE and OOS groups, followed by the UI and DI groups. The least prepared teachers hold the permits and waivers in each of the following graphs.

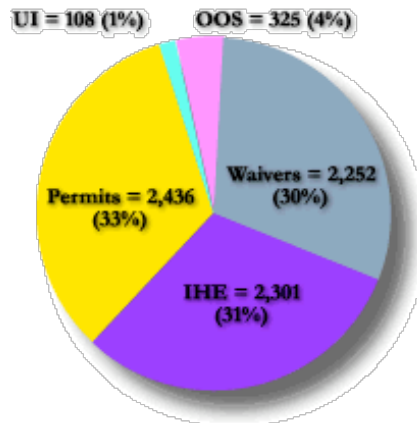




Graph I
Single Subject Documents
1997-98



Graph J
Special Education Documents
1997-98



[Table 6A](#), and [Table 6B](#) compare the numbers of emergency permits and preliminary or clear teaching credentials issued with authorizations in the area of multiple subject teaching, each of the single subject areas and each of the special education instruction areas. In many cases, the number of emergency permits far exceeds the number of credentials issued in each of the time periods reviewed for this report. However, it is important to note that no inference may be made regarding the shortage or surplus of teachers for specific credential areas as information was not available regarding the numbers of teaching positions in each credential area, the numbers of credential holders currently serving in schools, or the actual availability of newly-credentialed teachers for vacant positions in schools.

Policy Context of this Credential Data Report

To ensure that every K-12 student is taught by a qualified teacher in the future, California's leaders have initiated several significant policy changes in recent years. In Senate Bill 2042 (Alpert/Mazzoni), lawmakers replaced outmoded requirements with programs of proven effectiveness. Increased funding has enabled the Commission, postsecondary institutions

and school districts to create a comprehensive "learning to teach system" in which more than 40,000 new teachers are participating. Meanwhile, AB 1620 (Scott) has enabled the Commission in 1999-2000 to begin awarding more credentials to well-qualified teachers from other states. Most recently, Governor Davis has proposed increased incentives for prospective teachers to teach struggling students in low-performing schools. These and other related initiatives are likely to increase the numbers of credentials awarded to newly-prepared teachers in the coming months and years. To track the effects of the new policy initiatives, the present report is the first in a series of reports in which the Commission will describe changes in credential volumes to address teacher shortages throughout California.

**Table 1A (Summary)
Teaching Credentials Based on Institutional Recommendations:
Issued in 1997-98**

(Numbers of First Time/New Type Credentials Issued Upon Recommendations)

This chart summarizes the numbers of teaching credentials issued between July 1, 1997 and June 30, 1998 upon the recommendation of California postsecondary institutions with professionally-accredited credential programs. The numbers include individuals who obtained their initial certification (First Time) and individuals who previously held another type of certification such as an emergency permit or a credential in a different area (New Type). The numbers are broken down by the credential area and type of recommending institution.

	Multiple Subject	Single Subject	Special Education	Totals
CALIFORNIA STATE UNIVERSITY				
First Time	1,658	877	44	2,579
New Type	4,888	1,745	1,530	8,163
CSU TOTAL	6,546	2,622	1,574	10,742
UNIVERSITY OF CALIFORNIA				
First Time	181	103	2	286
New Type	297	163	83	543
UC TOTAL	478	266	85	829
PRIVATE/INDEPENDENT INSTITUTIONS				
First Time	1,264	522	3	1,789
New Type	3,694	1,463	639	5,796
PRIVATE TOTAL	4,958	1,985	642	7,585
ALL INSTITUTIONS				
First Time	3,103	1,502	49	4,654
New Type	8,879	3,371	2,252	14,502
TOTALS	11,982	4,873	2,301	19,156

**Table 1A
Teaching Credentials Based on Institutional Recommendations:
Issued in 1997-98**

(Numbers of First Time/New Type Credentials Issued Upon Recommendations)

The following table further breaks down the summary provided above. The table lists the numbers of Multiple Subject, Single Subject and Special Education Teaching Credentials recommended by each California postsecondary institution with a professionally-accredited program between July 1, 1997 and June 30, 1998. Included in this report are individuals who earned internship, preliminary and professional clear credentials.

1997/98 -- New Credentials	Multiple Subject	Single Subject	Special Education	Totals
CALIFORNIA STATE UNIVERSITY				
Bakersfield	249	93	52	145
Chico	258	123	59	182
Dominguez Hills	417	150	128	278
Fresno	494	144	64	208
Fullerton	376	140	54	194
Hayward	465	223	37	260
Humboldt	91	72	8	80
Long Beach	370	212	73	285
Los Angeles	427	143	109	252
Monterey Bay	94	0	0	0
Northridge	500	159	195	354
Pomona	230	99	99	198
Sacramento	354	159	126	285
San Bernardino	459	135	164	299
San Diego	364	188	101	289
San Diego - Imperial Valley	48	23	2	25
San Francisco	335	167	56	223
San Jose	283	143	147	290
San Luis Obispo	88	92	24	116
San Marcos	285	46	32	78
Sonoma	102	65	31	96
Stanislaus	257	46	13	59
CSU TOTALS	6,546	2,622	1,574	4,196

1997/98 -- New Credentials	Multiple Subject	Single Subject	Special Education	Totals
UNIVERSITY OF CALIFORNIA				
UC Berkeley	45	29	0	29
UC Davis	28	34	0	34
UC Irvine	63	23	1	24
UC Los Angeles	120	39	0	39
UC Riverside	103	52	66	118
UC San Diego	37	45	18	63
UC Santa Barbara	52	30	0	30
UC Santa Cruz	30	14	0	14

UC TOTALS	478	266	85	351
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1997/98 -- New Credentials	Multiple Subject	Single Subject	Special Education	Totals
INDEPENDENT INSTITUTIONS				
Azusa Pacific University	159	81	69	150
Bethany Bible/Assemblies of God	45	12	0	12
Biola University	35	12	0	12
California Baptist College	51	31	7	38
California Lutheran University	64	20	34	54
Chapman University	1,386	489	195	684
Christian Heritage College	18	8	0	8
Claremont Graduate School	111	44	0	44
College of Notre Dame	90	56	0	56
Concordia University	103	41	0	41
Dominican College (off Campus)	28	11	0	11
Dominican College of San Rafael	108	42	0	42
Fresno Pacific University	73	28	64	92
Holy Names College	25	12	8	20
Hope International University	6	0	0	0
John F. Kennedy University	28	10	0	10
La Sierra University	26	7	2	9
Loyola Marymount University	55	31	12	43
Mills College	20	18	0	18
Mount St. Mary's College	17	24	6	30
National Hispanic University	9	0	0	0
National University	1,201	482	135	617
New College of California	21	0	0	0
Occidental College	23	15	0	15
Pacific Oaks College	36	0	15	15
Pacific Union College	12	12	0	12
Pattern College	25	0	0	0
Pepperdine University - Los Angeles	89	18	0	18
Pepperdine University - Malibu	27	5	1	6
Point Loma Nazarene U - Pasadena	11	18	9	27
Point Loma Nazarene University	67	33	18	51
Santa Clara University	38	2	14	16
Simpson College	88	19	5	24

Southern California College	35	15	0	15
St. Mary's College of California	130	44	18	62
Stanford University	0	76	0	76
The Master's College	20	11	0	11
U.S. International University	54	20	0	20
University of La Verne	107	43	5	48
University of Redlands	181	44	0	44
University of San Diego	104	48	4	52
University of San Francisco	36	9	10	19
University of Southern California	70	17	3	20
University of the Pacific	77	40	8	48
Westmont College	8	9	0	9
Whitter College	41	28	0	28
PRIVATE IHE TOTALS	4,958	1,985	642	7,585
GRAND TOTALS	11,982	4,873	2,301	7,174

Table 1B (Summary)
Teaching Credentials Based on Institutional Recommendations:
Issued July 1, 1998 to December 31, 1998
Number of First Time/New Type Credentials Issued Upon Recommendation

This chart summarizes the numbers of credentials issued between July 1, 1998 and December 31, 1998 upon the recommendation of California postsecondary institutions with professionally-accredited credential programs. The numbers include individuals who obtained their initial certification (First Time) and individuals who previously held another type of certification such as an emergency permit or a credential in a different area (New Type). The numbers are broken down by the credential area and the type of recommending institution.

	Multiple Subject	Single Subject	Special Education	Totals
CALIFORNIA STATE UNIVERSITY				
First Time	686	346	52	1,084
New Type	2,451	756	790	3,997
CSU TOTAL	3,137	1,102	842	5,081
UNIVERSITY OF CALIFORNIA				
First Time	97	68	0	165
New Type	184	84	45	313
UC TOTAL	281	152	45	478
PRIVATE/INDEPENDENT INSTITUTIONS				
First Time	672	221	9	902
New Type	2,429	723	404	3,556
PRIVATE TOTAL	3,101	944	413	4,458
ALL INSTITUTIONS				
First Time	1,455	635	61	2,151

New Type	5,064	1,563	1,239	7,866
TOTALS	6,519	2,198	1,300	10,017

Table 1B
Teaching Credentials Based on Institutional Recommendations:
Issued July 1, 1998 to December 31, 1998
Numbers of First Time/New Type Credentials Issued Upon Recommendation

The following table lists the number of Multiple Subject, Single Subject and Special Education Teaching Credentials recommended with effective dates between July 1, 1998 and December 31, 1998 upon the recommendation of California postsecondary institutions of higher education with professionally accredited programs. The numbers include individuals who received their initial California credential (first time) and those who previously held a different type of document such as an emergency permit (new type). This report includes individuals who earned internship, preliminary and professional clear credentials.

1998/99 -- New Credentials	Multiple Subject	Single Subject	Special Education	Totals
CALIFORNIA STATE UNIVERSITY				
Bakersfield	102	21	21	144
Chico	91	72	86	249
Dominguez Hills	411	91	86	588
Fresno	195	59	24	278
Fullerton	145	81	64	290
Hayward	316	145	14	475
Humboldt	17	8	11	36
Long Beach	176	61	45	282
Los Angeles	162	41	41	244
Monterey Bay	44	0	0	44
Northridge	196	75	77	348
Pomona	102	13	39	154
Sacramento	212	82	69	363
San Bernardino	268	77	77	422
San Diego	160	78	63	301
San Diego - Imperial Valley	11	4	0	15
San Francisco	103	51	23	177
San Jose	118	71	84	273
San Luis Obispo	36	18	3	57
San Marcos	144	6	5	155
Sonoma	19	29	4	52
Stanislaus	109	19	6	134
CSU TOTALS	3,137	1,102	842	5,081
1998/99 -- New Credentials	Multiple Subject	Single Subject	Special Education	Total

UNIVERSITY OF CALIFORNIA				
UC Berkeley	34	6	0	40
UC Davis	14	13	0	27
UC Irvine	83	35	0	118
UC Los Angeles	103	34	0	137
UC Riverside	19	26	36	81
UC San Diego	7	29	9	45
UC Santa Barbara	4	2	0	6
UC Santa Cruz	17	7	0	24
UC TOTALS	281	152	45	478
1998/99 -- New Credentials	Multiple Subject	Single Subject	Special Education	Totals
INDEPENDENT INSTITUTIONS				
Azusa Pacific University	123	15	39	177
Bethany Bible/Assemblies of God	32	5	0	37
Biola University	6	5	0	11
California Baptist College	32	14	6	52
California Lutheran University	43	16	31	90
Chapman University	552	191	118	861
Christian Heritage College	14	3	0	17
Claremont Graduate School	92	30	0	122
College of Notre Dame	82	56	0	138
Concordia University	58	22	0	80
Dominican College (off Campus)	9	6	0	15
Dominican College of San Rafael	16	15	0	31
Fresno Pacific University	42	9	29	80
Holy Names College	19	4	2	25
Hope International University	3	0	0	3
John F. Kennedy University	14	2	0	16
La Sierra University	10	2	3	15
Loyola Marymount University	27	12	1	40
Mills College	21	9	0	30
Mount St. Mary's College	14	6	1	21
National Hispanic University	35	1	0	36
National University	1,034	290	91	1,415
New College of California	20	0	0	20

Occidental College	3	6	0	9
Pacific Oaks College	45	0	7	52
Pacific Union College	12	2	0	14
Pattern College	19	0	0	19
Pepperdine University - Los Angeles	93	13	0	106
Pepperdine University - Malibu	15	1	0	16
Point Loma Nazarene U - Pasadena	32	6	8	46
Point Loma Nazarene University	24	8	6	38
Santa Clara University	42	3	21	66
Simpson College	54	14	4	72
Southern California College	10	2	1	13
St. Mary's College of California	109	32	11	152
Stanford University	0	21	0	21
The Master's College	2	6	0	8
U.S. International University	24	10	0	34
University of La Verne	71	31	1	103
University of Redlands	91	19	0	110
University of San Diego	30	21	1	52
University of San Francisco	21	2	18	41
University of Southern California	23	6	1	30
University of the Pacific	41	24	13	78
Westmont College	6	1	0	7
Whitter College	36	3	0	39
PRIVATE IHE TOTALS	3,101	944	413	4,458
GRAND TOTALS	6,519	2,198	1,300	10,017

Table 2A
District Interns Recommended for Professional Clear Teaching Credentials:
1997-98

The following table lists the school districts that recommended teachers for Multiple and Single Subject Professional Clear Credentials on the basis of completion of District Internship Programs. The table identifies the type and number of each credential recommended by the districts.

County	District	Credential Types	Special Authorizations(s)	Totals
Contra Costa	Pittsburg Unified	Multiple Subject		1
	TOTAL			1

Los Angeles	Compton Unified	Multiple Subject		2
	TOTAL			2
	Long Beach Unified	Multiple Subject		3
	TOTAL	Multiple Subject	BCLAD Emphasis: Korean	1
		Multiple Subject	BCLAD Emphasis: Spanish	20
				24
	Los Angeles Unified	Single Subject	English	37
	TOTAL	Single Subject	Life Science	7
		Single Subject	Math	14
		Single Subject	Physical Science	5
		Single Subject	Science: Biological Sciences	3
		Single Subject	Social Science	5
			SINGLE SUBJECT	
	TOTAL	Multiple Subject		171
		Multiple Subject	CLAD Emphasis	4
		Multiple Subject	BCLAD Emphasis: Spanish	69
			MULTIPLE SUBJECT	
	TOTAL MULTIPLE AND SINGLE SUBJECT			315
Sacramento	Center Joint Unified	Single Subject	Social Science	1
	TOTAL	Multiple Subject		1
				2
	Del Paso Heights Elementary	Multiple Subject		1
	TOTAL			1
	Robla Elementary	Multiple Subject		1
	TOTAL			1
San Diego	San Diego City Unified	Multiple Subject		20
	TOTAL	Multiple Subject	BCLAD Emphasis: Spanish	27
				47

Total of All District Interns Recommended for Credentials	393
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Table 2B
District Interns Recommended for Professional Clear Teaching Credentials:
July 1, 1998 to December 31, 1998

The following table lists the school districts that recommended teachers for Multiple and Single Subject Professional Clear Credentials on the basis of completion of District Internship Programs. The table identifies the type and number of each credential recommended by the districts.

County	District	Credential Types	Special Authorizations(s)	Totals
Contra Costa	John Swett Unified	Multiple Subject		1
	TOTAL			1
Los Angeles	Long Beach Unified	Multiple Subject	BCLAD Emphasis: Spanish	13
	TOTAL			13
	Los Angeles Unified	Education Specialist	Mild/Moderate Disabilities	16
	TOTAL	EDUCATION SPECIALIST		16
		Single Subject	English	21
		Single Subject	Life Science	1
		Single Subject	Math	8
		Single Subject	Science: Biological Sciences	6
		Single Subject	Science: Chemistry	5
		Single Subject	Science: Physics	2
		Single Subject	Social Science	2
	TOTAL	SINGLE SUBJECT		45
		Multiple Subject		177
		Multiple Subject	CLAD Emphasis	2
		Multiple Subject	BCLAD Emphasis: Spanish	62
	TOTAL	MULTIPLE SUBJECT		241
	TOTAL ALL CREDENTIAL TYPES			302
Sacramento	Center Joint Unified	Single Subject	History	1
		Multiple Subject		3
	TOTAL			4
	Grant Joint Union High	Single Subject	English	1
	TOTAL			1

	Robla Elementary	Multiple Subject		1
	TOTAL			1
	Sacramento County Office of Education	Multiple Subject		1
	TOTAL			1
San Benito	San Benito High	Single Subject	Foreign Language: French	1
	TOTAL			1
San Bernardino	Ontario-Montclair Elementary	Multiple Subject		1
		Multiple Subject	BCLAD Emphasis: Spanish	17
	TOTAL			18
San Diego	San Diego City Unified	Multiple Subject	BCLAD Emphasis: Spanish	35
	TOTAL			35
Total of all District Interns Recommended for Credentials				377

**Table 3A
Credentials Obtained by Out-of-State Prepared Teachers in 1997-98**

The following table lists the types and numbers of preliminary and professional clear credentials issued to teachers who completed teacher preparation programs outside of California. The total number of subject areas on Single Subject and Special Education Credentials is more than the total number of credentials as several individuals qualified for more than one subject authorization on their credentials.

Credential	Subject Area	Total
Multiple Subject	General Subjects	2,736
	General Subjects; CLAD Emphasis	1
	General Subjects; BCLAD Emphasis: Spanish	9
	General Subjects; BCLAD Emphasis: Mandarin	1
Total Multiple Subject Credentials		2,747
Single Subject	Agriculture	5
	Art	84
	Business	39
	English	477
	Foreign Language: Chinese	1
	Foreign Language: French	41
	Foreign Language: German	8
	Foreign Language: Italian	1
	Foreign Language: Japanese	4
	Foreign Language: Korean	2
	Foreign Language: Latin	1

	Foreign Language: Russian	2
	Foreign Language: Spanish	102
	Government	1
	Home Economics	23
	Health Science	30
	Industrial Technology and Education	14
	Life Science	1
	Mathematics	189
	Music	124
	Physical Education	180
	Physical Science	1
	Science: Biological Sciences	162
	Science: Chemistry	58
	Science: Geological Sciences	25
	Science: Physics	43
	Social Science	358
Total Single Subject Credentials		1,765
Special Education	Communication Handicapped	23
	Deaf and Hard of Hearing	6
	Early Childhood Special Education	4
	Learning Handicapped	203
	Mild/Moderate Disabilities	35
	Moderate/Severe Disabilities	7
	Physically Handicapped	5
	Severely Handicapped	67
Total Special Education Credentials		325
Total Credentials Issued to Out-of-State Trained Teachers		4,837

Table 3B
Credentials Obtained by Out-of-State Prepared Teachers:
July 1, 1998 to December 31, 1998

The following table lists the types and numbers of preliminary and professional clear credentials issued to teachers who completed teacher preparation programs outside of California. The total number of subject areas on Single Subject and Special Education Credentials is more than the total number of credentials as several individuals qualified for more than one subject authorization on their credentials.

Credential	Subject Area	Total
Multiple Subject	General Subjects	1,595
	General Subjects; BCLAD Emphasis: Spanish	2
Total Multiple Subject Credentials		1,597

Single Subject	Agriculture	6
	Art	51
	Business	18
	English	346
	Foreign Language: Chinese	1
	Foreign Language: French	28
	Foreign Language: German	6
	Foreign Language: Italian	1
	Foreign Language: Japanese	1
	Foreign Language: Korean	1
	Foreign Language: Russian	4
	Foreign Language: Spanish	58
	Home Economics	15
	Health Science	36
	Industrial Technology and Education	6
	Mathematics	137
	Music	87
	Physical Education	124
	Science: Biological Sciences	96
	Science: Chemistry	28
	Science: Geological Sciences	19
	Science: Physics	21
	Social Science	208
Total Single Subject Credentials		1,160
Special Education	Communication Handicapped	1
	Deaf and Hard of Hearing	9
	Early Childhood Special Education	7
	Mild/Moderate Disabilities	226
	Moderate/Severe Disabilities	45
	Physical and Health Impairments	1
	Visual Impairments	2
Total Special Education Credentials		286
Total Credentials Issued to Out-of-State Trained Teachers		3,043