

Annual Report 2002-2003

Certificates Issued and Certificated Personnel Placement Statistics



Dr. Terry Bergeson
State Superintendent of
Public Instruction

December 2003

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Annual Report, 2002-2003
Certificates Issued And Certificated Personnel Placement
Statistics

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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 to the State Board of Education regarding certification. 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 all certificates issued for various roles during the 2002-2003 year for both in-state and out-of-state applicants. Tables A and B show the total number and type of certificates issued, comparing the activity to previous years. Tables C and D present information on the number of each type of first-issue certificate, and its source, to include in-state colleges/universities. Tables E and F provide detailed information regarding endorsements on teaching certificates first issued during the 2002-2003 year. Tables G and H report detailed information on limited certificates. Information regarding career and technical education (vocational) certificates is found in Table I. Table J pertains to the states in which out-of-state applicants completed programs. Information for Part I is based totally on records in the Office of Professional Education and Certification.

Part II presents placement statistics gathered during 2002-2003 on persons completing teacher education programs in Washington State the previous year. Information presented in Part II includes a comparison of the number of persons completing teacher education programs over the past 31 years, placement statistics for these people for the past three years, and placement statistics for each college/university in Washington as reported by that institution. The final four tables in Part II present placement information relative to endorsements and placement by racial/ethnic group. Information for Part II is based totally on follow-up survey information reported by the institutions.

EXECUTIVE SUMMARY

The total number of certificates issued in the state in 2002-2003 was 19,370, a decrease of 2,520 (11.6 percent) from the 2001-2002 total. The most significant decreases occurred in the number of teacher, career and technical education, and limited certificates issued, and in the percentage of continuing ESA, continuing administrator, and emergency substitute certificates. When all certification activity is counted, to include clock hour reporting and endorsements, the total is 29,589, which represents an increase of 10% for the year.

- 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).
- The total number of certificates declined by over eleven percent, which may be largely attributed to a dramatic increase (beginning September 2002) in certificate processing time caused by the new basic skills assessment. A large number of certificates, issued up to twelve months after the first temporary permit, were delayed beyond the date they would otherwise have been issued.
- The endorsement system initiated in 2000 reduced the number of endorsement areas to more closely align with the state's essential academic learning requirements for students. Endorsements issued under earlier standards are no longer available for new teachers. Endorsements not comparable to Washington endorsements are issued, but are identified as "based on out-of-state standards."
- The number of limited certificates (those not meeting minimum requirements for a regular certificate) decreased by 14.6 percent (to 3,882).
- Of these limited certificates, the number of emergency substitute certificates decreased by more than 25 percent to 1,598. This decrease reflects an increase

in the availability of fully certificated substitutes and counters a trend from the previous four years.

- Thirty-one percent of the individuals receiving their first Washington teaching certificate completed teacher education programs outside Washington. This proportion of first-issue teaching certificates from out-of-state has ranged from a low of 26 percent in 1999-2000 to a high of 45 percent last year (2001-2002).
- The top five areas of endorsement on first-issue teaching certificates awarded during 2002–2003 were elementary education (2,929), English (531), special education (389), social studies (385), and history (361).
- Endorsement areas least often obtained were out-of-state endorsements having no Washington equivalent and in designated world languages (e.g., American Sign Language and Swedish.)
- Of the 33 Washington endorsements, those with fewer than 30 awarded in the year were dance (2), library media (14), marketing education (17), agriculture education (21), early childhood special education (22), bilingual education (24), choral music (28), and family and consumer sciences education (29).
- Specific designated world language endorsements included Spanish (154), French (48), German (22), Japanese (6), Russian (5), Italian (3), American Sign Language (1), and Swedish (1). Also, a new type of certificate (First Peoples Language/Culture Certificate) was issued for the Klallam language/culture (2).
- Conditional certificates were issued during the last two years, and emergency certificates were issued last year, for the following languages: Spanish (16), Japanese (13), French (5), Chinese (1), Korean (1), Latin (1), Russian (1), Salish (1), and Vietnamese (1).
- The 2,403 career and technical education (vocational) certificates issued in 2002-2003 represent a decrease of 7.2 percent from the previous year's total.

- The #1 and #2 sources for out-of-state teachers, administrators, and ESA's were Oregon (with 469, 27, and 34, respectively) and California (247, 20, and 24).
- Washington colleges and universities produced 3,159 new teachers in the 2001-2002 school year, a slight increase (1.9 percent) from the previous year.
- Washington teacher preparation programs' full-time placement rate dropped significantly. Only 58 percent of the 2001-2002 program completers found contracted, certificated positions in 2002–2003, a 9 percent decline.
- Although full-time placement rates declined, placement of new program completers as substitutes increased by 7 percent to 22%. This may be a result of restricted budgets resulting in lower-than-normal hiring of full-time teachers.
- The increase in the availability of new program completers (fully-qualified teachers) as substitutes corresponds with a decline in emergency substitute certificates (designed to enable districts to hire not-fully-qualified substitutes).
- During 2001-2002 five hundred thirty seven program completers in Washington (representing 19 percent of all program completers) identified themselves as members of minority groups. This was a significant increase from the preceding year, and exceeded 10 percent for the sixth year in a row. Of those minority group members, 315 (59 percent) were hired as teachers.
- The highest placement rate (50 percent or higher) for teachers hired in their endorsement area was found in mathematics, business education, family and consumer sciences education, elementary education, science, special education, and agriculture education.
- The lowest placement rate (below 10 percent) for Residency Teacher certificate holders 'in the endorsement area' was found in political science, reading, psychology, anthropology, dance, economics, geography, instructional technology, religion, sociology, technology education, and traffic safety. There were no placements made in these last nine endorsement areas.

PART I

CERTIFICATES ISSUED

July 1, 2002–June 30, 2003

PART I - CERTIFICATES ISSUED, JULY 1, 2002 – JUNE 30, 2003

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. Since September 1, 2000, Residency and Professional certificates have replaced the Initial and Continuing Teacher certificates for those not already holding a regular Washington teaching certificate, and a competency-based endorsement system replaced the previous one. On September 1, 2002, the state began requiring candidates for the Residency Teacher certificate to pass a basic skills test.

Total Certificates Issued

The total number of certificates issued to in-state and out-of-state applicants¹ from July 1, 2002–June 30, 2003, was 19,370.² or 11.6% fewer than the previous year's total. This is due to a significant delay in overall certificate processing time caused by the basic skills testing requirement. 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 figures include first certificate issuance, renewals, reinstatements, progression from the beginning level of certification

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, 19,370, reflects the number of certificates issued in 2002-03, 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 (19,370) 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 29,589. This represents a decrease of 10% from the previous year (26,897).

(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 19,370 certificates issued.

Table A. Total Certificates Issued July 1, 2002–June 30, 2003

	Total	In State	Out-of-state
Teacher	15,038	13,000	2,038
Administrator	939	804	135
Educational Staff Associate	990	821	169
Vocational	2,406	2,406	n/a
Total	19,373	17,031	2,342

Figure 1 compares the total certificates issued in 1998-2003. The 1999-2000 report was similar to 1998-99, except that administrative certificates rose sharply. In 2000-01, the total rose dramatically, primarily due to more teacher and career and technical education (CTE) certificates. In 2001-02, the total continued to rise, again due to an increase in teacher and CTE certificates issued. In 2002-03, there was a decrease due to decreases in the number of teacher, ESA and CTE certificates issued.

Figure 1. Five-Year Comparison of Total Certificates Issued

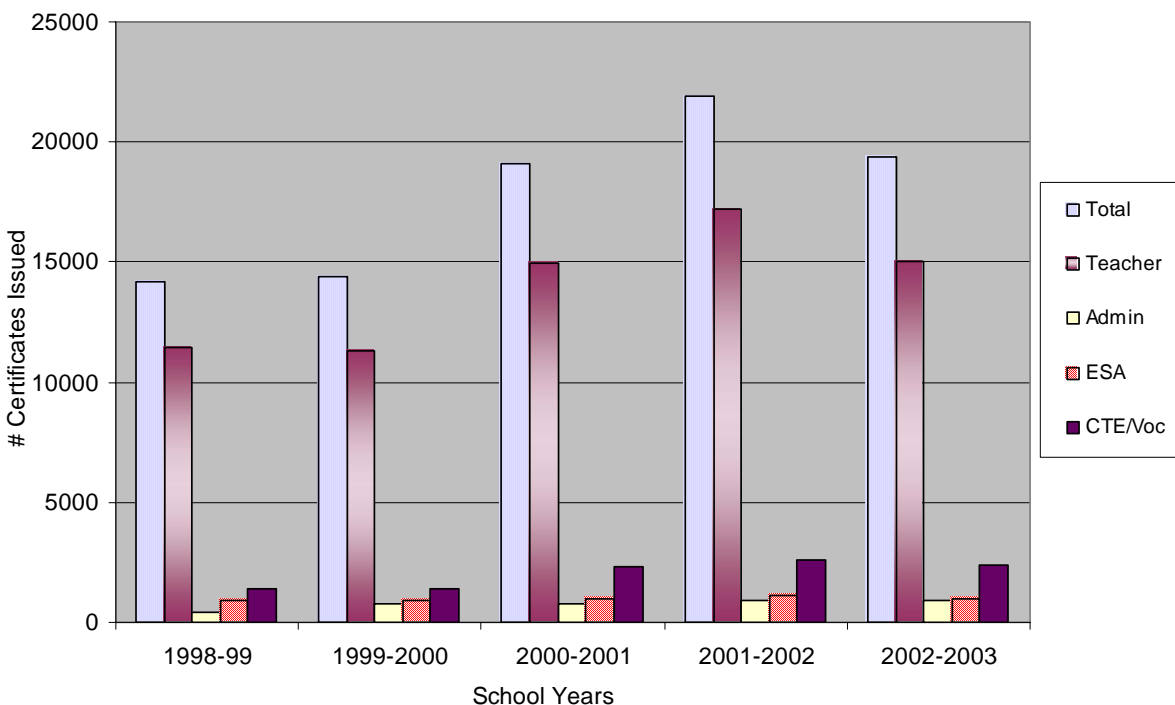


Table B provides more information about the total number of certificates issued. The number of regular certificates issued as well as the types and number of limited certificates are presented. The number of limited certificates issued in 2002-03 was less than the number issued the previous year by 14.6 percent, reversing a previously upward trend. The residency teacher certificate (normally the first certificate issued under the system which went into effect on September 1, 2000) is gradually replacing the initial certificate, which is no longer issued to first-time applicants, and may only be renewed. Eleven professional teacher certificates were issued in 2002-2003 because the state has only recently begun enrolling candidates in the new professional teacher certificate programs.

Table B. Total Certificates Issued in 2002-03 by Level: Initial/Residency (Beginning) Continuing/Professional (Advanced)

		Number of Certs	Percentage Change From 2001-02
Beginning teaching certificates:		8,437	-13.4%
	Initial certificates	2,279	
	Residency certificates	6,158	
Advanced teaching certificates:		2,739	-7.8%
	Continuing certificates	2,728	
	Professional certificates	11	
Initial administrator certificates		749	6.1%
Continuing administrator certificates		168	-20.8%
Initial ESA certificates		776	-8.2%
Continuing ESA certificates		145	-35.0%
Career and technical certificates		2,403	-7.3%
Exchange certificates		12	9.1%
Limited certificates		3,882	-14.6%
	Conditional certificates	260	-10.3%
	Emergency certificates	69	6.2%
	Emergency substitutes	1,598	-25.4%
	Substitute certificates	1,676	-6.4%
	Intern substitute certs	279	7.7%
First Peoples Language/Culture		2	n/a
	Grand Total:	19,316	-11.6%

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 certificates issued to persons who had never held certification for that role in Washington. Thirty-one percent of teachers earning their first Washington certificate completed an out-of-state preparation program. The totals at the bottom of Table C do not indicate the number of people, but, more precisely, the number of certificates. It is possible, especially for out-of-state applicants, to qualify for more than one certificate. For example, applicants for principal or school counselor certification may apply concurrently for a teaching certificate.

Table C. Total First-Issue Certificates by Type

<u>Teacher Certificates</u>		In State	Out-of-state	Total	
Beginning	Initial	0	1	1	
	Residency	3,419	1,539	4,958	
Advanced	Continuing	2,512	0	2,512	
	Professional	3	4	7	
<u>Administrator Certificates</u>					
Principal	Initial	420	95	515	
	Continuing	116	0	116	
Superintendent	Initial	41	19	60	
	Continuing	7	0	7	
Program Administrator	Initial	47	20	67	
	Continuing	6	0	6	
<u>Educational Staff Associate Certificates</u>					
School Speech Language Pathologist/Audiologist	Initial	184	79	125	
	Continuing	51	0	51	
School Counselor	Initial	57	3	60	
	Continuing	13	0	13	
School Nurse	Initial	39	3	42	
	Continuing	6	1	7	
School Occupational Therapist	Initial	12	1	13	
	Continuing	8	0	8	
School Physical Therapist	Initial	38	36	74	
	Continuing	17	0	17	
School Psychologist	Initial	54	6	60	
	Continuing	5	0	5	
School Social Worker	Initial	46	39	85	
	Continuing	24	0	24	
<u>Career and technical (vocational)*</u>		1,081	n/a	1,081	
		Totals	8,206	1,846	9,914

*only issued as in-state

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 2002-03, 15 of the 22 institutions approved to offer a teacher preparation program included certification coursework as an integral part of a bachelor's degree, while 16 of the 22 schools offered a Master-in-Teaching (MIT) program that leads directly to a master's degree with certification. As a third alternative, 18 of the 22 colleges/universities offered certification-only programs available for candidates who already hold college degrees and choose not to pursue an integrated master's degree program.

Table D. Number of First-Issue Initial (or Residency) Certificates by Institution¹

July 1, 2002–June 30, 2003

AU = Antioch University, CU = City University, CWU = Central Washington University, EWU = Eastern Washington University, GU = Gonzaga University, HC = Heritage College, NWC = Northwest College, PLU = Pacific Lutheran University, PO = Pacific Oaks College, SMC = Saint Martin's College, 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, WWC = Walla Walla College, WSU = Washington State University, WWU = Western Washington University, WmC = Whitman College, WwC = Whitworth College

Type of Certificate	AU	CU	CWU	EWU	GU	HC	NWC	PLU	PO	SMC	SPU	SU	TESC	UPS	UW	UWB	UWT	WWC	WSU	WWU	WmC	WwC
TEACHER	99	214	471	389	73	95	41	193	18	64	87	96	30	114	142	52	50	33	418	454	11	130
ADMINISTRATOR																						
Principal	8	70	30	14	10	80	--	9	--	--	36	7	--	9	28	--	16	--	42	43	--	8
Program Administrator	--	--	3	--	1	13	--	0	--	--	--	3	--	0	8	--	1	--	14	--	--	--
Superintendent	--	--	--	--	4	--	--	--	--	--	9	1	--	--	1	--	--	--	25	--	--	--
EDUCATIONAL STAFF ASSOCIATE ²																						
Counselor	--	43	3	9	7	26	--	--	--	8	18	17	--	4	14	--	--	2	7	6	--	10
Psychologist	--	--	2	13	--	--	--	--	--	--	3	11	--	--	5	--	--	--	1	--	--	--
Social Worker	--	--	--	8	--	--	--	--	--	--	--	--	--	--	41	--	--	3	--	--	--	--

¹ Based on OSPI records of certificates issued. Totals may vary significantly from year to year, depending on the date the verification of program completion lists are sent to OSPI for processing. For example, while this table shows 193 teachers receiving certificates from Pacific Lutheran University in 2002–03, 138 students actually completed their teacher preparation program in 2002–03. This table shows certificates issued before June 30, 2003. Some individuals who completed a program this year were not issued a certificate until after July 1, 2003.

² 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 (when 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

Since 1987, teaching certificates have carried subject area endorsements. On September 1, 2000, a new endorsement system was introduced in which 'state' requirements (applying directly to the state agency) were eliminated. With the exception of endorsements listed on certificates issued by the National Board for Professional Teaching Standards (NBPTS), endorsements are awarded only through completion of a college/university program. The number of Washington endorsements was reduced in 2000 from 43 to 33, consolidating some areas to more closely correspond with Washington essential academic learning requirements. In 2002-03, the middle level endorsement was replaced with middle level: math/science and middle level: humanities, and the English and English/Language Arts endorsements were consolidated into English Language Arts. 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 will have two or more endorsements, the total number of endorsements exceeds the number of certificates issued.

Most endorsements were issued in elementary education (2,929), English (531), special education (389), social studies (385), history (361), early childhood education (373), reading (331), math (243), biology (204), Spanish (154), and science (150). All these numbers are lower than last year's totals.

In-state applicants earned 72 percent of all endorsements awarded. More than 90 percent of the following endorsements were issued to candidates from in-state: earth science, reading, marketing education, physical education, American Sign Language, anthropology, choral music, comparative religion, economics, geography, health, instructional technology, journalism, learning resources, philosophy, political science, psychology, sociology, speech, and Swedish.

Table E. Endorsements on First Washington Teacher Certificates

<u>Endorsement</u>	<u>In State</u>	<u>Out-of-state</u>	<u>Total</u>
Agriculture Education	17	4	21
American Sign Language	1	0	1
Anthropology	5	0	5
Art	73	37	110
Bilingual Education	20	4	24
Biology	135	69	204
Business Education	33	17	50
Chemistry	47	20	67
Choral Music	29	0	29
Comparative Religion	2	0	2
Dance	1	1	2
Drama	30	6	36
Early Childhood Education	230	143	373
Early Childhood Special Education	16	6	22
Earth Science	43	5	48
Economics	7	0	7
Elementary Education	2,220	709	2,929
English	365	166	531
English Language Arts	102	33	135
English/Second Language	100	39	139
Family and Consumer Sciences Ed	19	10	29
French	23	25	48
Geography	9	0	9
German	14	8	22
Health	42	0	42
Health/Fitness	74	35	109
History	313	48	361
Instructional Technology	1	0	1
Instrumental Music	31	12	43
Italian	2	1	3
Japanese	3	3	6
Journalism	2	0	2
Learning Resources	2	0	2
Library Media	2	12	14
Marketing Education	16	1	17
Mathematics	138	105	243
Middle Level	63	42	105
Music	50	23	73
Philosophy	2	0	2
Physical Education	57	1	58
Physics	33	13	46
Political Science	14	0	14
Psychology	107	0	107
Reading	299	32	331
Russian	2	3	5
Science	102	48	150
Social Studies	298	87	385
Sociology	14	0	14
Spanish	113	41	154

<u>Endorsement</u>	<u>In State</u>	<u>Out-of- state</u>	<u>Total</u>
Special Education	232	157	389
Speech	14	0	14
Swedish	1	0	1
Technology Education	4	10	14
Traffic Safety	8	2	10
<i>SubTotal</i>	<i>5,580</i>	<i>1,978</i>	<i>7,558</i>
<u>Endorsements Issued Based on Other States' Standards</u>			
* All Secondary Areas	0	2	2
* Communications	0	1	1
* Computer Science	0	2	2
* Elementary/Middle School	0	2	2
* Geography	0	3	3
* Health	0	6	6
* Multiple Subjects	0	58	58
* Music	0	34	34
* Natural Science	0	3	3
* Physical Education	0	42	42
* Physical Science	0	3	3
* Political Science	0	2	2
* Psychology	0	4	4
* Social Science	0	14	14
* Speech	0	7	7
<i>SubTotal</i>	<i>0</i>	<i>183</i>	<i>183</i>
<i>Grand Total</i>	<i>5,580</i>	<i>2,161</i>	<i>7,741</i>

In-state figures from the previous table are further broken down in Table F showing the number of each endorsement issued to individuals completing programs at the state's colleges/universities. Colleges/universities are not approved to offer every endorsement. Since September 1, 2000, with the exception of national board-certified teachers, completion of an approved college/university program has been required to earn an endorsement. Compared with 10,894 endorsements awarded in 1999-2000, only 9,569 endorsements were awarded in 2000-2001, 9,626 in 2001-2002, and 7,741 in 2002-03, for a 29% decline since the system changed. If an individual received a certificate between July 2002 and June 2003, then added an endorsement to the certificate prior to June 30, 2003, the added endorsement is also included in Table F.

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	HC	NWC	PLU	PO	SMC	SPU	SU	TESC	UPS	UW	UWB	UWT	WWC	WSU	WWU	WmC	WwC
Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	0
American Sign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Anthropology	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	2	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Art	0	3	9	8	3	1	0	5	0	1	1	5	3	1	1	1	0	2	0	12	0	12
Bilingual Education	0	0	10	0	0	8	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0
Biology	5	1	11	6	0	6	0	8	0	2	2	8	1	8	15	15	4	2	17	19	0	7
Business Education	0	0	15	13	1	1	3	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0
Chemistry	2	0	4	2	0	1	0	2	0	3	0	5	0	3	4	4	0	1	9	5	0	4
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Choral Music	0	0	22	6	0	0	2	8	0	1	7	1	0	3	0	0	0	0	5	3	0	2
Comparative Religion	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Dance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Danish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Drama	0	0	6	4	0	0	1	1	0	1	0	4	0	1	4	4	0	1	1	1	0	3
Early Childhood Educ.	0	0	105	8	2	7	1	0	2	5	1	1	0	0	2	2	0	2	20	62	0	1
Early Childhood Spec. Educ.	0	0	0	1	4	0	0	0	0	1	0	0	0	0	2	2	0	0	3	4	0	0
Earth Science	1	0	4	10	0	0	0	0	0	1	0	5	0	1	3	3	1	0	5	7	0	0
Economics	0	0	0	0	0	0	0	1	0	1	0	0	0	0	2	2	0	0	0	1	0	0
Elementary Education	66	214	279	227	42	82	25	127	17	27	40	48	13	54	55	55	49	26	326	280	7	77
English	12	2	21	29	11	3	15	20	0	12	28	12	3	19	37	37	14	0	22	46	4	32
English/Second Language	0	1	24	9	1	13	6	12	2	1	0	2	0	0	3	3	0	0	2	10	0	11
English/Language Arts	7	0	3	0	3	10	2	9	0	5	12	4	3	12	4	4	5	1	1	3	0	11
Family & Consumer Sci. Ed.	0	0	10	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0
French	0	0	1	2	1	0	0	2	0	2	2	0	0	1	4	4	0	0	1	1	1	4

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	HC	NWC	PLU	PO	SMC	SPU	SU	TESC	UPS	UW	UWB	UWT	WWC	WSU	WWU	WmC	WwC
Geography	0	1	1	1	0	0	0	0	0	0	1	0	0	0	4	0	0	0	0	0	0	0
German	0	0	1	0	0	0	0	1	0	0	3	1	1	1	2	0	0	0	1	0	0	2
Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Health	0	0	19	4	4	0	0	0	0	1	2	0	0	0	1	0	0	2	0	0	0	8
Health/Fitness	0	0	13	20	2	1	1	3	0	0	4	0	0	2	0	0	0	0	5	15	0	5
Hebrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hindi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
History	14	2	40	45	9	1	2	30	0	23	10	14	0	20	28	0	9	2	17	19	0	11
Instructional Technology	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instrumental Music	0	0	17	6	1	0	0	5	0	1	7	1	0	5	4	0	0	0	6	7	0	0
Italian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Japanese	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0
Journalism	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning Resources	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Library Media	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Marketing Education	0	0	5	5	0	0	0	0	0	1	0	0	0	0	2	0	0	0	3	0	0	0
Mathematics	6	1	8	14	2	7	0	10	0	6	5	12	1	12	11	0	1	1	12	10	0	11
Middle Level	0	0	0	0	0	0	0	0	0	24	0	0	17	3	0	0	14	0	1	1	0	0
Music	0	0	19	6	5	0	0	12	0	1	7	1	0	7	7	0	0	0	4	5	0	2
Norwegian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Philosophy	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Physical Education	0	0	13	14	6	1	0	4	0	1	1	0	0	0	0	0	0	6	1	0	0	8
Physics	1	0	2	2	0	0	0	1	0	0	2	5	0	2	5	0	0	0	2	9	0	0

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	HC	NWC	PLU	PO	SMC	SPU	SU	TESC	UPS	UW	UWB	UWT	WWC	WSU	WWU	WmC	WwC
Political Science	0	1	2	0	2	0	0	2	0	2	1	1	0	0	1	0	0	0	0	0	0	1
Portuguese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Psychology	0	1	1	1	23	0	8	6	0	6	6	1	1	0	13	0	1	1	3	25	0	7
Reading	0	0	44	166	5	0	1	16	0	16	0	0	0	0	0	0	1	1	11	13	0	21
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Science	9	1	4	5	0	3	0	4	0	1	2	8	1	3	13	0	0	0	10	26	0	6
Social Studies	14	2	35	36	6	5	3	27	0	20	6	14	8	19	22	0	7	0	9	39	0	7
Sociology	0	0	3	1	0	1	0	0	0	2	0	0	0	0	5	0	0	0	0	1	0	0
Spanish	0	0	19	11	3	5	0	6	0	3	6	9	1	3	8	0	0	3	9	10	0	14
Special Education	0	1	56	21	24	3	0	28	0	5	5	0	1	0	20	0	0	4	5	40	0	11
Speech	0	0	1	0	2	0	0	2	0	0	1	0	0	0	5	0	0	1	0	2	0	0
Swedish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Technology Education	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Traffic Safety	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Turkish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Endorsements on Limited Certificates

Conditional certificates, issued to individuals who have expertise in an endorsement area but do not meet all qualifications for a regular certificate, authorize assignment in a specific private school, ESD, or public school district. The requesting district or private school must verify that conditions requiring the certificate are met. Endorsements on conditional certificates issued in 2002-03 are listed at Table G. Twenty-four of the 45 listed endorsements increased compared with last year, with eight new endorsements appearing, while 27 decreased in number (10 from last year were eliminated) and three remained the same. Overall there was a decrease from 290 to 266 conditional certificates issued during the year.

Table G. Endorsements on Conditional Certificates 2002-03

Agriculture	1	Learning Resources	3
American Sign Language	3	Mathematics	11
Art	6	Music	13
Basketball Coach	1	Physical Education	4
Bilingual Education	10	Physics	1
Biology	1	Reading	3
Business Ed	1	ROTC Instructor	19
Chinese	1	School Nurse	16
Choral Music	4	School Speech Language	
Dance	8	Pathologist or Audiologist	4
Drama	5	Science	8
Early Childhood Education	3	Soccer Coach	2
Early Childhood Special Ed	2	Social Studies	1
Elementary Education	16	Spanish	9
English	4	Special Education	34
English as a Second Language	5	Speech	1
English/Language Arts	1	Student Advisor*	1
Family and Consumer Sciences	1	Technology Education	2
French	4	Track Coach	1
Health	1	Traffic Safety Education	7
Instructional Technology	2	On-Street Instruction Only**	31
Instrumental Music	3	Simulation Only***	1
Japanese	10	Volleyball Coach	1

* Student Advisor may indicate one of various roles (e.g. cheerleader advisor, etc.)

** 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 issued in 2002-03 are listed in 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 completed a preparation program, provided that a qualified person who holds regular certification is not available. These data show a decrease from the previous year in the use of emergency certification, from 78 to 68. Eight endorsements/specialties were either reduced or eliminated from last year's list, while eleven were either new or increased in number. Two (early childhood education and math) remained the same.

Table H. Endorsements on Emergency Certificates 2002-03

Emergency Teacher Certificates	
Bilingual Education	1
Biology	1
Business Education	1
Early Childhood Education	1
Elementary Education	4
English	2
Mathematics	3
Music	1
Physics	1
Science	4
Special Education	2
Emergency ESA Certificates	
School Counselor	13
School Psychologist	25
School Social Worker	6
School Speech Language Pathologist and Audiologist	6
Emergency Administrator Certificates	
Principal	6
Superintendent	1

Career and Technical Education (CTE) Certificates³

Certificates for career and technical education (CTE, formerly vocational education) are issued in the broad categories of agricultural education, business education, marketing education, family and consumer sciences education, and technology education, and/or specific subcategory specialty areas. 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 the specialty areas is available upon request from the Professional Education and Certification office. The total of 2,458 represents a decrease of four percent from the previous year (2,566).

Table I. CTE Certificates Issued, July 1, 2002 - June 30, 2003

	<u>New</u>	<u>Renewal</u>	<u>Total</u>
CTE Director and Assistant Director	22	28	50
Agriculture Education*	19	43	62
Agriculture Specialty Areas	49	26	75
Business Education*	92	206	298
Business Specialty Areas	116	63	179
Marketing Education*	29	65	94
Marketing Specialty Areas	83	20	103
Family and Consumer Sciences Education*	62	116	178
Family and Consumer Sciences Education (Specialty Areas)	20	16	36
Technology Education (all areas, degree required)	38	134	172
Health Occupations (all specialty areas)	66	53	119
Trade and Industrial (all specialty areas)	236	233	469
Diversified Occupations	98	102	200
CTE Counselor	6	20	26
Occupational Information Specialist	13	16	29
Work-Based Learning Coordinator	132	181	313
<i>Totals</i>	<u>1,081</u>	<u>1,322</u>	<u>2,403</u>

** Broad subject area, usually based on a certification program. However, significant numbers of these certificates are conditional certificates (which do not require a certification program).*

³ In January 2002 the State Board of Education approved a name change, from “vocational education” to the new “career and technical education” for all matters relating to vocational education.

Certificates Issued to Out-of-state Candidates

When a candidate from another 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 2002–03, the number of applicants from other states was 39 percent smaller than last year. As in previous years, two states (Oregon and California) accounted for a large portion, approximately 33 percent, of the out-of-state recipients of Washington State teaching certificates. Oregon, California, Idaho, Montana, and Texas are the top five states-of-origin for out-of-state applicants.

Table J. Top Ten States From Which Out-of-state Candidates Entered Washington, 2002-03

<u>Teacher</u>		<u>Administrator</u>		<u>Educational Staff Associate</u>	
1. Oregon	469	1. Oregon	27	1. Oregon	34
2. California	247	2. California	20	2. California	24
<i>Foreign Country</i>	139	3. Montana	19	3. Idaho	11
3. Idaho	128	4. Idaho	15	4. Texas	8
4. Montana	118	5. Arizona	7	5. Arizona	6
5. Texas	92	6. Illinois	5	6. Wisconsin	6
6. Arizona	76	7. New Mexico	4	7. Colorado	5
7. Utah	62	8. Utah	4	8. Illinois	4
8. Illinois	59	9. Alaska	3	9. Michigan	4
9. Michigan	57	10. Indiana	3	10. Montana	4
10. New York	45				

When considered in the category of states, “foreign country” ranks third (at 139), behind Oregon and California, as a source of teachers from out-of-state, but their total was less than half the number from last year.

PART II
CERTIFICATED PERSONNEL PLACEMENT STATISTICS
2002–2003

PART II - CERTIFICATED PERSONNEL PLACEMENT STATISTICS, 2002-03

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 2002-03 report are for persons who completed teacher education programs during the previous year (2001-02) and were placed during the current year (2002-03).

Program Completion Data

Colleges/universities reported 3,159 new teachers completing certification programs at Washington State colleges and universities during 2001-02. Figure 2 depicts trends over a 31-year period, including a dramatic decline from 5,685 in 1972 to 2,007 in 1985, followed by a gradually increasing trend from 1985 to a peak of 3,345 in 1999-2000, and a slight decline since then.

Figure 2. Trends in Teacher Certification in Washington, 1972-2002

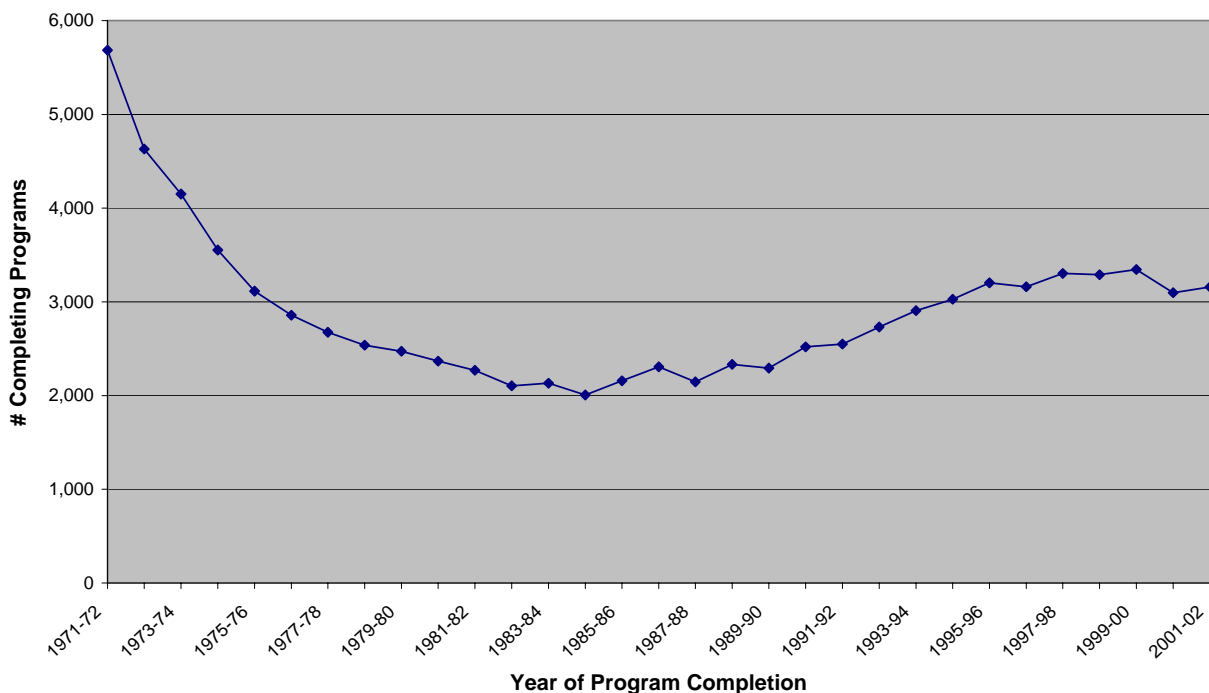


Figure 2 was derived from Table K below, which provides specific totals for certificates granted and the percent change year by year.

Table K. Number Completing Teacher Education Programs, 1972-2002

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

Placement Statistics

Figure 3 provides a quick overview of employment status for the 3,159 people who completed teacher education programs in 2001-02. The data were collected in a voluntary survey with a response rate of 89.2 percent. Fifty-eight percent reported holding teaching contracts (a decrease for the first time in six years). If one also considers substitute teaching, 79 percent were employed in full-time or part-time teaching positions. The 9 percent who are "other" include a variety of categories: people working in classified positions in schools, the unemployed, and those in graduate study.

Figure 3. First-Year Employment, 2001-02 Program Completers

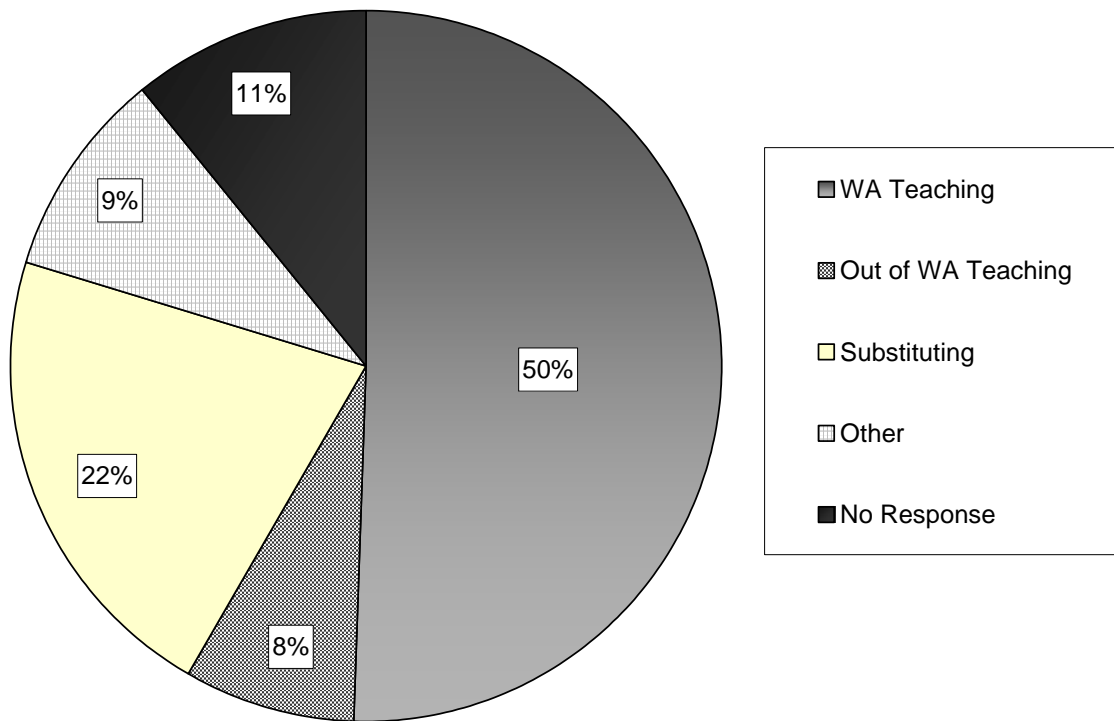


Table L below expands information provided by the "pie" graph in Figure 3 and provides some historical perspective. It contains placement data in the year after program completion for those completing initial teacher training in 1999-2000, 2000-01, and 2001-02. The percentage for each category is based on the total number of people completing programs rather than the number responding to the survey. The number of Washington prepared teachers employed out-of-state continues to decrease. The number (and percent) employed in-state decreased by more than 8 percent, offset by a corresponding increase in the number employed as substitutes. This reflects hiring reductions in the current year due to budget constraints.

Table L. Three-Year Placement Statistics

Part 1. Summary	Placed in year ¹ :					
	<u>2000-2001</u>		<u>2001-2002</u>		<u>2002-2003</u>	
	Qty	%	Qty	%	Qty	%
Total Surveyed	3,345	100%	3,099	100%	3,159	100%
Unable to Contact	393	11.7%	288	9.3%	341	10.8%
Respondents	2,952	88.3%	2,811	90.7%	2,818	89.2%
Part 2. Population Report by Category						
<u>Category</u>	Qty	%	Qty	%	Qty	% ²
1. Employed as teacher in state	1,886	56%	1,818	58.7%	1,588	50.3%
<i>public</i>	1,740	52%	1,727	55.7%	1,484	47.0%
<i>private</i>	146	4%	91	2.9%	104	3.3%
2. Employed as teacher out-of-state	343	10%	259	8.4%	238	7.5%
<i>public</i>	281	8%	217	7.0%	194	6.1%
<i>private</i>	62	2%	42	1.4%	44	1.4%
3. Employed as substitute teacher	478	14%	458	14.8%	675	21.4%
<i>seeking position</i>	404	12%	378	12.2%	617	19.5%
<i>not seeking position</i>	74	2%	80	2.6%	58	1.8%
4. Employed position in non-certified position (e.g. paraeducator)	13	0%	19	0.6%	34	1.1%
5. Employed, nonteaching	92	3%	73	2.4%	49	1.6%
6. Employed, non-teaching, seeking teaching	30	1%	32	1.0%	42	1.3%
7. Unemployed, seeking teaching	26	1%	23	0.7%	22	0.7%
8. Unemployed, seeking non-teaching position	5	0%	2	0.1%	2	0.1%
9. Not seeking any employment	66	2%	54	1.7%	57	1.8%
10. Primarily in grad study	51	2%	54	1.7%	48	1.5%
11. Other	38	1%	19	0.6%	37	1.2%
Respondents	3,028		2,811		2,792	

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

² Total includes both respondents and non-respondents. The 10.8 percent non-respondents (for 2002-2003) must be included for percentages to total 100 percent.

The numbers and percentages of persons completing teacher education programs in each Washington college/university during 2001-02 are presented in Table M. The overall full-time placement rate (58 percent for those completing programs in 2001-02) is down from last year's 67%, the first decline in seven years. The percentage of full-time placements varied widely from institution to institution, ranging from 22 percent to 84 percent. Four institutions reporting placement rates over 75 percent were Saint Martin's College, University of Puget Sound, University of Washington at Seattle, and Seattle University. This was fewer than last year, when nine institutions reported at least 75 percent of program completers placed in full-time teaching positions.

Table M. Number and Percentage of Placements by Institution

College	Total Cert	# of Resp ¹	WA Tchg	Non-WA		% Teaching
				Tchg	Total Tchg	
Antioch	65	59	38	4	42	65%
Central	455	316	213	12	225	49%
City	204	151	101	15	116	57%
Eastern	407	407	142	40	182	45%
Gonzaga	92	92	32	20	52	57%
Heritage	77	71	48	3	51	66%
Northwest	19	16	12	1	13	68%
PLU	166	138	77	11	88	53%
Pacific Oaks	19	18	13	1	14	74%
Saint Martin's	93	91	76	2	78	84%
SPU	74	65	16	0	16	22%
Seattle U	92	88	65	5	70	76%
TESC	30	29	18	2	20	67%
UPS	61	61	45	5	50	82%
UW Bothell	44	44	27	1	28	64%
UW Seattle	133	127	99	8	107	80%
UW Tacoma	48	41	24	0	24	50%
WallaWalla	31	29	7	12	19	61%
WSU	411	375	205	39	244	59%
Western	490	452	277	26	303	62%
Whitman	13	13	1	5	6	46%
Whitworth	135	135	52	26	78	58%
Totals	3,159	2,818	1,588	238	1,826	58%

¹ As reported by the individual higher education institution.

Table N shows data for persons completing preparation programs in the years 1980-81 through 2001-02 and their employment status in the subsequent year, including employment as substitutes. This year's decrease in employed or contracted teachers runs counter to a generally increasing trend for placement rates in recent years. The percentage employed or contracted had risen from 33.9 percent in 1981-82 to a high of 67.1 percent in last year's survey. The number employed as substitutes increased from 16.7 percent in 1981-82 to a high of 33 percent in 1995-96, then fell to 14.3 and 14.8 percent in reporting years 2000-01 and 2001-02, before sharply increasing this year to 21.5 percent. Total employed in teaching (approximately 4 out of every 5 completers) has remained relatively stable since 1990-91.

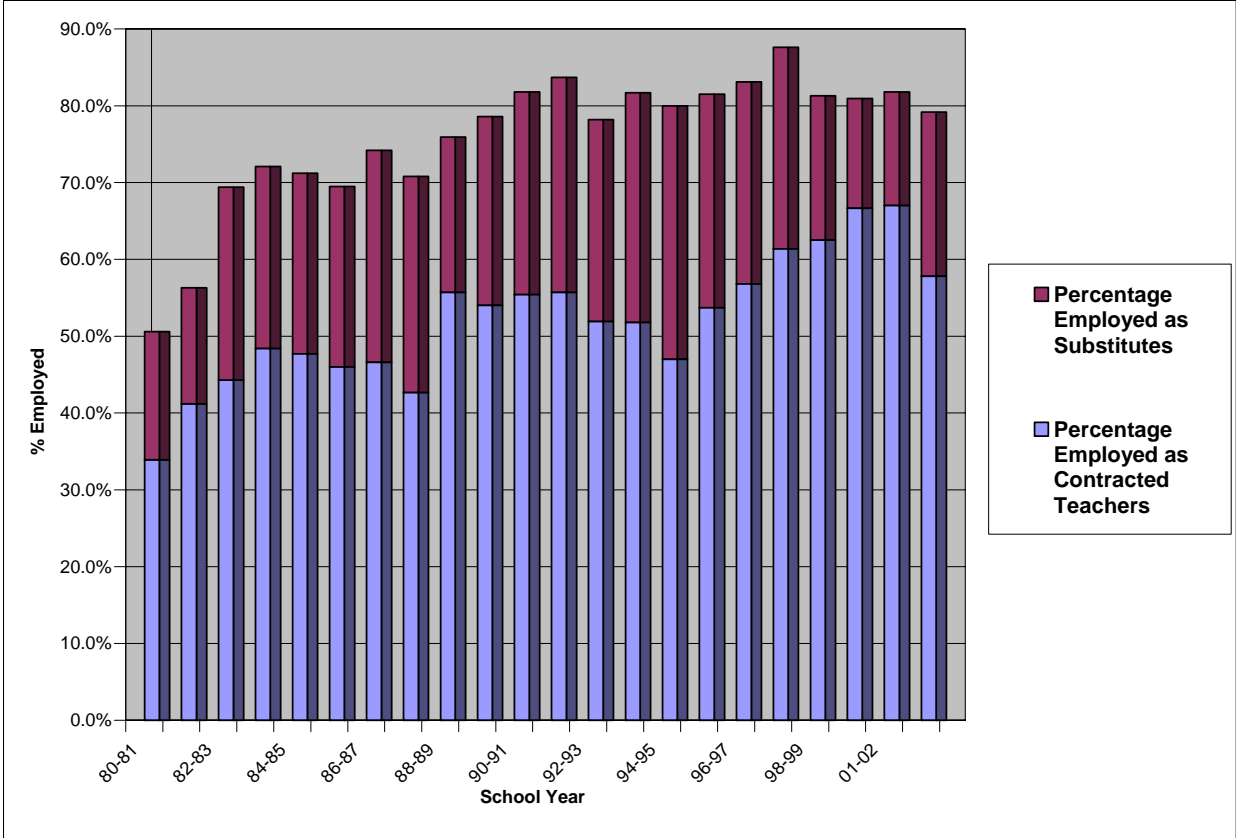
Table N. Percentage of Persons Employed

<u>Reporting Year</u>	<u>Year of Program Completion</u>	<u>Percentage Employed Full-time</u>	<u>Percentage Employed as Substitutes</u>	<u>Total Employed in Teaching</u>
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	66.7%	14.3%	81.0%
2001-02	2000-01	67.1%	14.8%	81.9%
2002-03	2001-02	58.3%	21.5%	79.8%

Figure 4 presents the data in Table N visually, and shows that the percentage of newly certificated teachers placed both full-time and as substitutes leveled off during the 1990's at about 80 percent. This year's drop in full-time employment has been accompanied by an increase in fully certificated substitutes available for employment in districts. This change in the rates of substitute and full-time employment is also reflected in a decrease in the use of emergency substitute certificates (see Part I).

Figure 4. Percentage of Newly Certificated Teachers Employed in 2002-03



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 2,818 persons completing initial teacher certification programs in 2001-02 who responded to this survey completed 4,627 endorsements or approximately 1.6 endorsements per person. This continues a significant reduction from earlier years, in which respondents reported more than 2 endorsements per person.

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 art and history endorsements and accepts a position would be reported as hired for both endorsements. Endorsements with the highest percentages of employment were dance, instructional technology, and middle level (all 100%) and marketing education (92.9%). Endorsements exceeding 80% included sociology, speech, biology, choral music, and chemistry. Other endorsements such as math, the other sciences, and special education traditionally enjoy high percentages of employment because of their shortage status, but this year dipped below 80%.

Table O. Rank Order of Endorsement Areas by Percentages of Persons Employed in Schools, 2002-2003

<u>Endorsement Area</u>	<u>Endorsements Reported</u>	<u>Number Employed in School Districts</u>	<u>Percent Employed in School Districts</u>
Dance	1	1	100.0%
Instructional Technology	5	5	100.0%
Middle Level	41	41	100.0%
Marketing Education	10	9	90.0%
Sociology	19	16	84.2%
Speech	6	5	83.3%
Biology	95	78	82.1%
Choral Music	39	32	82.1%
Chemistry	38	31	81.6%
Special Education	203	161	79.3%
Physics	24	19	79.2%

<u>Endorsement Area</u>	<u>Endorsements Reported</u>	<u>Number Employed in School Districts</u>	<u>Percent Employed in School Districts</u>
Science	76	60	78.9%
Mathematics	136	106	77.9%
English-as-a-Second Language	72	56	77.8%
Music	49	38	77.6%
Business Education	22	17	77.3%
Eng/Language Arts	78	60	76.9%
Economics	4	3	75.0%
Instrumental Music	36	27	75.0%
Political Science	12	9	75.0%
Early Childhood Special Ed	11	8	72.7%
Learning Resources	7	5	71.4%
Foreign Languages	140	99	70.7%
Agriculture	10	7	70.0%
Drama	30	21	70.0%
Bilingual Education	16	11	68.8%
English	268	179	66.8%
Psychology	105	70	66.7%
Elementary Education	1,817	1,192	65.6%
Early Childhood Education	207	135	65.2%
Health	55	34	61.8%
Traffic Safety	5	3	60.0%
History	264	156	59.1%
Social Studies	223	130	58.3%
Physical Education	66	38	57.6%
Anthropology	7	4	57.1%
Family & Cons Sci Ed	14	8	57.1%
Earth Science	30	17	56.7%
Art	53	29	54.7%
Health/Fitness	27	14	51.9%
Reading	284	146	51.4%
Journalism	8	4	50.0%
Geography	8	3	37.5%
Technology Education	3	1	33.3%
Religion	3	0	0.0%
Totals	4,627	3,088	66.7%

Although Table O provides some data about comparative demand for endorsements, another perspective appears in Table P where only employment in the endorsement area is tabulated. Here, a teacher who has both art and history endorsements and accepts a position in art is listed as employed only in art. Less duplication in counting individuals occurs, but still may occur if the person is hired to teach in two areas.

Table P. Percent of Persons Employed in the Endorsement Area, 2002-03

<u>Endorsement Area</u>	<u>Endorsements Reported</u>	<u># Employed in Endorsement Area</u>	<u>Percent Employed in Endorsement Area</u>
Mathematics	136	90	66.2%
Business Education	22	13	59.1%
Family & Cons Sci Ed	14	8	57.1%
Elementary Education	1,817	1,023	56.3%
Science	76	40	52.6%
Special Education	203	103	50.7%
Agriculture	10	5	50.0%
Biology	95	42	44.2%
Eng/Language Arts	78	32	41.0%
English	268	106	39.6%
Middle Level	41	16	39.0%
Music	49	19	38.8%
Chemistry	38	14	36.8%
Health/Fitness	27	9	33.3%
Choral Music	39	12	30.8%
Instrumental Music	36	11	30.6%
Physical Education	66	20	30.3%
Marketing Education	10	3	30.0%
Health	55	15	27.3%
Social Studies	223	58	26.0%
Bilingual Education	16	4	25.0%
Foreign Languages	140	33	23.6%
Art	53	11	20.8%
Early Childhood Special Ed	11	2	18.2%
History	264	48	18.2%
English-as-a-Second Language	72	13	18.1%
Physics	24	4	16.7%
Speech	6	1	16.7%
Learning Resources	7	1	14.3%
Earth Science	30	4	13.3%
Journalism	8	1	12.5%
Early Childhood Education	207	23	11.1%
Drama	30	3	10.0%
Political Science	12	1	8.3%
Reading	284	19	6.7%
Psychology	105	1	1.0%
Anthropology	7	0	0.0%
Dance	1	0	0.0%
Economics	4	0	0.0%
Geography	8	0	0.0%
Instructional Technology	5	0	0.0%
Religion	3	0	0.0%
Sociology	19	0	0.0%
Technology Education	3	0	0.0%
Traffic Safety	5	0	0.0%
Totals	4,627	1,808	39.1%

Placement Statistics by Racial/Ethnic Group

Based on the available data, 537 candidates who earned their first teaching certificates in Washington during the year 2001-02 reported membership in a minority group. This was a big increase over last year's total, and represents 19 percent of those earning their first teaching certificates. Of these, 315 or 59 percent were employed as teachers, compared to 65 percent for the state's newly certificated teachers as a whole. Fifty nine Asian Americans, 104 Other, 71 Hispanics, 55 African Americans, and 26 Native Americans who earned certificates through Washington institutions in 2001-02 were employed full-time as teachers. Twenty six percent of newly certificated teachers were male, a significant decrease from last year's 40 percent. Table Q presents detailed information on new teacher certification and employment by sex and race/ethnic group for those who completed programs during 2001-02.

Table Q. Contracted and Substitute Employment in 2002-03, by Racial/Ethnic Group, of Persons Certificated in 2001-02

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	16	32	17	29	323	983	20	44	4	21	28	65	1,582
2 – Employed as a Teacher out-of-state	1	10	2	7	56	146	3	4	0	1	3	8	241
3 – Employed as a Substitute teacher	1	11	13	65	128	377	2	16	5	8	14	24	664
4-11 – Nonteaching	2	6	5	17	91	170	2	6	2	8	4	11	324
Totals:	20	59	37	118	598	1676	27	70	11	38	49	108	2,811

Table R provides numerical data on a generally positive trend for the past 12 years in the number of minority group members receiving certificates. There were sharp increases in 1995-96 and 1998-99, a sharp decrease in 1999-2000, a slight decrease in 2000-01, and another sharp increase in 2001-02.

Table R. Trends in Teacher Certification of Minority Group Members

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Asian	30	30	41	48	64	102	<u>66</u>	110	<u>82</u>	91	<u>83</u>	<u>79</u>
African American	18	18	20	<u>19</u>	42	75	<u>34</u>	46	58	<u>49</u>	57	155
Hispanic	41	41	44	58	<u>49</u>	<u>44</u>	77	85	107	<u>94</u>	<u>90</u>	97
Native American	14	23	26	31	<u>23</u>	44	48	<u>39</u>	<u>30</u>	45	53	<u>49</u>
Other	0	0	0	0	0	34	115	<u>76</u>	241	<u>86</u>	<u>74</u>	157
Total Minority	103	112	131	156	178	299	330	356	518	<u>365</u>	<u>357</u>	537
% Increase	29%	9%	17%	19%	14%	68%	10.4%	7.9%	45.5%	-30%	-2.2%	50.4%

Underlined numbers indicate a decrease from the previous year.

Figure 5 presents data on newly certificated teachers who were members of minority groups as a percentage of total teaching certificates issued. This percentage has risen from 1.8 percent of the total number certificated in 1987-88 to the current high of over 19 percent in 2001-2002, the seventh year in a row in which more than ten percent of program completers were members of an ethnic minority.

Figure 5. Percentage of Teaching Certificates Issued to Minorities

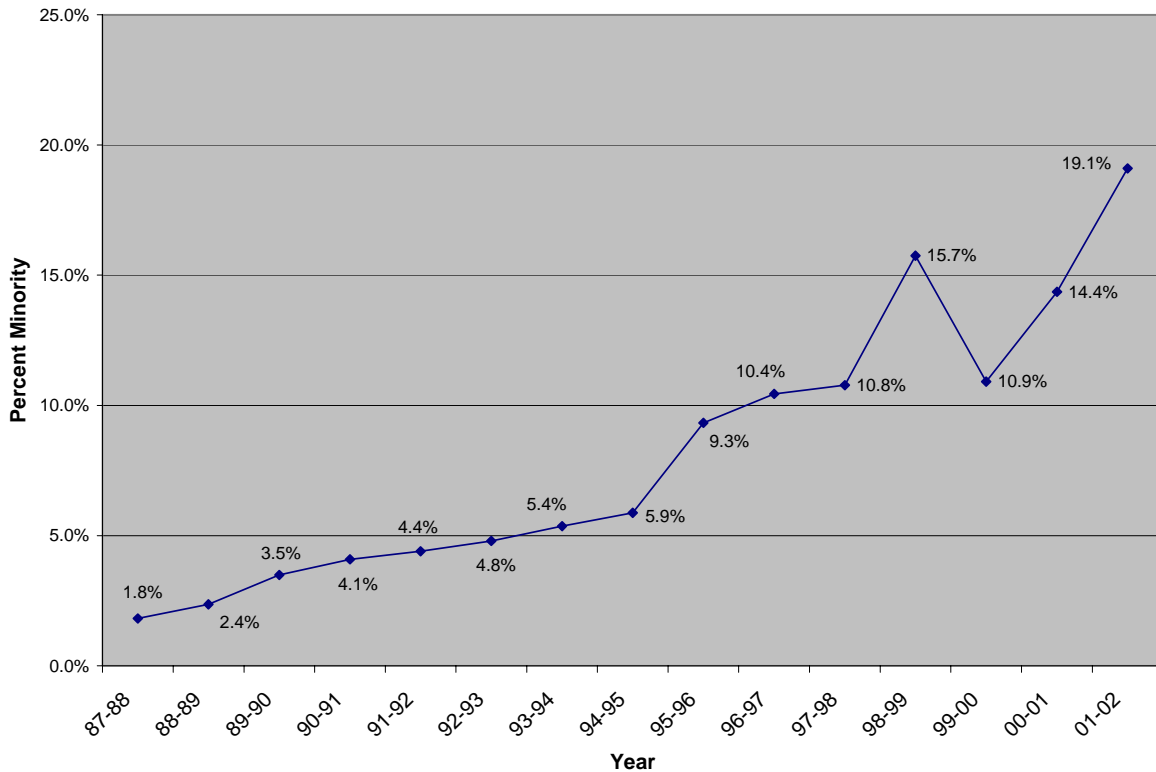


Figure 6 shows a proportional view of the number of members of specific minority groups earning certificates over the last fifteen years. The seven years since 1995 demonstrate a sustained and significant growth rate in the certification of minority group members over previous years.

Figure 6. Number of Minority Group Members Earning Certificates

