

Annual Report 2006-2007

Certificates Issued and Certificated Personnel Placement Statistics



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State Superintendent of
Public Instruction

September 2007

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ANNUAL REPORT 2006-2007

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September 2007

Acknowledgements

This report was prepared by Dr. Rick Maloney of OSPI's Professional Education and Certification Office. Others who helped to collect and interpret information for this report included certification staff (for Part I), and professional education staff (for Part II). Part I is based on the statewide educator database maintained by OSPI. Part II is based on follow-up surveys and reports completed by the twenty two Washington colleges/universities approved by the Professional Educator Standards Board to offer educator preparation programs.

Suggested Citation

Maloney, Rick (2006). Annual Report 2004-2005: Certificates Issued and Certificated Personnel Placement Statistics. Office of Superintendent of Public Instruction, Olympia, WA.

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INTRODUCTION

Each year the Office of Superintendent of Public Instruction combines two related but separate reports (Certificates Issued and Certificated Personnel Placement Statistics) in its annual report regarding certification, submitted to the Professional Educator Standards Board. The report is not intended to be a comprehensive study of supply and demand for certificated personnel.

Part I of this report presents data on certificates issued for various roles during 2006-2007 for both in-state and out-of-state applicants. Information for Part I is based totally on the state educator database maintained by the Professional Education and Certification Office. Tables A and B show total number and type of certificates issued, comparing the activity to previous years. Tables C and D give the number and source (to include in-state colleges/universities) of each type of first-issue certificate. Tables E and F provide detailed information about endorsements on teaching certificates first issued during 2006-2007. Tables G and H report on limited certificates. Information for career and technical education (vocational) certificates is found at Table I. Table J pertains to states from which out-of-state applicants came.

Part II presents placement statistics gathered during 2006-2007 on persons completing teacher preparation programs in Washington State during the previous year. Information for Part II is provided by colleges/universities, based on follow-up surveys of teachers who completed their preparation programs. Data includes the number of persons completing teacher education programs over the past three decades in Table K, while Table L shows placement statistics for the past three years, Table M reports placement for each college/university, and Table N shows percent employed each year in the past three decades. Tables O and P show placement by endorsement and Tables Q and R report information by racial/ethnic group.

EXECUTIVE SUMMARY

The total number of certificates issued in the state in 2005-2006 was 18,623, an increase of 1,252 (7 percent) from the 2004-2005 total. When all certification activity is counted, to include clock hour reporting, endorsements, and administrative actions, the total is 33,781, or a two percent increase from last year's total of 33,194.

- Four types of regular teaching certificates were issued during the year: Initial (Renewal) and Continuing (based on the standards in effect prior to 2000) and Residency and Professional (based on standards in effect as of 2000). Because most Initial certificates have already been renewed once since September, 2000 very few remain eligible for renewal.
- The number of limited certificates (those not meeting minimum requirements for a regular certificate) increased by nineteen percent to 4,011. Of these limited certificates, there were increases in the number of conditional certificates (38%, to 277), emergency certificates (60%, to 158), and substitute certificates (23%, to 1,814) while emergency substitutes remained nearly the same (<1%, to 1,176).
- Twenty-six percent of those receiving their first Washington teaching certificate completed teacher education programs outside Washington.
- The number of Professional Teacher certificates issued (1,689), increased 72% over last year's total, reflecting program completion in the 17 ProCert programs.
- Since 2000, when state requirements for awarding endorsements were eliminated, the number of endorsements awarded per year declined (from 10,894 in 1999-2000 to 6,722 in 2006-2007). Over the past six years 18,000 fewer-than-expected endorsements have been issued as a result, while at the same time the number of "unlimited assignment" teachers (pre-1987 unendorsed certificate holders) has continued to decline.

- The top five endorsements on first-issue teaching certificates awarded during 2005–2006 were elementary education (2,924), special education (493), English or English language arts (422), social studies (339) and mathematics (238).
- Of the 33 current Washington endorsements (excluding world languages) those with fewer than 10 awarded in the year were technology education (9), library media (9), agriculture education (8), traffic safety (4), marketing education (3), and dance (2).
- Specific designated world language endorsements included Spanish (70), French (17), German (10), Japanese (6), Chinese (4), Latin (2), and Russian (2).
- Fourteen First Peoples Language/Culture Certificates were issued, an increase from 3 certificates issued to 14 certificates issued.
- There is a significant increase in the number of conditional (198 to 278) and emergency certificates (120 to 172) issued.
- Five currently valid emergency administrator (principal) certificates were issued last year (down one from the year before), and 96 currently valid emergency or conditional ESA certificates have been issued last year (emergency) or during the past two years (conditional).
- The 2,976 career and technical education (vocational) certificates issued in 2006-2007 represent a 26 percent increase from the previous year's total (2,362).
- The #1 and #2 sources for out-of-state teachers, administrators, and ESA's were Oregon (with 316, 33, and 26, respectively) and California (255, 13, and 36).
- Washington colleges and universities produced 2,997 new teachers (a 18.8 percent decrease) in the 2006-2007 school year.
- Washington teacher preparation programs' full-time placement rate remained low. Only 56 percent of the 2005-2006 program completers reported finding contracted, certificated positions in 2006–2007, a three percent increase. This is down from a high of 67 percent in 2001-2002.

- While full-time placement rates rose slightly, placement of new program completers as substitutes fell one percent to 21 percent.
- Employment as either a teacher or substitute teacher (77 percent) remained below 80 percent for the fifth straight year, after averaging over 80 percent for more than a decade.
- The highest placement rates (over 50 percent) for teachers hired 'in the endorsement area' were reported for dance, Puget Sound Salish, agriculture education, family & consumer sciences education, technology education, mathematics, special education, science, Japanese, middle level: math/science, Spanish, English language arts, general music, and chemistry.
- The lowest placement rates (below 20 percent) for teachers 'in the endorsement area' were reported for theatre arts, bilingual education, marketing education, and reading.
- There were 376 program completers in Washington (representing 14 percent of those who completed a program during 2004-2005) who identified themselves as members of minority groups. This was an 18 percent decrease from the previous year. The number of minority teachers exceeded 10 percent of their cohort for the tenth year in a row. Of those minority group members, 256 (68 percent) reported being hired as teachers, significantly higher than the statewide reported placement rate of 57 percent.

PART I

CERTIFICATES ISSUED

July 1, 2006–June 30, 2007

PART I - CERTIFICATES ISSUED, JULY 1, 2006 – JUNE 30, 2007

Introduction

Each year the Office of Superintendent of Public Instruction prepares a comprehensive report of the number and type of certificates issued to individuals completing programs at Washington colleges/universities and to individuals completing preparation programs at institutions outside the state of Washington. Information regarding endorsements on teaching certificates is also reported. The state began requiring candidates for the Residency Teacher certificate to pass a basic skills test in 2002, and content knowledge testing has been required for all teaching endorsements since September 1, 2005.

Total Certificates Issued

A breakdown by type (teacher, administrator, educational staff associate [ESA], and career/technical educator [CTE]) and by source (in-state, out-of-state) is shown at Table A. The total number of certificates issued to in-state and out-of-state applicants¹ from July 1, 2006–June 30, 2007, was 18,623² or 7% greater than the previous year's total of 17,371. The figures in Table A include first certificate issuance, reissuance, renewals, reinstatements, progression from the beginning level of certification (residency/initial) to the second level (professional/continuing), and conversion of expired certificates (e.g., provisional/initial) to new certificate types (e.g., residency). All types of limited certificates (substitute, emergency, emergency substitute, conditional, and exchange teacher) are also included in the 18,623 certificates issued.

¹ For teachers, administrators, and ESAs, an "in-state" applicant is one who completed the approved program for the certificate at a Washington State Board of Education-approved college/university. An "out-of-state" applicant completed the course work at an institution approved outside Washington or last served in an educational setting in another state. All career and technical education (vocational) applicants are considered "in-state."

² While the total, 18,623, reflects the number of certificates issued in 2006-07, it does not reflect all certificate activity. For example, an individual issued a continuing certificate after August 1987 needs to complete 150 clock hours every five years to maintain that certificate. This total (18,623) does not include the activity required to extend the validity of continuing (clock hour) certificates, nor does it reflect the adding of endorsements to existing certificates. When all certification activity is included, the total is 33,781. This represents a slight increase of 2% from the previous year (33,194).

Table A. Total Certificates Issued July 1, 2006–June 30, 2007

	Total	In State	Out-of-state
Teacher	13374	11315	2059
Administrator	1084	972	112
Educational Staff Associate	1187	1005	182
Vocational	2978	2978	n/a
Total	18623	16270	2353

Figure 1 compares total certificates issued over the last five years. The 2003-04 report reflects a slight decrease from the previous year in all certificates. In 2004-05 all categories increased, with teachers accounting for the largest increase. Totals for 2005-06 were at or near the level of two years ago, confirming that 2004-05 was an anomaly, caused by the policy change requiring reissuance of the Residency certificate. In 2006-07 there was a slight increase in total certificates issued.

Figure 1. Five-Year Comparison of Total Certificates Issued

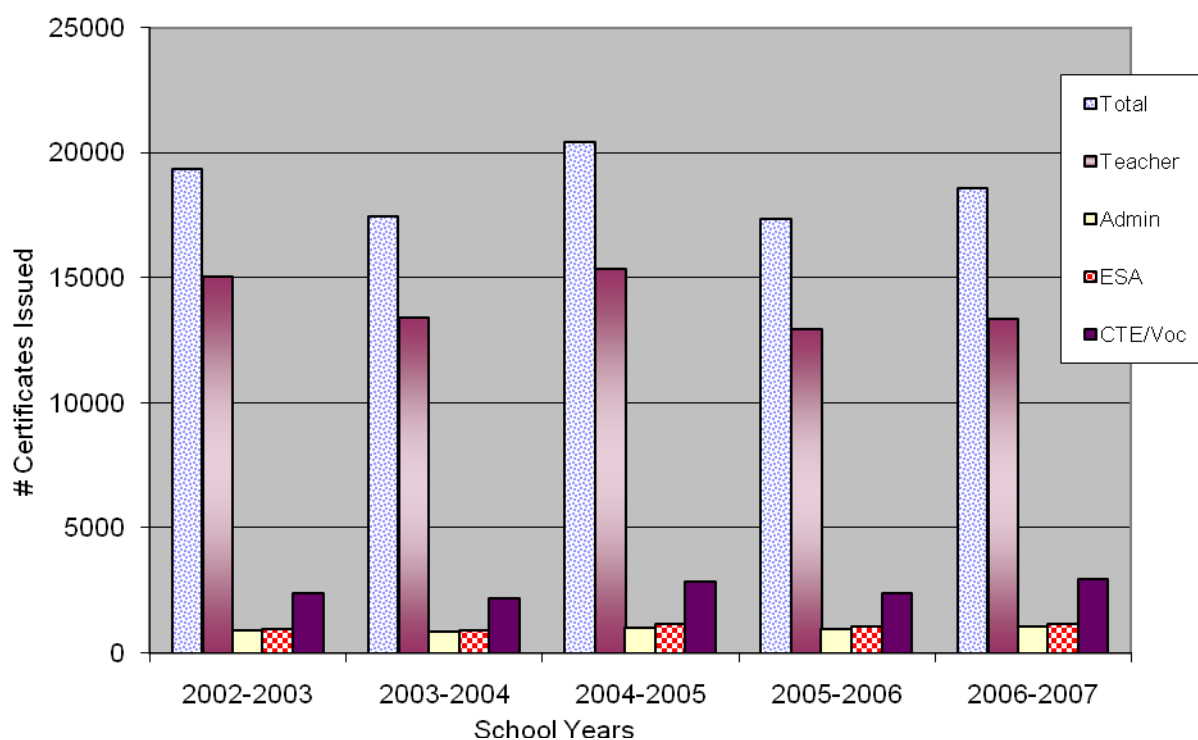


Table B provides information about total certificates issued by type and level of certificate. Overall, there was a 10 percent increase in the number of regular and

limited certificates. A small decrease was recorded in first-level teaching certificates (one percent) but an increase occurred in second-level certificates (12 percent). Limited certificates increased this year by 19 percent. Implementation of testing requirements (basic skills test in 2002 and endorsement tests in 2005) led to a 60 percent increase in the use of the emergency certificate during 2006-07. Emergency substitutes leveled off at 1,176, significantly down from a high of 2,142 in 2001-02.

Table B. Total Certificates Issued in 2006-07 by Level

		Number of Certs	Percentage Change From 2005-06
First-level teaching certificates:		6,341	-1%
Initial (Renewal) Teacher certificates	61		
Residency Teacher certificates	6,280		
Second-level teaching certificates:		3,705	12%
Continuing Teacher certificates	2,005		
Professional Teacher certificates	1,700		
First-level administrator certificates:		694	-83%
Initial Administrator certificates	119		
Residency Administrator certificates	575		
Second-level Administrator certificates:		344	66%
Continuing Administrator certificates	344		
Professional Administrator certificates	0		
First-level ESA certificates:		803	13%
Initial ESA certificates	347		
Residency ESA certificates	456		
Second-level ESA certificates:		234	19%
Continuing ESA certificates	234		
Professional ESA certificates	0		
Career and Technical Educator certificates		2,978	24%
Exchange certificates		0	-100%
Limited certificates		4,011	19%
Conditional certificates	277		38%
Emergency certificates	158		60%
Emergency Substitute certificates	1,176		0%
Substitute certificates	1,814		23%
Intern Substitute certificates	477		53%
Transitional certificates	109		5%
First Peoples Language/Culture certificates		14	367%
	Total	19,124	10%

First-Issue Certificates

Table C shows new certificate holders in the state; it does not include figures for limited certificates, renewals, reinstatements or conversions, but rather indicates the number of first-issue certificates to persons who had never held full certification for that role in Washington. Twenty seven percent of the teachers earning their first Washington

Table C. Total First-Issue Certificates by Type

			In	Out-of-		%
<u>Teacher Certificates</u>			<u>State</u>	<u>State</u>	<u>Total</u>	<u>Change</u>
	First-level	Residency	3,681	1,352	5,033	-4%
	Second-level	Continuing	1,666	0	1,666	-20%
		Professional	1,680	9	1,689	72%
<u>Administrator Certificates</u>						
Principal						
	First-level	Residency	343	83	426	14%
	Second-level	Continuing	252	0	252	58%
Superintendent						
		Initial	54	13	67	26%
		Continuing	23	0	23	44%
Program Administrator						
	First-level	Residency	35	14	49	17%
	Second-level	Continuing	14	0	14	40%
<u>ESA Certificates</u>						
School Counselor						
		Initial	1	4	5	-98%
		Continuing	207	56	263	n/a
		Continuing	104	7	111	41%
School Nurse						
		Initial	56	1	57	16%
		Continuing	10	6	16	0%
School Occupational						
		Initial	44	0	44	26%
		Continuing	9	0	9	-18%
School Physical Therapist						
		Initial	16	0	16	33%
		Continuing	5	0	5	0%
School Psychologist						
		Initial	0	2	2	-98%
		Continuing	69	34	103	n/a
		Continuing	41	0	41	21%
School Social Worker						
		Initial	1	0	1	-97%
		Continuing	36	6	42	n/a
		Continuing	6	0	6	-25%
School Speech Pathologist						
		Initial	57	57	114	36%
		Continuing	26	1	27	8%
Career and technical educator						
			1,015	n/a	1,015	7%
Totals			9,451	1,645	11,096	5%

certificate completed an out-of-state preparation program. The number of Professional Teacher certificates continued to increase at a rapid rate as the Professional Certificate (ProCert) programs produced 1,689 program completers, 72 percent more than last year's total. The totals at the bottom of Table C do not indicate the number of people, but the number of certificates. It is possible, especially for out-of-state applicants, to qualify for more than one certificate at a time. For example, out-of-state applicants for principal or school counselor certification often apply concurrently for a teaching certificate.

Table D (next page) sets forth more detailed information about certificates issued to in-state applicants reported in Table C. Table D indicates the number of first-issue initial or residency certificates for individuals completing programs at each Washington college/university. Not all colleges/universities are approved to recommend certification for every type of certificated role.

In 2006-07, there were three general pathways to earning a certificate. Fifteen of the 22 state-approved programs included teacher preparation as part of an undergraduate program leading to a certificate combined with a bachelor's degree, while sixteen of the 22 offered a graduate level teacher preparation program leading to a certificate combined with a master's degree. Of these sixteen, four offer only the master's degree option. An option offered by fifteen of the 22 colleges/ universities is the certificate-only program available for candidates who already hold a bachelor's degree but choose not to pursue a master's degree in combination with the certificate. One of the fifteen offers only the certificate-only option. Six state-supported 'alternative routes' to teacher certification programs supervised by the Professional Educator Standards Board includes school employees pursuing a bachelor's degree with certificate in special education or bilingual education, but many alternative routes candidates are career-changers pursuing a certificate-only in areas such as math and science.

Table D. Number of First-Issue Initial (or Residency) Certificates by Institution¹**July 1, 2006 – June 30, 2007**

AU = Antioch University, CU = City University, CWU = Central Washington University, EWU = Eastern Washington University, GU = Gonzaga University, Con = Consortium (Gonzaga), HU = Heritage University, NWU = Northwest University, PLU = Pacific Lutheran University, SMU = Saint Martin's University, SPU = Seattle Pacific University, SU = Seattle University, TESC = The Evergreen State College, UPS = University of Puget Sound, UW = University of Washington, UW-B=University of Washington-Bothell, UW-T=University of Washington-Tacoma, Walla = Walla Walla University, WSU = Washington State University, WWU = Western Washington University, WmC = Whitman College, WwC = Whitworth University

Type of Certificate	AU	CU	CWU	EWU	GU	Con ²	HC	NWC	PLU	SMU	SPU	SU	TESC	UPS	UW	UWB	UWT	Walla	WSU	WWU	WmC	WwC
TEACHER	74	296	492	315	66	11	148	29	203	49	181	99	72	45	193	99	75	28	381	653	5	127
ADMINISTRATOR																						
Principal	--	54	19	18	7	--	29	--	7	--	29	5	--	7	38	--	16	--	50	46	--	11
Program Administrator	--	12	2	--	1	--	4	--	1	--	1	3	--	1	6	--	2	--	3	--	--	--
Superintendent	--	--	--	--	2	--	--	--	--	--	8	2	--	--	1	--	--	--	27	--	--	--
EDUCATIONAL STAFF ASSOCIATE ³																						
Counselor	--	67	6	7	8	--	44	--	1	13	10	19	--	10	0	--	--	--	7	6	--	6
Psychologist	--	--	7	28	--	--	--	--	--	--	0	21	--	--	10	--	--	--	0	--	--	--
Social Worker	--	--	1	14	--	--	--	--	--	--	--	--	--	--	16	--	--	2	--	--	--	--

¹ Based on OSPI records of certificates issued. Totals vary from year to year, depending on the date the verification of program completion lists are sent to OSPI for processing. This table shows certificates issued before June 30, 2007. Some individuals who completed a program in 2007 were not issued a certificate until after July 1, 2007. They are not reflected in this report.

² A consortium involving ESD 101, PLU, WSU, Whitworth University, and Gonzaga University combined to offer an alternative route to certification. Although not an institution per se, this consortium recommends candidates for certification under the state-approved authority granted to Gonzaga University, which verifies program completion to OSPI.

³ Four other categories of Educational Staff Associates (ESAs) receive certification by completing degree programs approved by appropriate national accrediting agencies, holding valid Washington State licenses (if required), and completing a 30 clock hour course approved by the State Board of Education (SBE). They do not complete SBE approved preparation programs, so they are not included on this chart. Those four ESA categories are School Speech Language Pathologist or Audiologist, School Nurse, School Occupational Therapist, and School Physical Therapist.

Endorsements

Teaching certificates have been issued with endorsements since 1987, limiting teacher assignment to specific subject areas and/or grade levels. In 2000 a new performance-based endorsement system was introduced in which 'state' requirements (applicants applying directly to OSPI) were eliminated as an alternative to completing state-approved college/university endorsement programs, and the number of Washington endorsements was reduced from 43 to 33. Content knowledge testing for endorsements was initiated in September, 2005. Although only one endorsement is required, many teachers obtain certificates with more than one endorsement. The figures in Table E indicate the number of each type of endorsement listed on first-issue teaching certificates. Since many certificate recipients hold two or more endorsements, the total number of endorsements exceeds the number of certificates issued.

Most endorsements were issued in elementary education (2,924), special education (493), English language arts (422), social studies (339), math (238), early childhood education (227), reading (221), biology (170), history (165), health/fitness (165), English as a second language (140), and science (131).

In-state applicants earned 74 percent of all endorsements awarded. More than 80 percent of the following current Washington endorsements were issued to candidates from in-state: reading, history, bilingual education, health/fitness, general music, choral music, and instrumental music. Compared with 10,894 endorsements awarded in 1999-2000, when state requirements for endorsements were eliminated in favor of programs-only, 9,569 endorsements were awarded in 2000-01, 9,626 in 2001-02, 7,741 in 2002-03, 7,533 in 2003-04, 9,100 in 2004-05, 7,744 in 2005-06, and 6,722 in 2006-07. Overall, in the six years since 2000-01, more than 18,000 fewer endorsements have been awarded than might have been expected under the pre-2000 standards using the 1999-2000 rate.

Table E. Endorsements on First Washington Teacher Certificates

<u>Endorsement</u>	<u>In State</u>	<u>Out-of- State</u>	<u>Total</u>
Elementary Education	2,339	585	2,924
Special Education	365	128	493
English Language Arts	284	138	422
Social Studies	257	82	339
Mathematics	150	88	238
Early Childhood Education	150	77	227
Reading	193	28	221
Des Science: Biology	114	56	170
Health/Fitness	147	18	165
History	139	26	165
English as a Second Language	106	34	140
Science	95	36	131
Des Arts: Music: General	78	29	107
Des Arts: Visual Arts	59	38	97
Middle Level: Math/Science	65	24	89
Des Arts: Music: Instrumental	55	32	87
Des Arts: Music: Choral	51	30	81
Middle Level: Humanities	59	19	78
* Multiple Subjects	0	73	73
DWL: Spanish	51	19	70
Des Science: Chemistry	37	20	57
* Physical Education	0	39	39
Early Childhood Special Education	21	17	38
Des Science: Physics	19	16	35
Des Arts: Theatre Arts	20	3	23
Des Science: Earth Science	16	5	21
Des CTE: Family and Consumer Sci Ed	16	3	19
Des CTE: Business Education	5	13	18
DWL: French	11	6	17
Bilingual Education	12	3	15
* Music	0	13	13
DWL: German	5	5	10
Des CTE: Technology Education	9	0	9
Library Media	4	5	9
Des CTE: Agriculture Education	6	2	8
DWL: Japanese	5	1	6
* Social Science	0	4	4
DWL: Chinese	4	0	4
Traffic Safety	4	0	4
* Health	0	3	3
* Middle Level English	0	3	3
* Psychology	0	3	3

<u>Endorsement</u>	<u>In State</u>	<u>Out-of- State</u>	<u>Total</u>
Des CTE: Marketing Education	1	2	3
Speech	3	0	3
* Middle School Math	0	2	2
* Physical Science	0	2	2
* Political Science	0	2	2
* Speech	0	2	2
Des Arts: Dance	1	1	2
DWL: Latin	1	1	2
DWL: Russian	1	1	2
English	2	0	2
Physical Education	2	0	2
* Adaptive PE	0	1	1
* Anthropology	0	1	1
* Communications	0	1	1
* Geography	0	1	1
* Journalism	0	1	1
* Philosophy	0	1	1
* Sociology	0	1	1
* Theology	0	1	1
Total	4,962	1,745	6,707
* Not a current Washington state endorsement			

Table F (next page) shows in-state endorsements obtained through program completion, listed by college/university. Colleges must request Professional Educator Standards Board approval for each endorsement offered. Since September 1, 2000, with the exception of national board-certified teachers and the recent 'Pathway 1' (content knowledge test only) and 'Pathway 2' (content knowledge test plus pedagogy assessment) option, completion of an approved college/university program has been the only means available to earn an endorsement, and (because few teachers are eligible for these alternatives) remains for most teachers the only available means.

Table F. Endorsements on First Washington Teacher Certificates by In-State College/University

See Table D for key to college abbreviation.

Endorsement	AU	CU	CWU	EWU	GU	Con	HU	NWU	PLU	SMU	SPU	SU	TESC	UPS	UW	UWB	UWT	Walla	WSU	WWU	WmC	WwC
Bilingual Education	0	0	5	0	0	0	4	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0
Des Arts: Dance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Des Arts: Music: Choral	0	0	15	5	1	0	0	1	7	0	5	0	0	1	9	0	0	0	2	5	0	0
Des Arts: Music: Genl	0	0	19	5	0	0	0	1	11	0	5	0	0	4	9	0	0	1	5	12	0	0
Des Arts: Music: Instr	0	0	15	5	0	0	0	1	5	0	5	1	0	3	9	0	0	0	3	6	1	1
Des Arts: Theatre Arts	0	0	1	0	0	0	0	0	3	0	1	4	2	0	2	0	0	0	0	5	0	2
Des Arts: Visual Arts	0	0	4	4	0	0	0	0	4	0	8	4	11	5	0	0	0	1	0	11	0	7
Des CTE: Agric Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0
Des CTE: Business Ed	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Des CTE: FACSE	0	0	6	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	4	0	0	0
Des CTE: Marketing Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Des CTE: Tech Educ	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0
Des Science: Biology	2	1	4	4	2	1	0	3	11	4	13	7	6	3	9	0	2	0	12	25	0	4
Des Science: Chemistry	0	1	0	0	0	0	0	0	3	2	6	2	3	1	3	0	0	0	0	13	0	2
Des Science: Earth Sci	0	0	0	3	0	0	0	0	4	0	1	2	0	0	0	0	1	0	1	4	0	1
Des Science: Physics	0	0	1	0	0	0	0	0	5	0	3	0	0	0	2	0	0	0	1	4	0	0
DWL: French	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
DWL: German	0	0	1	1	0	0	0	0	2	1	1	0	0	0	2	0	0	1	1	1	0	0
DWL: Japanese	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	1
DWL: Spanish	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0
Early Childhood Educ.	0	1	105	19	1	0	0	0	0	6	0	0	0	0	0	0	0	0	3	13	0	0
Early Childhood Sp Ed	0	0	0	6	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0
Elementary Education	55	268	307	167	38	0	142	13	116	22	64	43	23	22	86	99	75	17	269	407	1	83
English Language Arts	8	1	15	25	7	0	6	3	22	6	27	21	12	8	16	0	5	0	27	56	0	15

Table F. Endorsements on First Washington Teacher Certificates by In-State College/University (continued)

See Table D for key to college abbreviation.

Endorsement	AU	CU	CWU	EWU	GU	Con	HU	NWU	PLU	SMU	SPU	SU	TESC	UPS	UW	UWB	UWT	Walla	WSU	WWU	WmC	WwC
English as a 2d Lang	0	1	25	7	1	3	15	0	5	2	5	2	13	0	7	0	1	0	2	13	0	4
Health/Fitness	0	0	35	25	0	0	0	2	20	2	9	1	0	0	0	0	0	5	22	17	0	9
History	0	0	21	13	8	0	0	0	8	6	22	3	20	0	1	0	2	3	17	0	2	12
Library Media	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0
Mathematics	2	0	31	9	5	0	3	4	10	2	16	9	2	1	7	0	1	3	8	27	1	8
Middle Level	2	1	0	0	0	0	0	0	2	19	1	0	12	3	0	1	10	0	0	8	0	0
Middle Lvl: Humanities	3	6	9	0	0	0	1	0	9	15	4	0	3	1	0	5	7	0	0	2	0	0
Middle Lvl: Math/Sci	0	0	51	64	2	1	0	0	27	7	1	0	0	0	0	0	14	0	3	1	0	22
Reading	2	0	5	2	0	0	0	0	9	3	10	6	7	0	14	0	3	0	4	23	0	6
Science	8	0	26	21	7	0	0	3	25	7	22	15	20	6	9	0	2	0	17	55	0	11
Social Studies	0	28	45	57	23	7	5	0	18	3	23	3	2	0	66	0	0	0	6	65	0	7
Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Traffic Safety	0	1	25	7	1	3	15	0	5	2	5	2	13	0	7	0	1	0	2	13	0	4

Endorsement Areas on Limited Certificates

Conditional certificates, issued to those who may have expertise in an endorsement area but who do not meet all requirements for a regular certificate, must be requested by the prospective employer, verifying that conditions warrant its issuance. Conditional certificates issued in 2005-06 and 2006-07 are shown at Table G. There was a significant increase from 198 to 278 conditional certificates issued. Twenty-seven of the 34 endorsement areas increased in number compared with last year, while 8 decreased and 7 remained the same.

Table G. Endorsements on Conditional Certificates 2005-06 and 2006-06

<u>Teaching Endorsements</u>	05-06	06-07		05-06	06-07
Bilingual Education	1	7	Library Media	2	2
Des Arts: Dance	0	3	Mathematics	15	28
Des Arts: Music: Choral	1	2	Reading	3	0
Des Arts: Music: General	6	14	Science	4	8
Des Arts: Theatre Arts	0	4	Special Education	29	25
Des Arts: Visual Arts	3	5	Social Studies	1	0
Des CTE: Business Ed	2	2	Traffic Safety Education	6	5
Des CTE: Technology Educ	1	3	On-Street Instruction Only*	23	26
Des Science: Biology	0	1	<u>Old Endorsements</u>		
Des Science: Chemistry	1	3	Comparative Religion	1	0
Des Science: Physics	1	2	Computer Science	0	2
DWL: American Sign Lang	0	2	Health	0	1
DWL: Chinese	3	6	Indian Culture Specialist	0	2
DWL: French	1	2	Instructional Technology	2	2
DWL: Japanese	7	6	Learning Resources	2	2
DWL: Latin	0	2	Physical Education	1	3
DWL: Spanish	12	8	Psychology	0	1
Early Childhood Education	4	4	<u>Other</u>		
Early Childhood Special Ed	2	2	ROTC Instructor	11	23
Elementary Education	11	11	Total Teachers	167	229
English as a 2d Language	6	7	<u>ESA</u>		
English Language Arts	2	3	School Nurse	12	24
Health/Fitness	2	0	School Speech Language		
History	1	0	Pathologist or Audiologist	19	25
			Total ESAs	31	49
			Total	198	278

** On-Street Instruction Only permits individuals to instruct behind the wheel, but not to teach the class.

*** Simulation Only permits individuals to instruct using a simulator, but not to teach the class.

Endorsements on emergency certificates are shown at Table H. Educational service districts, school districts, or private schools may request that an emergency certificate be issued to individuals who hold the appropriate degree and have substantially met certification requirements provided that a qualified person who holds regular certification is not available. These data show a significant increase from the previous year in the use of emergency certification, from 120 to 172. Thirty-five endorsement areas are represented on this table, an increase of one from the previous year and nine from two years ago. Endorsement areas recurring from the previous year are compared with last year's total. Six new areas appear on this year's list.

Table H. Endorsements on Emergency Certificates 2005-06 and 2006-07

Emergency Teacher Certificates	'05- 06	'06- 07		'05- 06	'06- 07
Bilingual Education	1	1	Early Childhood Spec Ed	2	3
Des Arts: Music: General	1	1	Elementary Education	11	25
Des Arts: Music: Instrum	1	0	English as a 2 nd Lang	3	2
Des Arts: Theatre Arts	1	0	English Language Arts	7	8
Des Arts: Visual Arts	1	0	Health/Fitness	1	1
Des CTE: Agriculture Ed	1	0	History	2	0
Des CTE: Fam & Con Sci	0	1	Mathematics	5	16
Des CTE: Tech Ed	0	2	Middle Level: Math/Sci	2	0
Des Science: Biology	0	2	Reading	2	1
Des Science: Chemistry	1	1	Science	5	8
Des Science: Physics	1	1	Social Studies	3	3
DWL: Chinese	0	1	Special Education	12	29
DWL: German	2	0	<u>Old Endorsements</u>		
DWL: Japanese	0	1	Physical Education	2	1
DWL: Spanish	1	6	Political Science	1	0
Early Childhood Education	0	4	Total Teacher	76	118
Emergency ESA Certificates					
School Counselor	11	17	School Psychologist	27	30
			Total ESA	38	47
Emergency Administrator Certificates					
Principal	6	5	Program Administrator	0	2
			Total Administrators	6	7
			Total	120	172

Career and Technical Education (CTE) Certificates

Certificates for career and technical education are issued in the broad categories of agricultural education, business education, marketing education, family and consumer sciences education, and technology education, and/or any of 80 specific subcategory specialty areas. They are required for any courses funded by federal or state CTE dollars. Table I reflects the number of CTE certificates issued in these categories and specialty areas (and whether they were new or renewed). For the purpose of this table, some specialty areas have been grouped under school district program areas. Detailed information regarding specialty areas is available upon request from the Professional Education and Certification office. The total of 2,976 represents a 26 percent increase from the previous year (2,362).

Table I. CTE Certificates Issued, July 1, 2006 - June 30, 2007

	New	Renewal	Total
CTE Director and Assistant Director	23	32	55
Agriculture Education*	16	49	65
Agriculture Subcategory Specialty Areas	54	45	99
Business Education*	38	211	249
Business Subcategory Specialty Areas	124	136	260
Marketing Education*	16	74	90
Marketing Subcategory Specialty Areas	58	57	115
Family and Consumer Sciences Education*	67	180	247
Technology Education (all areas, degree required)	16	110	126
Health & Human Services			
Health Subcategory Specialty Areas	30	56	86
Human Services Subcategory Specialty Areas	48	87	135
Trade and Industrial (all subcategory specialty areas)	310	433	743
Diversified Occupations	50	169	219
CTE Counselor	9	11	20
Occupational Information Specialist	6	16	22
Work-Based Learning Coordinator	142	303	445
Totals	1007	1969	2976

** Broad subject area, representing an endorsement on a Residency Teacher certificate. However, significant numbers of these are conditional certificates (which do not require a certification program).*

Certificates Issued to Out-of-state Candidates

When a candidate from out-of-state receives a Washington certificate, the state in which the most recent educational service occurred is designated as the entry state. If the candidate has not been in educational service, the state listed is the state where the most recent preparation program was completed.

During 2006–07, there were 22 percent fewer out-of-state applicants than the previous year. As in previous years, two states (Oregon and California) accounted for a large portion, approximately 32 percent, of the out-of-state recipients of Washington State teaching certificates. Oregon, California, Arizona, Idaho, and *Foreign Country* are the top five states-of-origin for all out-of-state certification applicants (teacher, administrator, and ESA). “Foreign country” ranks fifth as a source for teachers (73) from out-of-state during 2006-07.

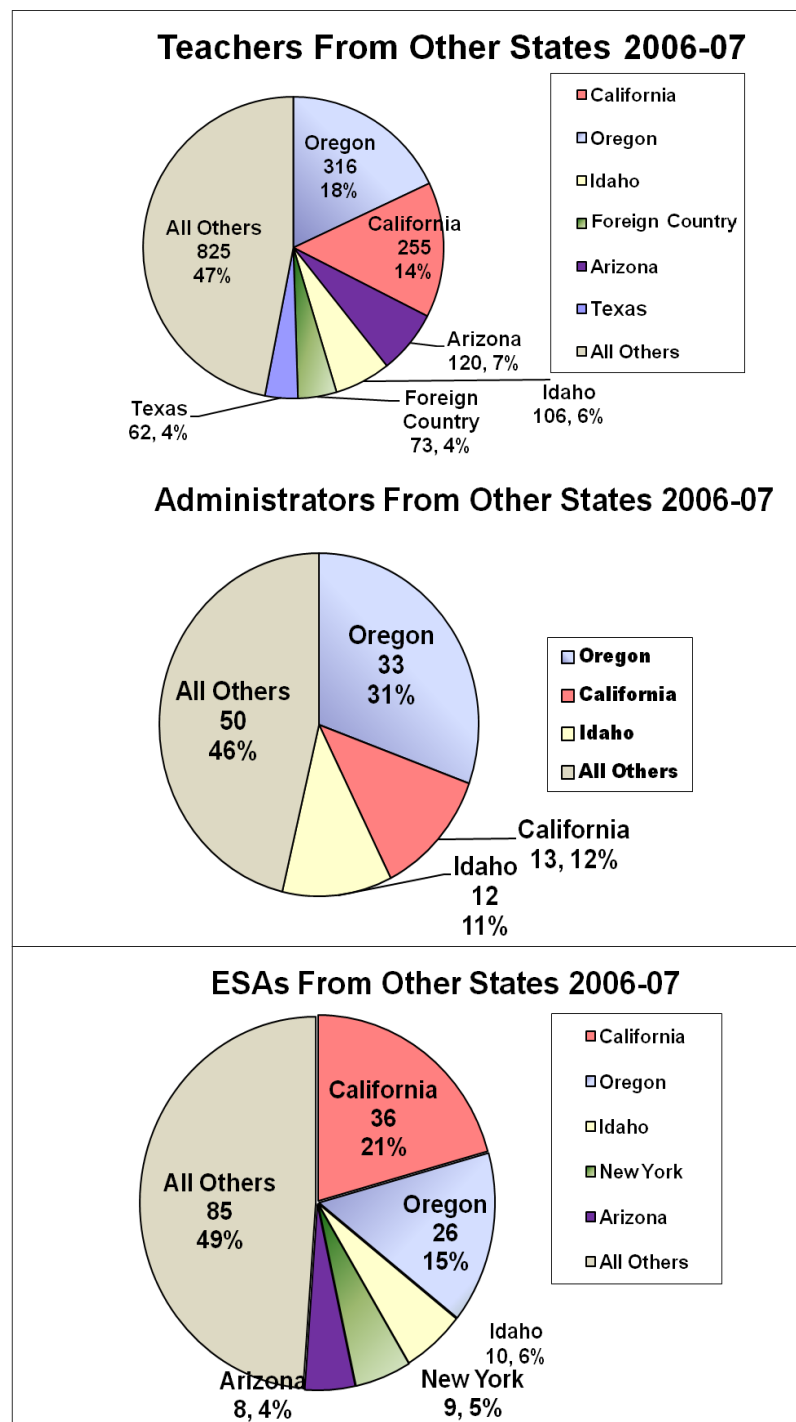
Table J. Top Ten Sources of Out-of-state Educators, 2006-07

	<u>Teacher</u>		<u>Administrator</u>		<u>ESA</u>	
1	Oregon	316	Oregon	33	California	36
2	California	255	California	13	Oregon	26
3	Arizona	120	Idaho	12	Idaho	10
4	Idaho	106	Arizona	10	New York	9
5	<i>Foreign Country</i>	73	Texas	4	Arizona	8
6	Texas	62	Colorado	4	Utah	8
7	Utah	61	New York	4	Colorado	7
8	New York	53	Wyoming	4	Massachusetts	5
9	Pennsylvania	50	Alaska	3	Texas	5
10	Illinois	45	Montana	2	Florida	4
	Oregon	316	Oregon	33	California	36

Note: During 2006-2007 more than half of all out-of-state teachers came from four sources (counting “Foreign Country” as a single source): Oregon, California, Arizona, Idaho, Foreign Country, and Texas. For administrators, three states (Oregon, California, and Idaho) contributed over half the total. For ESAs, five states contributed over half the total.

Figure 2 shows sources of teachers, administrators, and ESAs coming to Washington, names the sources which contributed more than half the total, and provides a proportional representation of this information.

Figure 2. Top Sources of Out-of-State Educators, 2006-2007



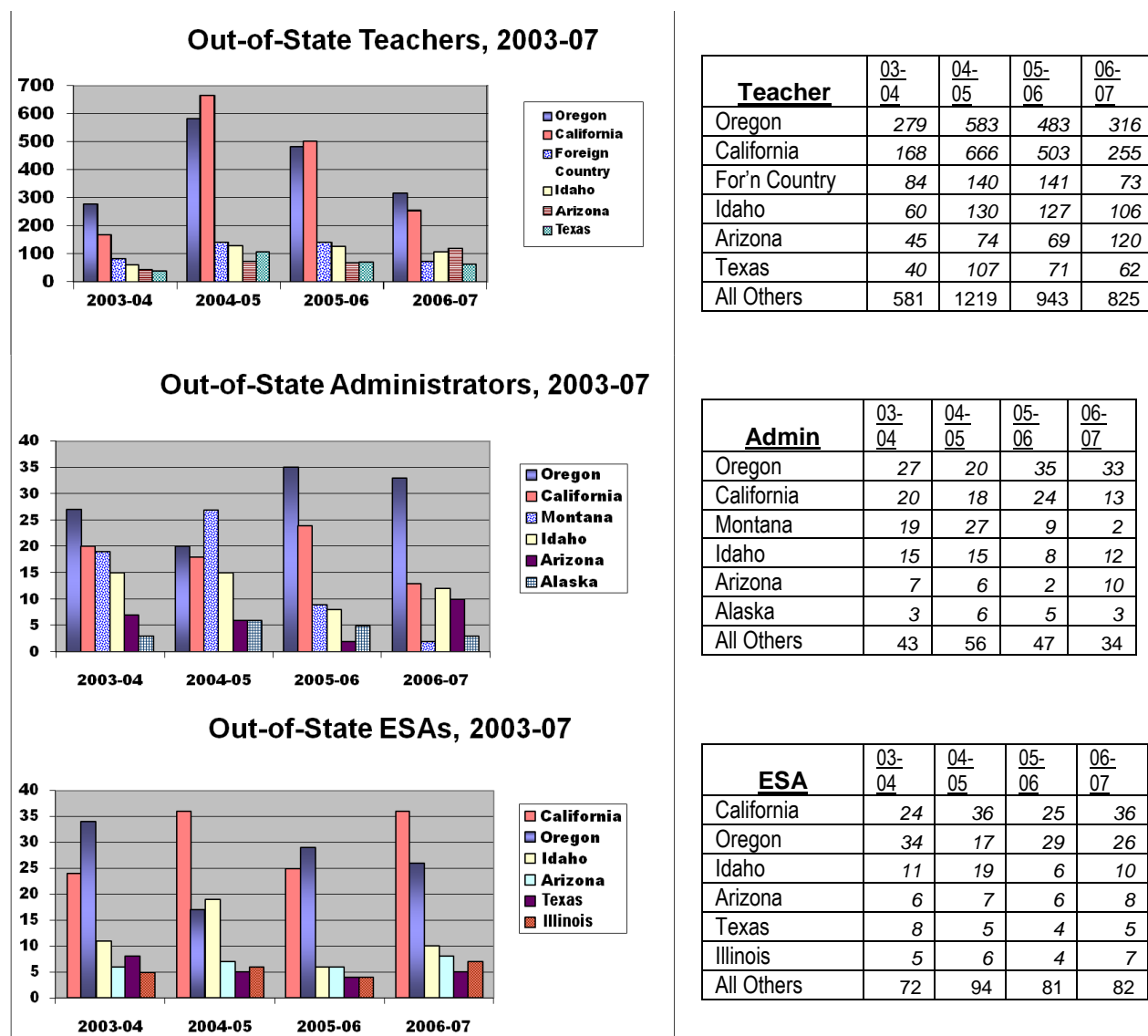
During 2006–07, more than half of the 1757 out-of-state applicants for teaching certificates came from California (255), Oregon (316), Arizona (120), Idaho (106) Foreign Country (73) and Texas (62). All other states accounted for 825 out-of-state teachers.

During 2006–07, more than half of the 105 out-of-state applicants for administrator certificates came from Oregon (33), California (13), and Idaho (12). All other states accounted for 50 out-of-state administrators.

During 2006–07, more than half of the 174 out-of-state applicants for ESA certificates came from California (36), Oregon (26), Idaho (10), New York (9), Arizona and Utah (8 apiece). All other states accounted for 85 out-of-state educational staff associates.

During the four years 2003-04, 2004-05, 2005-06 and 2006-07 comparative data for out-of-state applicants provides additional information about their states of origin. Figure 3 provides information about trends for the top six sources of out-of-state applicants for teacher, administrator and educational staff associate certification. Oregon and California alternated in first place, each providing the most teachers and ESAs for two of the last four years, the most administrators for three of the last four years, and the most ESAs for two of the last four years. Oregon provided the most administrators in three of the last four years. Montana provided the most administrators during 2004-05.

Figure 3. Top Sources of Out-of-State Educators, 2002-2006



PART II

CERTIFICATED PERSONNEL PLACEMENT STATISTICS

2006–2007

PART II - CERTIFICATED PERSONNEL PLACEMENT STATISTICS, 2006-07

Introduction

Each year Washington state colleges and universities prepare reports for the Superintendent of Public Instruction detailing program completion and placement information. Data collected and reported in this 2006-07 report are for persons who completed teacher education programs during the previous year (2005-06) and were placed during the current year (2006-07).

Program Completion Data

Colleges/universities reported a nineteen percent decrease to 2,997 new teachers completing certification programs at Washington colleges and universities during 2005-06. Figure 4 depicts trends over a 35-year period, including a dramatic decline from 5,685 in 1972 to 2,007 in 1985, followed by a generally increasing trend from 1985 to a high of 3,691 in 2004-05.

Figure 4. Trends in Teacher Certification in Washington, 1972-2007

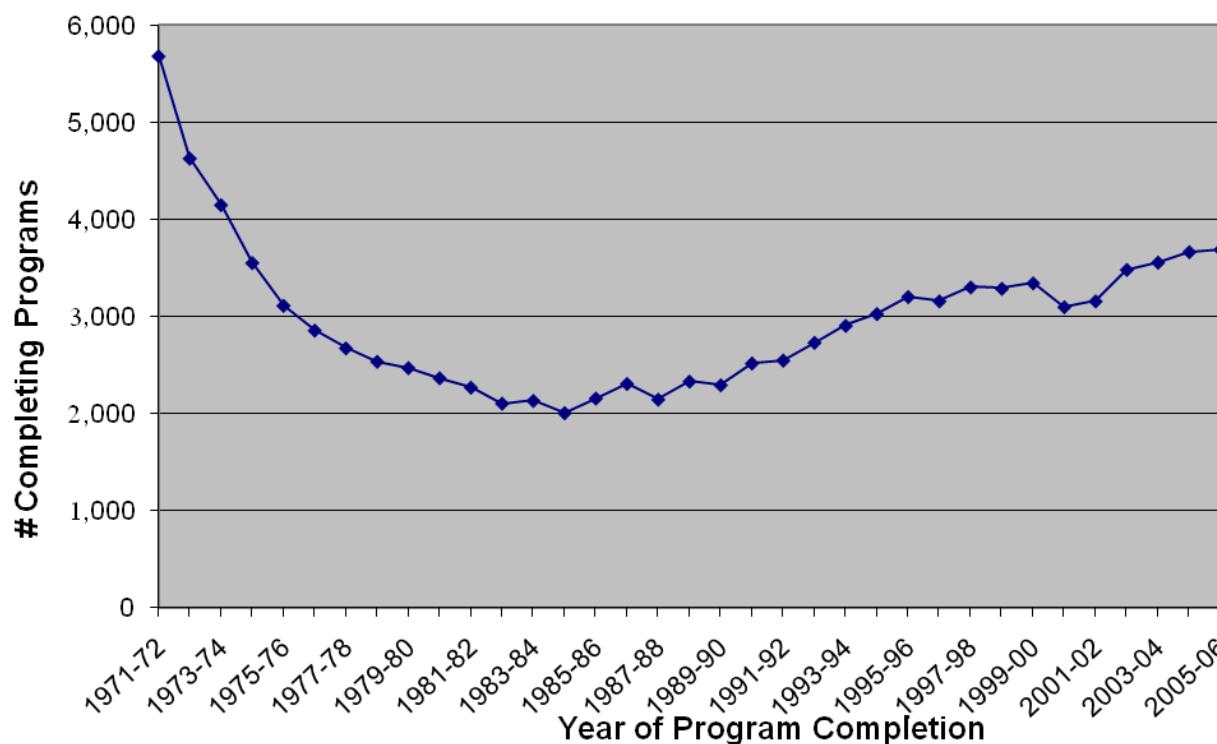


Figure 4 was derived from Table K below, which provides specific totals for certificates granted and the percent change year by year.

Table K. Number Completing Teacher Education Programs, 1972-2006

Year	Number Completing Programs	Percentage Change from Previous Year	Year	Number Completing Programs	Percentage Change from Previous Year
1971-72	5,685		1989-90	2,294	- 1.7%
1972-73	4,631	-18.5%	1990-91	2,519	+ 9.8%
1973-74	4,151	-10.4%	1991-92	2,549	+ 1.2%
1974-75	3,554	-14.4%	1992-93	2,732	+ 7.2%
1975-76	3,114	-12.4%	1993-94	2,907	+ 6.5%
1976-77	2,858	- 8.2%	1994-95	3,028	+ 4.2%
1977-78	2,675	- 6.4%	1995-96	3,204	+ 5.8%
1978-79	2,537	- 5.2%	1996-97	3,160	- 1.4%
1979-80	2,472	- 2.6%	1997-98	3,303	+ 4.5%
1980-81	2,367	- 4.2%	1998-99	3,289	- 0.4%
1981-82	2,270	- 4.1%	1999-00	3,345	+ 1.7%
1982-83	2,105	- 7.2%	2000-01	3,099	-7.4%
1983-84	2,133	+ 1.3%	2001-02	3,159	+1.9%
1984-85	2,007	- 5.9%	2002-03	3,484	+10.3%
1985-86	2,158	+ 7.5%	2003-04	3,559	+2.2%
1986-87	2,308	+ 7.0%	2004-05	3,667	+3%
1987-88	2,146	- 7.0%	2005-06	3,691	+0.7%
1988-89	2,332	+ 8.8%	2006-07	2,997	-18.8%

Placement Statistics

Figure 5 provides a quick overview of employment status for the 2,997 people who completed teacher education programs in 2005-06. The data were collected in a voluntary survey with a response rate of 87 percent. Fifty-six percent reported holding teaching contracts, a 3 percent increase. If one also considers substitute teaching, 77 percent were employed in full-time or part-time teaching positions, a 2 percent increase. The 10 percent who are "other" include a variety of categories: people working in classified positions in schools, the unemployed, and those in graduate study.

Figure 5. First-Year Employment, 2005-06 Program Completers

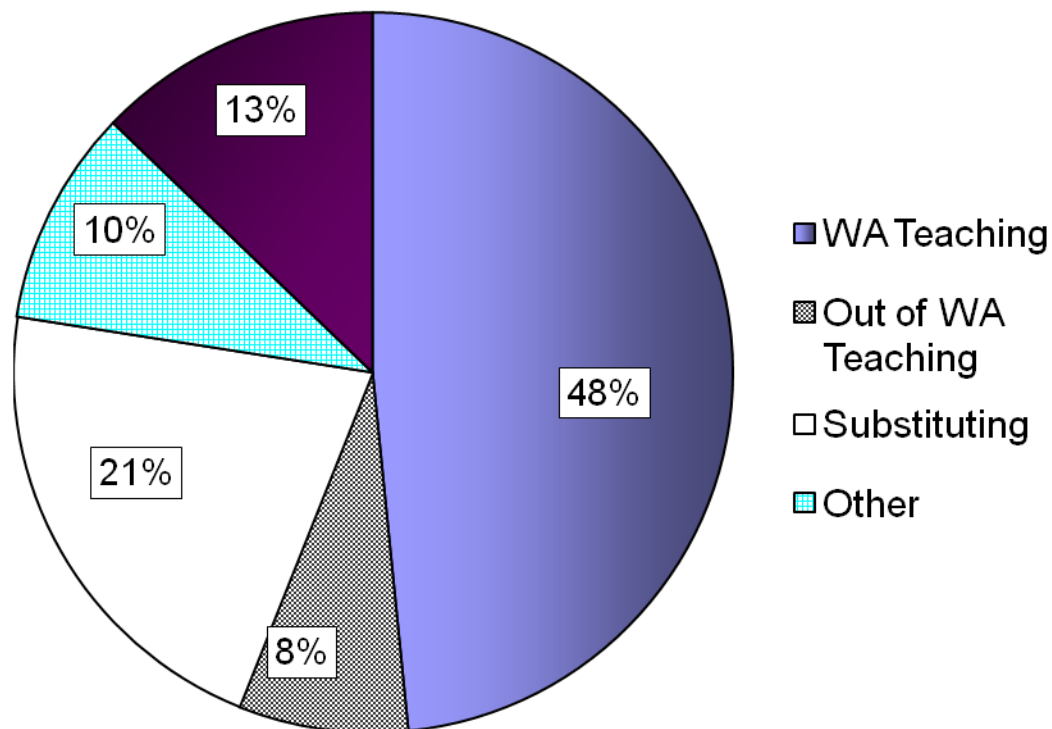


Table L below expands information provided by the "pie" graph in Figure 5 and provides some historical perspective. It contains placement data in the year after program completion for those completing teacher training in 2003-04, 2004-05 and 2005-06. The percentage for each category is based on the total number of people completing programs rather than the number responding to the survey; therefore it is likely to be under representative. The number of Washington prepared teachers employed out-of-state increased by 0.3 percent. The number employed in-state also increased by nearly four percent. The number employed as substitutes remained at nearly 22 percent, and the total of those teaching and substituting increased by three percent to 78.3 percent. This figure remains below the 80 percent level attained throughout the 1990's.

Table L. Three-Year Placement Statistics

Part 1. Summary		Placed in year ¹ :					
		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
		Qty	%	Qty	%	Qty	%
Total Surveyed		3,559	100%	3,691	100%	2,997	100%
Unable to Contact		531	14.9%	600	16.3%	388	12.9%
Respondents		3,028	85.1%	3,085	83.6%	2,609	87.1%
Part 2. Population Report by Category							
<u>Category</u>		Qty	%	Qty	% ²	Qty	% ²
1. Employed as teacher in state		1,587	44.6%	1,660	45.0%	1,466	48.9%
	<i>public</i>	1,457	40.9%	1,521	41.2%	1,356	45.2%
	<i>private</i>	130	3.7%	139	3.8%	110	3.7%
2. Employed as teacher out-of-state		262	7.4%	294	8.0%	231	7.7%
	<i>public</i>	208	5.8%	219	5.9%	190	6.3%
	<i>private</i>	54	1.5%	75	2.0%	41	1.4%
3. Employed as substitute teacher		855	24.0%	808	21.9%	649	21.7%
	<i>seeking position</i>	783	22.0%	752	20.4%	601	20.1%
	<i>not seeking position</i>	72	2.0%	56	1.5%	48	1.6%
4. Employed position in non-certified position (e.g. paraeducator)		23	0.6%	22	0.6%	31	1.0%
5. Employed, nonteaching		52	1.5%	65	1.8%	59	2.0%
6. Employed, non-teaching, seeking teaching		74	2.1%	43	1.2%	36	1.2%
7. Unemployed, seeking teaching		32	0.9%	31	0.8%	26	0.9%
8. Unemployed, seeking non-teaching position		6	0.2%	5	0.1%	3	0.1%
9. Not seeking any employment		45	1.3%	45	1.2%	36	1.2%
10. Primarily in grad study		50	1.4%	66	1.8%	42	1.4%
11. Other		42	1.2%	46	1.2%	61	2.0%
Respondents		3,028		3,085		2,640	

¹ Year of program completion is one year prior to the placement year.

² Total includes both respondents and non-respondents. The 12.9 percent non-respondents (for 2006-2007) must be included for percentages to total 100 percent.

Completion quantities and rates for each Washington college/university during 2005-06 are presented in Table M. The lowest response rates (less than 66%) were reported by Pacific Lutheran University and the University of Washington (Seattle). The full-time placement rate (57 percent for those completing programs in 2005-06) rose by four percent. Full-time placements varied widely from institution to institution, ranging from 45 percent to 87 percent. Three institutions reporting placement rates over 75 percent were Seattle University, The Evergreen State College, and University of Puget Sound. This was the same as last year.

Table M. Number and Percentage of Placements by Institution

<u>College</u>	<u>Total Cert</u>	<u># of Resp</u>	<u>% Resp</u>	<u>WA Tchg</u>	<u>Non-WA</u>	<u>Total Tchg</u>	<u>% Teaching</u>
					<u>Tchg</u>		
Antioch	85	74	87%	43	5	48	56%
Central	464	350	75%	200	9	209	45%
City	305	274	90%	183	19	202	66%
Eastern	254	219	86%	82	38	120	47%
Gonzaga	51	50	98%	19	16	35	69%
Heritage	103	92	89%	50	6	56	54%
Northwest	27	26	96%	17	3	20	74%
PLU	130	77	59%	61	3	64	49%
Saint Martin's	55	55	100%	30	1	31	56%
SPU	129	120	93%	67	8	75	58%
Seattle U	90	90	100%	71	7	78	87%
TESC	39	38	97%	29	4	33	85%
UPS	41	40	98%	33	2	35	85%
UW Bothell	47	47	100%	27	2	29	62%
UW Seattle	115	69	60%	57	3	60	52%
UW Tacoma	54	52	96%	32	3	35	65%
WallaWalla	28	28	100%	5	10	15	54%
WSU	431	393	91%	215	33	248	58%
Western	440	406	92%	203	39	242	55%
Whitworth	109	109	100%	42	20	62	57%
Totals	2997	2609	87%	1466	231	1697	57%

¹ As reported by the individual higher education institution.

Table N shows data for persons completing preparation programs in the years 1980-81 through 2005-06, and their employment status including employment as substitutes in the subsequent reporting year. This year's percentage of full-time teachers increased to

56.6, 10 percent lower than the high of 67 percent in 2001-02. The number employed as substitutes (21.7 last year) had increased from 16.7 percent in 1981-82 to a high of 33 percent in 1995-96, then fell to 14.3 percent in 2000-01, before rising again. Total employed in teaching rose 3 percent but remains below the 80 percent level for the fifth straight year.

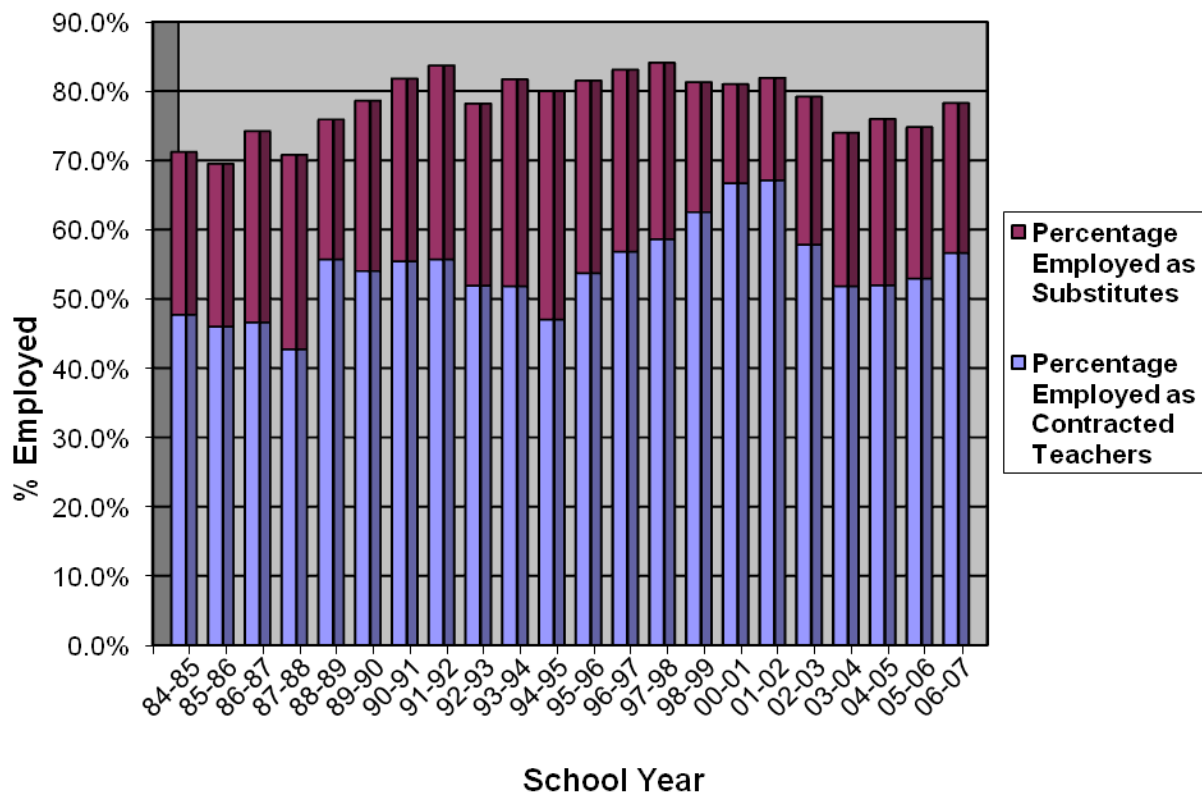
Table N. Percentage of Persons Employed

<i>Reporting Year</i>	<i>Year of Program Completion</i>	<i>Percentage Employed Full-time</i>	<i>Percentage Employed as Substitutes</i>	<i>Total Employed in Teaching</i>
1981-82	1980-81	33.9%	16.7%	50.6%
1982-83	1981-82	41.2%	15.1%	56.3%
1983-84	1982-83	44.3%	25.1%	69.4%
1984-85	1983-84	48.4%	23.7%	72.1%
1985-86	1984-85	47.7%	23.5%	71.2%
1986-87	1985-86	46.0%	23.4%	69.4%
1987-88	1986-87	46.6%	27.6%	74.2%
1988-89	1987-88	42.7%	28.1%	70.8%
1989-90	1988-89	55.7%	20.2%	75.9%
1990-91	1989-90	54.0%	24.6%	78.6%
1991-92	1990-91	55.4%	26.4%	81.8%
1992-93	1991-92	55.7%	28.0%	83.7%
1993-94	1992-93	51.9%	26.3%	78.2%
1994-95	1993-94	51.8%	29.9%	81.7%
1995-96	1994-95	47.0%	33.0%	80.0%
1996-97	1995-96	53.7%	27.8%	81.5%
1997-98	1996-97	56.8%	26.3%	83.1%
1998-99	1997-98	58.6%	25.5%	84.1%
1999-00	1998-99	62.5%	18.8%	81.3%
2000-01	1999-00	66.6%	14.3%	80.9%
2001-02	2000-01	67.0%	14.8%	81.8%
2002-03	2001-02	57.8%	21.4%	79.2%
2003-04	2002-03	51.8%	22.2%	74.1%
2004-05	2003-04	52.0%	24.0%	76.0%
2005-06	2004-05	52.9%	21.9%	74.8%
2006-07	2005-06	56.6%	21.7%	78.3%

Figure 6 presents the data in Table N visually, and shows that the percentage of newly certificated teachers placed both full-time and as substitutes exceeded 80 percent during most of the 1990's, but has fallen below 80% for five years in a row. This drop in

percentage placed as teachers is a reflection of an increase in overall number of program completers, and is not necessarily indicative of a decrease in available job openings.

Figure 6. Percentage of Newly Certificated Teachers Employed in 2006-07



Endorsement Statistics

An endorsement on a teaching certificate indicates the subject area(s) or grade levels in which the certificate holder may teach. While applicants need to qualify for only one endorsement for their certificate, many qualify for multiple endorsements. The 2,997 persons completing initial teacher certification programs in 2005-06 completed 3,557 endorsement programs for a rate of approximately 1.18 endorsements per person. This remains below the rate reported in earlier years, when respondents reported more than 2 endorsements per person. When combined with the steady loss (through retirement) of teachers with unendorsed (hence unrestricted) certificates and considering the recent assignment restrictions imposed by the “highly qualified” definition under the No Child Left Behind law, this decrease has the effect of significantly restricting employers’ flexibility in hiring and assignment decisions.

Table O lists endorsements held by individuals who were successful in securing contracted teaching positions—regardless of the endorsement area in which they were employed. All endorsements for each person are reported. For example, a teacher who has both math and history endorsements and who accepts a position would be reported as hired for both endorsements. Endorsements with the highest percentage of employment on Table O were marketing education, dance, Italian, library media, Puget Sound Salish, and Japanese (all 100%), chemistry (94.1%), physics (87.5%), biology (85.7%), math (84.3%), special education (82.3%), middle level: humanities (81%), and science (80.3%). Seventeen endorsements equaled or exceeded 80% placement this year, six more than last year.

Table O. Rank Order of Endorsement Areas by Percentages of Persons Employed in Schools during 2006-2007

<u>Endorsement Area</u>	<u>Endors. Reported</u>	<u># Employed in School Districts</u>	<u>% Employed in School Districts</u>
Des CTE: Marketing Ed	1	1	100.0%
Des Arts: Dance	1	1	100.0%
DWL: Italian	2	2	100.0%
Library Media	2	2	100.0%
DWL: Puget Sound Salish	1	1	100.0%
DWL: Japanese	3	3	100.0%
Des Science: Chemistry	17	16	94.1%
Des Science: Physics	8	7	87.5%
Early Childhood Special Ed	8	7	87.5%
Des CTE: Agriculture Ed	8	7	87.5%
Des Science: Biology	84	72	85.7%
Mathematics	102	86	84.3%
Special Education	186	153	82.3%
Middle Level: Humanities	42	34	81.0%
Science	71	57	80.3%
Des CTE: Fam/Cons Sci Ed	10	8	80.0%
Middle Level: Math/Science	40	32	80.0%
Des CTE: Technology Ed	9	7	77.8%
DWL: Spanish	36	27	75.0%
DWL: French	10	7	70.0%
English Language Arts	217	151	69.6%
Des Arts: Visual Arts	40	27	67.5%
Des CTE: Business Ed	9	6	66.7%
Bilingual Education	6	4	66.7%
English-as-a-2d Language	66	44	66.7%
Des Arts: Music: Instrum	19	12	63.2%
Des Arts: Music: General	43	27	62.8%
Elementary Education	1,822	1,061	58.2%
Social Studies	196	114	58.2%
Reading	145	83	57.2%
Early Childhood Education	102	58	56.9%
Des Arts: Theatre Arts	18	9	50.0%
Des Science: Earth Science	12	6	50.0%
History	93	43	46.2%
Des Arts: Music: Choral	20	9	45.0%
Health/Fitness	103	42	40.8%
DWL: German	5	2	40.0%
Totals:	3,557	2,228	62.6%

While Table O offers one view of comparative employability, another perspective is shown in Table P where the endorsement is reported as employed only if the teacher is assigned in that endorsement area. Here, a teacher who has both math and history endorsements and accepts a position in math is listed as employed only in math.

Table P. Percent of Persons Employed in the Endorsement Area, 2005-06

<u>Endorsement Area</u>	<u>Endors Reported</u>	<u># Employed in Endorsement</u>	<u>% Employed in Endorsement</u>
Des Arts: Dance	1	1	100.0%
DWL: Puget Sound Salish	1	1	100.0%
Des CTE: Agriculture Ed	8	7	87.5%
Des CTE: Fam/Cons Sci Ed	10	8	80.0%
Des CTE: Technology Ed	9	7	77.8%
Mathematics	102	79	77.5%
Special Education	186	135	72.6%
Science	71	50	70.4%
DWL: Japanese	3	2	66.7%
Middle Level: Math/Science	40	25	62.5%
DWL: Spanish	36	22	61.1%
English Language Arts	217	123	56.7%
Des Arts: Music: General	43	24	55.8%
Des Science: Chemistry	17	9	52.9%
Early Childhood Special Ed	8	4	50.0%
DWL: French	10	5	50.0%
DWL: Italian	2	1	50.0%
Library Media	2	1	50.0%
Des Science: Biology	84	41	48.8%
Elementary Education	1,822	879	48.2%
Des Arts: Visual Arts	40	18	45.0%
Des CTE: Business Ed	9	4	44.4%
Des Arts: Music: Instrum	19	7	36.8%
Early Childhood Education	102	36	35.3%
Social Studies	196	68	34.7%
Health/Fitness	103	35	34.0%
Middle Level: Humanities	42	14	33.3%
English-as-a-2d Language	66	21	31.8%
Des Arts: Music: Choral	20	6	30.0%
Des Science: Earth Science	12	3	25.0%
Des Science: Physics	8	2	25.0%
History	93	22	23.7%
DWL: German	5	1	20.0%
Des Arts: Theatre Arts	18	3	16.7%

Bilingual Education	6	1	16.7%
Reading	145	18	12.4%
Des CTE: Marketing Ed	1	0	0.0%
Totals:	3,557	1,683	47.3%

Table P contains less duplication in the counting of individual teachers, but does not eliminate duplicate counts because those hired to teach two or more endorsements (i.e. multiple course “preps”) are reported more than once.

Placement Statistics by Racial/Ethnic Group

Based on reported data, 376 candidates (14.6 percent of respondents) who earned their first teaching certificates in Washington during the year 2005-06 reported membership in a minority group (including ‘other’). This was a decrease from last year’s total of 460, and is less than the last three years’ totals. Of these, 256 or 68 percent were employed as teachers, compared to a state average of 57 percent. Fifty-eight Asian American, 28 African American, 66 Hispanic American, 16 Native American, and 91 “Other” teachers who earned certificates through Washington institutions in 2005-06 were employed full-time as teachers in 2006-07. Twenty-five percent of newly certificated teachers were male, a slight decrease from last year. Table Q shows detailed information on new teacher certification and employment by sex and race/ethnic group for those who completed programs during 2005-06 and responded to the survey.

Table Q. Contracted and Substitute Employment in 2006-07 by Racial/Ethnic Group, of Persons Certificated in 2005-06

Categories:	Asian		Black		Caucasian		Hispanic		Native American		Other		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
1 – Employed as a Teacher in state	12	37	7	11	277	848	12	48	3	10	18	66	1,349
2 – Employed as a Teacher out-of-state	1	8	2	5	56	143	1	5	0	3	2	5	231
3 – Employed as a Substitute teacher	4	17	2	2	120	396	6	7	2	6	12	17	591
4-11 – Nonteaching	3	11	1	3	56	181	3	3	1	2	5	13	282
Totals:	20	73	12	21	509	1,568	22	63	6	21	37	101	2,453

Table R provides numerical data on a generally positive growth trend for the past ten years in the number of minority group members receiving certificates. This year a decrease was reported in every category of minority teachers (mirroring the overall decrease in teachers for the year).

Table R. Trends in Teacher Certification of Minority Group Members

	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06
Asian	102	<u>66</u>	110	<u>82</u>	91	<u>83</u>	<u>79</u>	85	89	109	<u>93</u>
African American	75	<u>34</u>	46	58	<u>49</u>	57	155	<u>64</u>	<u>40</u>	45	<u>33</u>
Hispanic	<u>44</u>	77	85	107	<u>94</u>	<u>90</u>	97	<u>88</u>	94	118	<u>85</u>
Native American	44	48	<u>39</u>	<u>30</u>	45	53	<u>49</u>	<u>47</u>	<u>35</u>	35	<u>27</u>
Other	34	115	<u>76</u>	241	<u>86</u>	<u>74</u>	157	<u>132</u>	144	153	<u>138</u>
Total Minority	299	330	356	518	<u>365</u>	<u>357</u>	537	<u>416</u>	<u>402</u>	460	<u>376</u>
% Increase	68.0%	10.4%	7.9%	45.5%	-29.5%	-2.2%	50.4%	-22.5%	-3.4%	14.4%	-18.3%

Underlined numbers indicate a decrease from the previous year.

Figure 7 presents data on newly certificated teachers who were members of minority groups as a percentage of total program completers. This percentage rose from 1.8 percent in 1987-88 to a high of over 19 percent in 2001-2002. This year's 15.3 percent was the tenth year in a row with more than ten percent minority program completers.

Figure 7. Percentage of Teaching Certificates Issued to Minorities

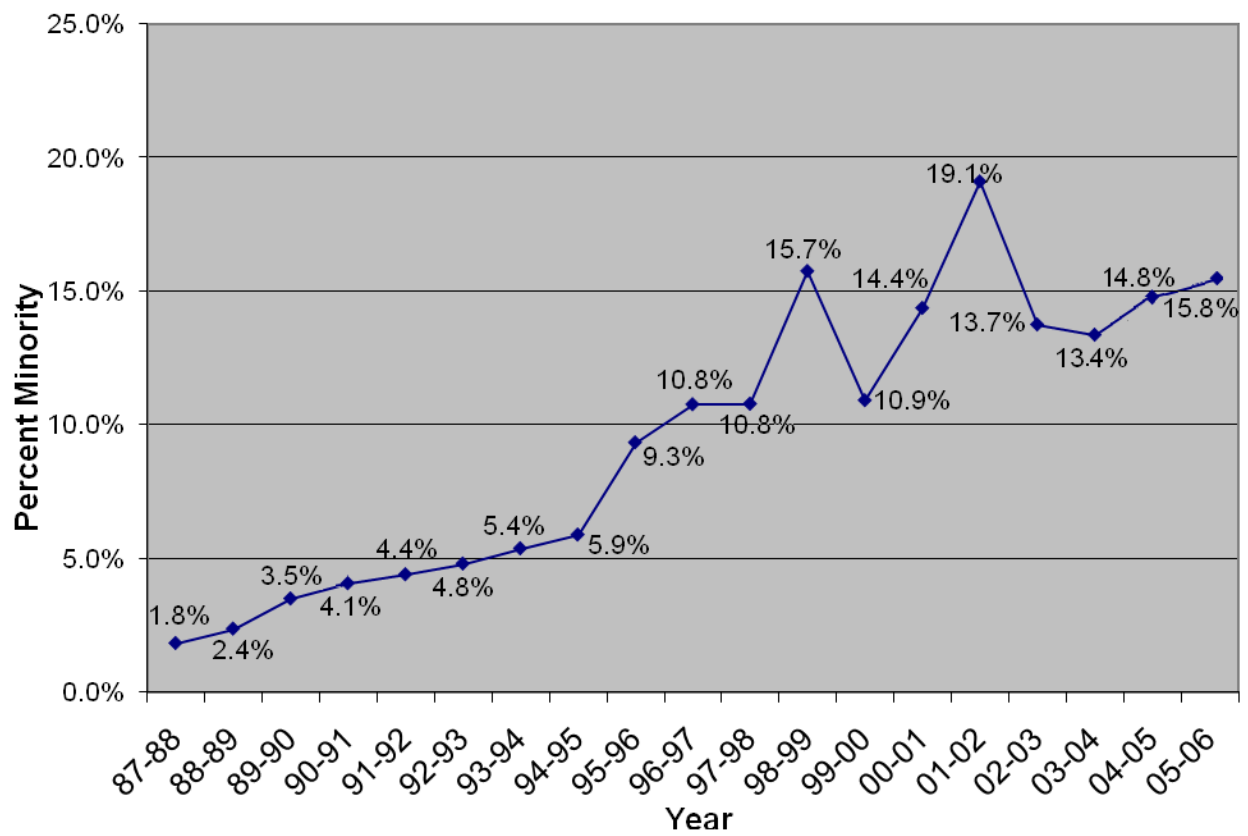


Figure 8 shows a proportional view of the number of members of specific minority groups earning certificates over the last nineteen years. The eleven years since 1995 represent a significant increase over earlier years in the number of minority group members reported as completing teacher preparation programs. However, when compared with Washington's student population, new teachers remain underrepresented among Asian Americans (3.8% of new teachers, 7.9% of students), African Americans (1.3% and 5.7%), Hispanic (3.5% and 13.7%) and Native Americans (1.1% and 2.8%).

Figure 8. Number of Minority Group Members Earning Certificates

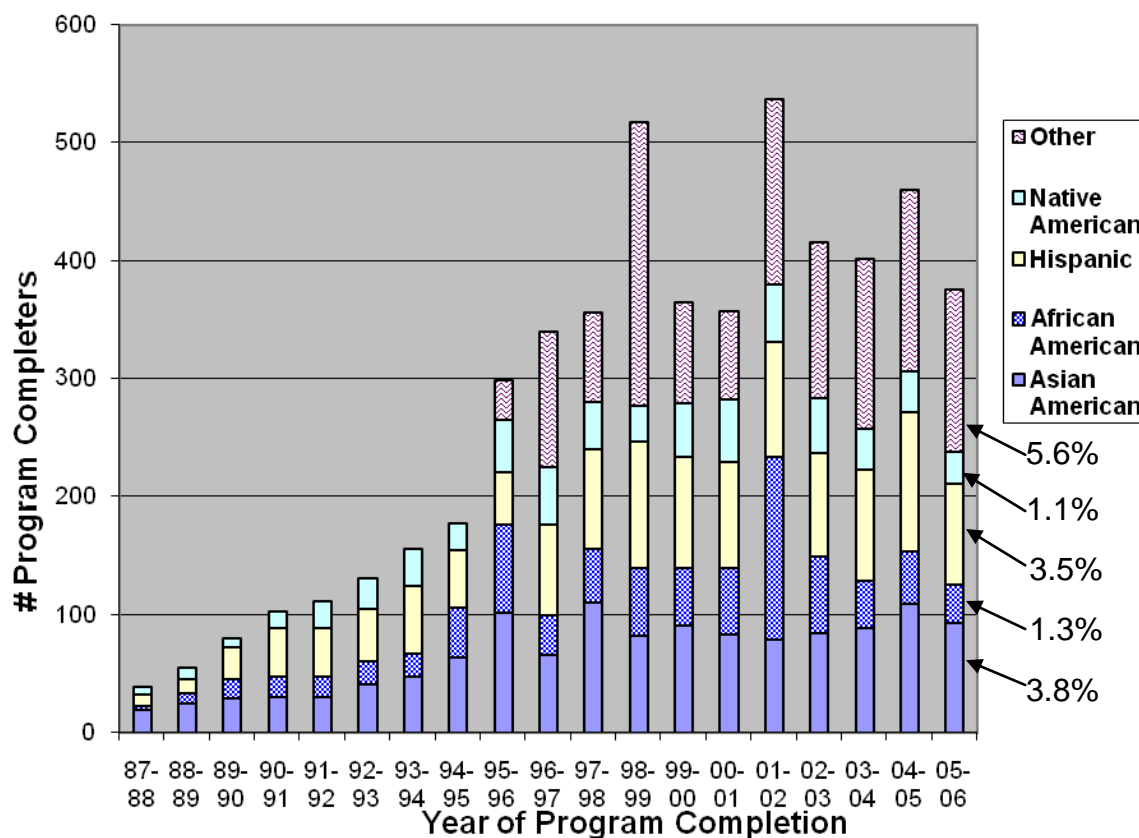
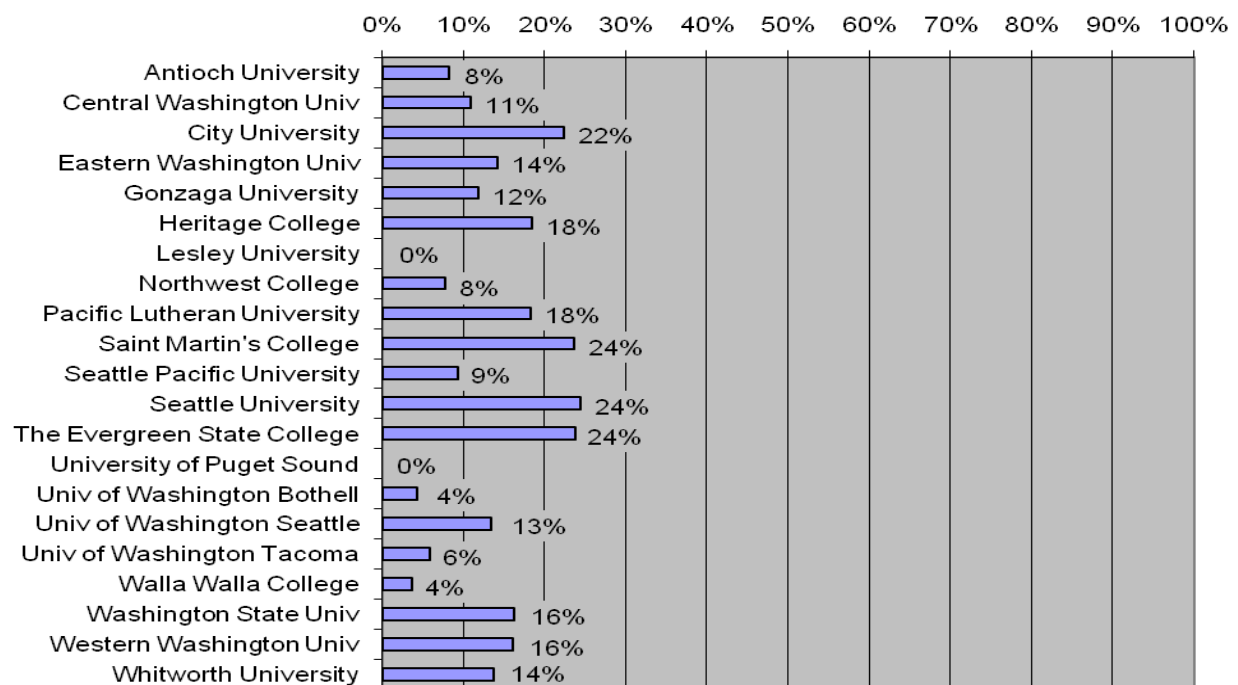


Figure 9 is a bar graph for each Washington state-approved program showing minority group members as a percentage of all those completing a program in the year. One college reported zero minority group members, while four reported more than twenty percent. Of the 21 colleges/universities with program completers, 8 reported more than the state average of 14.6 percent minority while 13 had less than or equal to the average.

Figure 9. Percent Minority Group Members Reported, By College



<u>College/University</u>	<u>Total</u>	<u>Minority</u>	<u>Percent</u>	<u>College/University</u>	<u>Total</u>	<u>Minority</u>	<u>Percent</u>
Antioch University	73	6	8%	Seattle University	90	22	24%
Central Washington Univ	166	18	11%	The Evergreen State College	38	9	24%
City University	305	68	22%	University of Puget Sound	40	0	0%
Eastern Washington Univ	219	31	14%	Univ of Washington Bothell	47	2	4%
Gonzaga University	51	6	12%	Univ of Washington Seattle	67	9	13%
Heritage College	92	17	18%	Univ of Washington Tacoma	52	3	6%
Northwest College	26	2	8%	Walla Walla University	28	1	4%
Pacific Lutheran University	77	14	18%	Washington State Univ	393	64	16%
Saint Martin's College	55	13	24%	Western Washington Univ	406	65	16%
Seattle Pacific University	119	11	9%	Whitworth University	109	15	14%