

Annual Report 2005-2006

**Certificates Issued and
Certificated Personnel Placement
Statistics**



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Public Instruction

Revised April 2007

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ANNUAL REPORT 2005-2006

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 regarding certification, which in 2006 is submitted for the first time 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 2005-2006 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 2005-2006. 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 2005-2006 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 3 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 17,371, a decrease of 3,077 (15 percent) from the 2004-2005 total. When all certification activity is counted, to include clock hour reporting, endorsements, and administrative actions, the total is 33,194, or 17 percent less than last year's total of 39,941. These decreases may be partially due to the implementation of content knowledge testing during the year, and the previous year's surge of reissued residency teacher certificates after a rule change extending the validity period of the residency certificate.

- 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) decreased by 5 percent to 3,368. Of these limited certificates, there were declines in the number of conditional certificates (11%, to 201), emergency certificates (4%, to 99), and substitute certificates (20%, to 1,480) while emergency substitutes rose (29%, to 1,172).
- Thirty percent of those receiving their first Washington teaching certificate completed teacher education programs outside Washington.
- The number of Professional Teacher certificates issued (982) nearly tripled last year's total, reflecting program completion in the 18 ProCert programs.
- Since 2000, when state requirements for awarding endorsements were eliminated, the number of endorsements awarded per year declined by 29% (from 10,894 in 1999-2000 to 7,744 in 2005-2006). Over the past seven years 14,051 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 2004–2005 were elementary education (3,034), English or English language arts (602), special education (477), social studies (399) and reading (341).
- Of the 33 current Washington endorsements (excluding world languages) those with fewer than 30 awarded in the year were bilingual education (27), family and consumer science education (24), agriculture education (14), marketing education (11), technology education (10), library media (8), and dance (5).
- Specific designated world language endorsements included Spanish (109), French (39), German (19), Japanese (9), Russian (2), and Chinese (1).
- Three First Peoples Language/Culture Certificates (1 Lushootseed, 1 Makah, 1 Salish) were issued.
- Conditional certificates have been issued over the last two years, and emergency certificates were issued last year, for the following languages: Spanish (24), Japanese (14), Chinese (6), American Sign Language (3), German (4), French (2), and Latin (1).
- Six currently valid emergency administrator (principal) certificates were issued last year (down two from the year before), and 130 currently valid emergency or conditional ESA certificates have been issued last year (emergency) or during the past two years (conditional).
- The 2,362 career and technical education (vocational) certificates issued in 2005-2006 represent an 18 percent decrease from the previous year’s total (2,894).
- The #1 and #2 sources for out-of-state teachers, administrators, and ESA’s were California (with 503, 24, and 25, respectively) and Oregon (483, 35, and 29).
- Washington colleges and universities produced 3,691 new teachers (a 0.7 percent increase) in the 2004-2005 school year.

- Washington teacher preparation programs' full-time placement rate remained low. Only 53 percent of the 2004-2005 program completers reported finding contracted, certificated positions in 2005–2006, a one 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 two percent to 22 percent.
- Employment as either a teacher or substitute teacher (75 percent) remained below 80 percent for the fourth straight year, after averaging over 80 percent for more than a decade.
- The highest placement rates (50 percent or higher) for teachers hired 'in the endorsement area' were reported for technology education, special education, math, business education, science, middle level: math/science, agriculture education, English language arts, early childhood special education, and dance.
- The lowest placement rates (below 20 percent) for teachers 'in the endorsement area' were reported for bilingual education, history, marketing education, and reading. (However, when combined with another endorsement, the rate at which teachers holding these endorsements were employed exceeded 60 percent.)
- There were 460 program completers in Washington (representing 15 percent of those who completed a program during 2004-2005) who identified themselves as members of minority groups. This was a 14 percent increase from the previous year. The number of minority teachers exceeded 10 percent of their cohort for the ninth year in a row. Of those minority group members, 304 (66 percent) reported being hired as teachers, significantly higher than the statewide reported placement rate of 53 percent.

PART I

CERTIFICATES ISSUED

July 1, 2005–June 30, 2006

PART I - CERTIFICATES ISSUED, JULY 1, 2005 – JUNE 30, 2006

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, 2005–June 30, 2006, was 17,371.² or 15% fewer than the previous year's total of 20,448. This may be partially due to process delays caused by the implementation of content testing early in the year, and Residency certificate reissuance. 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,

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, 17,371, reflects the number of certificates issued in 2005-06, 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 (17,371) 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 33,194. This represents a decrease of 17% from the previous year (39,941).

emergency, emergency substitute, conditional, and exchange teacher) are also included in the 17,371 certificates issued.

Table A. Total Certificates Issued July 1, 2005–June 30, 2006

| | Total | In State | Out-of-state |
|-----------------------------|---------------|---------------|--------------|
| Teacher | 12,946 | 10,832 | 2,114 |
| Administrator | 951 | 822 | 129 |
| Educational Staff Associate | 1,064 | 908 | 156 |
| Vocational | 2,410 | 2,410 | n/a |
| Total | 17,371 | 14,972 | 2,399 |

Figure 1 compares total certificates issued over the last five years. In 2002-03, fewer teacher, ESA and CTE certificates were issued than the previous year. The 2003-04 report reflects a slight decrease from 2002-03 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.

Figure 1. Five-Year Comparison of Total Certificates Issued

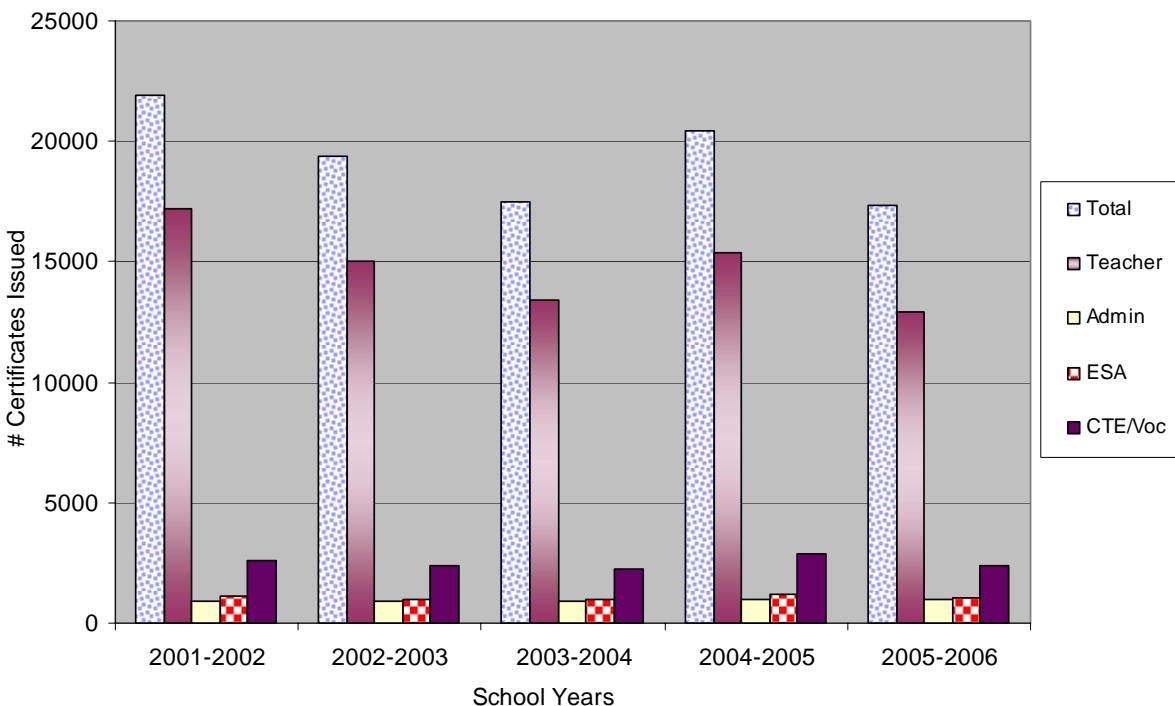


Table B provides information about total certificates issued by type and level of certificate. Overall, there was a 15 percent decrease in the number of regular and limited certificates, returning to near the level of two years ago. Decreases were recorded in first-level teaching certificates (24 percent) and second-level certificates (6 percent). Limited certificates decreased slightly this year by 5 percent. Although implementation of the basic skills testing requirement (since September 2002) may have led to last year's 30 percent increase in the use of the emergency certificate, it declined by 4 percent this year. Emergency substitutes increased by 29 percent, reversing a decline experienced in the previous 3 years from a high of 2,142 in 2001-02.

Table B. Total Certificates Issued in 2005-06 by Level

| | | Number of Certs | Percentage Change From 2004-05 |
|---|-------|--------------------|--------------------------------------|
| First-level teaching certificates: | | 6,398 | -24% |
| Initial (Renewal) Teacher certificates | 474 | | |
| Residency Teacher certificates | 5,924 | | |
| Second-level teaching certificates: | | 3,308 | -6% |
| Continuing Teacher certificates | 2,313 | | |
| Professional Teacher certificates | 995 | | |
| First-level administrator certificates: | | 719 | -71% |
| Initial Administrator certificates | 219 | | |
| Residency Administrator certificates | 500 | | |
| Second-level administrator certificates: | | 207 | -4% |
| Continuing Administrator certificates | 207 | | |
| Professional Administrator certificates | 0 | | |
| Initial ESA certificates | | 711 | -21% |
| Continuing ESA certificates | | 197 | -10% |
| Career and Technical Educator certificates | | 2,410 | -17% |
| Exchange certificates | | 1 | -80% |
| Limited certificates | | 3,368 | -5% |
| Conditional certificates | 201 | | -11% |
| Emergency certificates | 99 | | -4% |
| Emergency Substitute certificates | 1,172 | | 29% |
| Substitute certificates | 1,480 | | -20% |
| Intern Substitute certificates | 312 | | -10% |
| Transitional certificates | 104 | | 24% |
| First Peoples Language/Culture certificates | | 3 | -57% |
| Total | | 17,322 | -15% |

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. Thirty percent of the teachers earning their first Washington certificate completed an out-of-state preparation program. The number of Professional Teacher

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 | | 3,691 | 1,543 | 5,234 | -12% |
| Second-level | Continuing | | 2,071 | 0 | 2,071 | -27% |
| | Professional | | 973 | 9 | 982 | 199% |
| <u>Administrator Certificates</u> | | | | | | |
| Principal | | | | | | |
| First-level | Residency | | 284 | 91 | 375 | 271% |
| Second-level | Continuing | | 159 | 0 | 159 | -4% |
| Superintendent | | | | | | |
| | Initial | | 44 | 9 | 53 | -5% |
| | Continuing | | 16 | 0 | 16 | -6% |
| Program Administrator | | | | | | |
| First-level | Residency | | 22 | 20 | 42 | 163% |
| Second-level | Continuing | | 10 | 0 | 10 | 100% |
| <u>ESA Certificates</u> | | | | | | |
| School Counselor | | | | | | |
| | Initial | | 176 | 51 | 227 | -16% |
| | Continuing | | 79 | 0 | 79 | -9% |
| School Nurse | | | | | | |
| | Initial | | 49 | 0 | 49 | 23% |
| | Continuing | | 16 | 0 | 16 | 33% |
| School Occupational Therapist | | | | | | |
| | Initial | | 29 | 6 | 35 | -24% |
| | Continuing | | 11 | 0 | 11 | -15% |
| School Physical Therapist | | | | | | |
| | Initial | | 12 | 0 | 12 | -25% |
| | Continuing | | 5 | 0 | 5 | -29% |
| School Psychologist | | | | | | |
| | Initial | | 63 | 26 | 89 | -21% |
| | Continuing | | 34 | 0 | 34 | 21% |
| School Social Worker | | | | | | |
| | Initial | | 35 | 1 | 36 | -16% |
| | Continuing | | 8 | 0 | 8 | 100% |
| School Speech Pathologist or Audiologist | | | | | | |
| | Initial | | 44 | 40 | 84 | -8% |
| | Continuing | | 24 | 1 | 25 | -34% |
| Career and technical educator | | | | | | |
| | | | 947 | n/a | 947 | -28% |
| Totals | | | 8,801 | 1,798 | 10,599 | -12% |

certificates continues to rapidly increase as the new Professional Certificate (ProCert) programs produced 973 program completers, nearly tripling 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 2005-06, 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 16 of the 22 offered a graduate level teacher preparation program leading to a certificate combined with a master's degree. Of these 16, five offer only the master's degree option. An option offered by 15 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. Two of these 15 offer 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, 2005 – June 30, 2006

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, 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 | Con ² | HC | NWC | PLU | SMU | SPU | SU | TESC | UPS | UW | UWB | UWT | WWC | WSU | WWU | WmC | WwC |
|--|-----|-----|-----|-----|-----|------------------|-----|-----|-----|-----|-----|----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| TEACHER | 125 | 384 | 486 | 335 | 129 | 12 | 111 | 19 | 213 | 82 | 142 | 92 | 36 | 89 | 175 | 63 | 46 | 45 | 446 | 492 | 3 | 111 |
| ADMINISTRATOR | | | | | | | | | | | | | | | | | | | | | | |
| Principal | -- | 61 | 18 | 26 | 3 | -- | 61 | -- | 11 | -- | 36 | 12 | -- | 5 | 20 | -- | 20 | -- | 79 | 56 | -- | 10 |
| Program Administrator | -- | -- | 0 | -- | 0 | -- | 3 | -- | 1 | -- | -- | 1 | -- | 1 | 12 | -- | 3 | -- | 3 | -- | -- | -- |
| Superintendent | -- | -- | -- | -- | 4 | -- | -- | -- | -- | -- | 12 | 2 | -- | -- | 5 | -- | -- | -- | 22 | -- | -- | -- |
| EDUCATIONAL STAFF ASSOCIATE ³ | | | | | | | | | | | | | | | | | | | | | | |
| Counselor | -- | 51 | 6 | 10 | 13 | -- | 21 | -- | -- | 8 | 11 | 25 | -- | 9 | | -- | -- | -- | 15 | 12 | -- | 16 |
| Psychologist | -- | -- | 4 | 29 | -- | -- | -- | -- | -- | -- | 0 | 25 | -- | -- | 7 | -- | -- | -- | 1 | -- | -- | -- |
| Social Worker | -- | -- | -- | 11 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 29 | -- | -- | 0 | -- | -- | -- | -- |

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, 2006. Some individuals who completed a program in 2006 were not issued a certificate until after July 1, 2006. They are not reflected in this report.

² A consortium involving ESD 101, PLU, WSU, Whitworth College, 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 Washington endorsements were reduced in number from 43 to 33. 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 (3,034), English/English Language Arts (602), special education (477), social studies (399), reading (341), math (312), early childhood education (308), history (234), English as a second language (219), health/fitness (181), biology (175), and science (153).

In-state applicants earned 70 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 2000-2001, 9,626 in 2001-2002, 7,741 in 2002-03, 7,533 in 2003-04, 9,100 in 2004-05, and 7,744 in 2005-06. Overall, in the five years since 2000-01, more than 14,000 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 | 2,319 | 715 | 3,034 |
| Special Education | 298 | 179 | 477 |
| English Language Arts | 237 | 195 | 432 |
| Social Studies | 304 | 95 | 399 |
| Reading | 303 | 38 | 341 |
| Mathematics | 181 | 131 | 312 |
| Early Childhood Education | 180 | 128 | 308 |
| History | 200 | 34 | 234 |
| English as a Second Language | 115 | 104 | 219 |
| Health/Fitness | 152 | 29 | 181 |
| Designated Science: Biology | 109 | 66 | 175 |
| English | 170 | 0 | 170 |
| Science | 98 | 55 | 153 |
| Designated Arts: Visual Arts | 86 | 46 | 132 |
| DWL: Spanish | 80 | 29 | 109 |
| Designated Arts: Music: General | 80 | 17 | 97 |
| Middle Level: Humanities | 44 | 40 | 84 |
| Designated Arts: Music: Instrumental | 66 | 14 | 80 |
| Middle Level: Math/Science | 41 | 38 | 79 |
| Designated Arts: Music: Choral | 60 | 12 | 72 |
| Designated Science: Chemistry | 42 | 26 | 68 |
| * Multiple Subjects | 0 | 63 | 63 |
| Designated Science: Physics | 33 | 11 | 44 |
| Designated CTE: Business Education | 19 | 24 | 43 |
| Early Childhood Special Education | 17 | 25 | 42 |
| DWL: French | 18 | 21 | 39 |
| Designated Science: Earth Science | 27 | 10 | 37 |
| * Middle Level | 36 | 0 | 36 |
| Designated Arts: Theatre Arts | 25 | 8 | 33 |
| * Physical Education | 0 | 28 | 28 |
| Bilingual Education | 23 | 4 | 27 |
| * Social Science | 0 | 25 | 25 |
| * Music | 2 | 22 | 24 |
| Des CTE: Family/Consumer Sciences Ed | 12 | 12 | 24 |
| DWL: German | 12 | 7 | 19 |
| * Health | 3 | 12 | 15 |
| Des CTE: Agriculture Education | 7 | 7 | 14 |
| Des CTE: Marketing Education | 7 | 4 | 11 |
| Des CTE: Technology Education | 4 | 6 | 10 |
| DWL: Japanese | 7 | 2 | 9 |
| Library Media | 0 | 8 | 8 |
| * Physical Science | 0 | 6 | 6 |

| <u>Endorsement</u> | <u>In State</u> | <u>Out-of- state</u> | <u>Total</u> |
|--|-----------------|--------------------------|--------------|
| Designated Arts: Dance | 3 | 2 | 5 |
| * Speech | 1 | 2 | 3 |
| * Physical Education | 3 | 0 | 3 |
| * Communications | 1 | 1 | 2 |
| * Political Science | 0 | 2 | 2 |
| * Psychology | 0 | 2 | 2 |
| DWL: Russian | 0 | 2 | 2 |
| * Health | 2 | 0 | 2 |
| * Psychology | 2 | 0 | 2 |
| * Speech | 2 | 0 | 2 |
| Traffic Safety | 0 | 2 | 2 |
| * Cross-Culture Language, Academic | 0 | 1 | 1 |
| * Geography | 0 | 1 | 1 |
| * Sociology | 0 | 1 | 1 |
| DWL: Chinese | 0 | 1 | 1 |
| Total: | 5,431 | 2,313 | 7,744 |
| * 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 | WWC | WSU | WWU | WmC | WwC |
|-------------------------|----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|----|------|-----|----|-----|-----|-----|-----|-----|-----|-----|
| Bilingual Education | 0 | 0 | 8 | 0 | 0 | 0 | 10 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Des Arts: Dance | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Des Arts: Music: Choral | 0 | 0 | 11 | 9 | 2 | 0 | 0 | 0 | 5 | 1 | 9 | 0 | 0 | 2 | 9 | 0 | 0 | 0 | 6 | 4 | 0 | 2 |
| Des Arts: Music: Genl | 0 | 0 | 14 | 9 | 2 | 0 | 0 | 1 | 11 | 1 | 9 | 1 | 0 | 6 | 9 | 0 | 0 | 1 | 8 | 5 | 0 | 2 |
| Des Arts: Music: Instr | 0 | 0 | 12 | 9 | 1 | 1 | 0 | 0 | 6 | 2 | 9 | 0 | 0 | 4 | 9 | 0 | 0 | 1 | 7 | 1 | 0 | 2 |
| Des Arts: Theatre Arts | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 6 | 2 | 0 | 0 | 1 | 0 | 2 | 0 | 5 | 0 | 1 |
| Des Arts: Visual Arts | 0 | 0 | 15 | 8 | 8 | 0 | 1 | 0 | 4 | 0 | 3 | 7 | 9 | 3 | 0 | 0 | 0 | 3 | 0 | 14 | 0 | 5 |
| Des CTE: Agric Ed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 |
| Des CTE: Business Ed | 0 | 0 | 13 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Des CTE: FACSE | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| Des CTE: Marketing Ed | 0 | 0 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Des CTE: Tech Educ | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |
| Des Science: Biology | 1 | 0 | 13 | 11 | 3 | 1 | 5 | 0 | 10 | 5 | 5 | 9 | 0 | 5 | 7 | 0 | 4 | 1 | 8 | 13 | 0 | 3 |
| Des Science: Chemistry | 0 | 0 | 6 | 4 | 2 | 1 | 2 | 0 | 5 | 3 | 1 | 5 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 3 | 0 | 2 |
| Des Science: Earth Sci | 0 | 0 | 2 | 8 | 0 | 0 | 0 | 0 | 4 | 0 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 7 | 0 | 0 |
| Des Science: Physics | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 9 | 0 | 7 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 3 |
| DWL: French | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 1 | 2 | 0 | 0 | 1 | 1 | 2 | 0 | 2 |
| DWL: German | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 |
| DWL: Japanese | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DWL: Spanish | 0 | 0 | 10 | 14 | 2 | 1 | 0 | 0 | 6 | 2 | 6 | 11 | 1 | 2 | 2 | 1 | 0 | 2 | 3 | 10 | 1 | 5 |
| Early Childhood Educ. | 0 | 0 | 129 | 14 | 0 | 0 | 6 | 0 | 0 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 0 | 0 |
| Early Childhood Sp Ed | 0 | 0 | 0 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 |
| Elementary Education | 91 | 349 | 285 | 162 | 56 | 0 | 104 | 14 | 124 | 47 | 45 | 41 | 15 | 41 | 64 | 63 | 46 | 28 | 345 | 312 | 0 | 59 |
| English Language Arts | 20 | 1 | 18 | 40 | 25 | 0 | 7 | 6 | 28 | 7 | 41 | 36 | 6 | 16 | 13 | 0 | 41 | 3 | 24 | 34 | 1 | 27 |

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 | WWC | WSU | WWU | WmC | WwC |
|------------------------|----|----|-----|-----|----|-----|----|-----|-----|-----|-----|----|------|-----|----|-----|-----|-----|-----|-----|-----|-----|
| English as a 2d Lang | 0 | 0 | 31 | 8 | 1 | 2 | 20 | 0 | 4 | 8 | 2 | 6 | 1 | 0 | 4 | 2 | 0 | 0 | 2 | 20 | 0 | 4 |
| Health/Fitness | 0 | 0 | 29 | 32 | 4 | 0 | 0 | 0 | 24 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 19 | 18 | 0 | 9 |
| History | 1 | 0 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 18 | 12 | 9 | 0 | 0 | 0 | 5 | 3 | 14 | 0 | 1 | 16 |
| Library Media | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Mathematics | 2 | 1 | 31 | 0 | 0 | 3 | 1 | 0 | 0 | 7 | 20 | 5 | 0 | 13 | 8 | 0 | 0 | 5 | 6 | 21 | 0 | 12 |
| Middle Level | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 28 | 0 | 0 | 0 | 0 | 0 |
| Middle Lvl: Humanities | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 0 | 0 | 12 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 |
| Middle Lvl: Math/Sci | 6 | 4 | 4 | 0 | 0 | 1 | 1 | 0 | 0 | 14 | 0 | 0 | 3 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Reading | 0 | 11 | 33 | 0 | 0 | 0 | 0 | 3 | 0 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 0 | 11 | 5 | 0 | 20 |
| Science | 3 | 1 | 7 | 0 | 0 | 1 | 3 | 0 | 0 | 3 | 5 | 5 | 1 | 5 | 11 | 1 | 0 | 0 | 3 | 18 | 0 | 5 |
| Social Studies | 22 | 0 | 35 | 0 | 0 | 1 | | 2 | 0 | 10 | 17 | 15 | 10 | 15 | 15 | 0 | 4 | 0 | 17 | 41 | 0 | 13 |
| Special Education | 0 | 35 | 25 | 0 | 0 | 4 | 2 | 0 | 0 | 4 | 13 | 8 | 0 | 0 | 61 | 0 | 0 | 3 | 5 | 47 | 0 | 2 |
| Traffic Safety | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 2004-05 and 2005-06 are shown at Table G. There was a decline from 243 to 198 conditional certificates issued. Twenty nine of the 48 endorsement areas decreased in number compared with last year, while 11 increased and 7 remained the same.

Table G. Endorsements on Conditional Certificates 2004-05 and 2005-06

| | '04-05 | '05-06 | | '04-05 | '05-06 |
|----------------------------|--------|--------|----------------------------|------------|------------|
| Bilingual Education | 5 | 1 | Library Media | 1 | 2 |
| Des Arts: Dance | 6 | 0 | Mathematics | 12 | 15 |
| Des Arts: Music: Choral | 3 | 1 | Reading | 3 | 3 |
| Des Arts: Music: General | 13 | 6 | Science | 5 | 4 |
| Des Arts: Music: Instrum | 1 | 0 | Special Education | 29 | 29 |
| Des Arts: Theatre Arts | 5 | 0 | Social Studies | 2 | 1 |
| Des Arts: Visual Arts | 7 | 3 | Traffic Safety Education | 9 | 6 |
| Des CTE: Business Ed | 1 | 2 | On-Street Instruct Only** | 26 | 23 |
| Des CTE: Fam/Cons Sci Ed | 1 | 0 | Simulation Only*** | 1 | 0 |
| Des CTE: Technology Educ | 3 | 1 | <u>Old Endorsements</u> | 0 | 0 |
| Des Science: Biology | 1 | 0 | Comparative Religion | 2 | 1 |
| Des Science: Chemistry | 1 | 1 | English | 4 | 0 |
| Des Science: Physics | 1 | 1 | Health | 1 | 0 |
| DWL: American Sign Lang | 3 | 0 | Indian Culture Specialist | 1 | 0 |
| DWL: Chinese | 3 | 3 | Instructional Technology | 1 | 2 |
| DWL: French | 1 | 1 | Journalism | 1 | 0 |
| DWL: German | 1 | 0 | Learning Resources | 2 | 2 |
| DWL: Spanish | 7 | 12 | Middle Level | 2 | 0 |
| DWL: Japanese | 7 | 7 | Physical Education | 3 | 1 |
| DWL: Latin | 1 | 0 | <u>Other</u> | 0 | 0 |
| Early Childhood Education | 3 | 4 | ROTC Instructor | 19 | 11 |
| Early Childhood Special Ed | 4 | 2 | Total Teachers | 218 | 167 |
| Elementary Education | 8 | 11 | <u>ESA</u> | | |
| English as a 2d Language | 4 | 6 | School Nurse | 17 | 12 |
| English Language Arts | 1 | 2 | School Speech Language | | |
| Health/Fitness | 1 | 2 | Pathologist or Audiologist | 8 | 19 |
| History | 2 | 1 | Total ESAs | 25 | 31 |
| | 94 | 67 | Total | 243 | 198 |

** 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 an increase from the previous year in the use of emergency certification, from 113 to 120. Thirty four endorsement areas are represented on this table, an increase of eight from the previous year and 14 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 2004-05 and 2005-06

| Emergency Teacher Certificates | '04- 05 | '05- 06 | | '04- 05 | '05- 06 |
|--------------------------------------|------------|------------|--------------------------|------------|------------|
| Bilingual Education | 1 | 1 | History | 2 | 2 |
| Des Arts: Music: General | 1 | 1 | Mathematics | 6 | 5 |
| Des Arts: Music: Instrum | 0 | 1 | Middle Level: Humanities | 1 | 0 |
| Des Arts: Theatre Arts | 1 | 1 | Middle Level: Math/Sci | 0 | 2 |
| Des Arts: Visual Arts | 1 | 1 | Reading | 3 | 2 |
| Des CTE: Agriculture Ed | 0 | 1 | Science | 3 | 5 |
| Des Science: Chemistry | 0 | 1 | Social Studies | 3 | 3 |
| Des Science: Physics | 1 | 1 | Special Education | 18 | 12 |
| DWL: German | 1 | 2 | <u>Old Endorsements</u> | | |
| DWL: Spanish | 4 | 1 | English | 1 | 0 |
| Early Childhood Education | 2 | 0 | Health | 1 | 0 |
| Early Childhood Spec Ed | 3 | 2 | Journalism | 1 | 0 |
| Elementary Education | 10 | 11 | Middle Level | 1 | 0 |
| English as a 2 nd Lang | 1 | 3 | Physical Education | 1 | 2 |
| English Language Arts | 4 | 7 | Political Science | 0 | 1 |
| Health/Fitness | 0 | 1 | Total Teaching | 69 | 76 |
| Emergency ESA Certificates | | | School Social Worker | 2 | 0 |
| School Counselor | 16 | 11 | Total ESA | 36 | 38 |
| School Psychologist | 18 | 27 | Principal | 8 | 6 |
| Emergency Administrator Certificates | | | Total | 113 | 120 |

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 105 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 2,362 represents an 18 percent decrease from the previous year (2,894).

Table I. CTE Certificates Issued, July 1, 2005 - June 30, 2006

| | New | Renewal | Total |
|--|------------|-------------|-------------|
| CTE Director and Assistant Director | 8 | 30 | 38 |
| Agriculture Education* | 14 | 40 | 54 |
| Agriculture Subcategory Specialty Areas | 27 | 22 | 49 |
| Business Education* | 60 | 155 | 215 |
| Business Subcategory Specialty Areas | 63 | 74 | 137 |
| Marketing Education* | 21 | 61 | 82 |
| Marketing Subcategory Specialty Areas | 57 | 54 | 111 |
| Family and Consumer Sciences Education* | 57 | 139 | 196 |
| Technology Education (all areas, degree required) | 21 | 88 | 109 |
| Health & Human Services | | | |
| Health Subcategory Specialty Areas | 47 | 25 | 72 |
| Human Services Subcategory Specialty Areas | 56 | 54 | 110 |
| Trade and Industrial (all subcategory specialty areas) | 255 | 337 | 592 |
| Diversified Occupations | 71 | 134 | 205 |
| CTE Counselor | 4 | 6 | 10 |
| Occupational Information Specialist | 7 | 12 | 19 |
| Work-Based Learning Coordinator | <u>145</u> | <u>218</u> | <u>363</u> |
| Totals | 913 | 1449 | 2362 |

* 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 2005–06, there were 19 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 42 percent, of the out-of-state recipients of Washington State teaching certificates. California, Oregon, *Foreign Country*, Idaho, and Montana are the top five states-of-origin for all out-of-state certification applicants (teacher, administrator, and ESA). “Foreign country” ranks third as a source for teachers (141) and 5th as a source for administrators (6) from out-of-state during 2005-06.

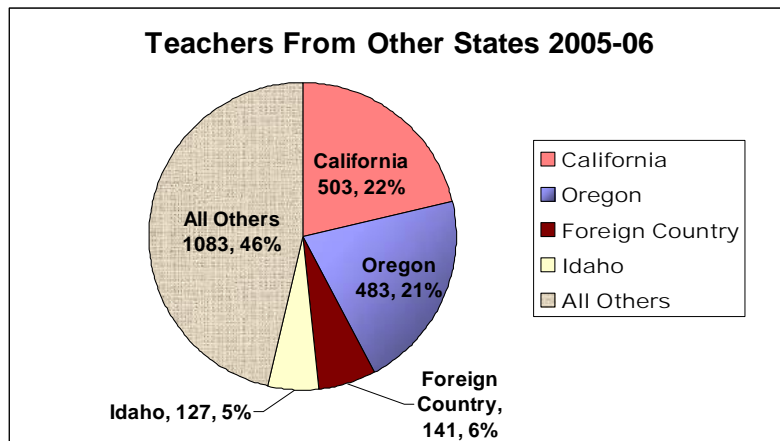
Table J. Top Ten Sources of Out-of-state Educators, 2005-06

| | <u>Teacher</u> | | <u>Administrator</u> | | <u>ESA</u> | |
|----|------------------------|-----|------------------------|----|---------------|----|
| 1 | California | 503 | Oregon | 35 | Oregon | 29 |
| 2 | Oregon | 483 | California | 24 | California | 25 |
| 3 | <i>Foreign Country</i> | 141 | Montana | 9 | Arizona | 6 |
| 4 | Idaho | 127 | Idaho | 8 | Florida | 6 |
| 5 | Montana | 74 | <i>Foreign Country</i> | 6 | Idaho | 6 |
| 6 | Utah | 74 | Georgia | 6 | Massachusetts | 6 |
| 7 | Texas | 71 | Alaska | 5 | Michigan | 6 |
| 8 | Arizona | 69 | Texas | 5 | Montana | 6 |
| 9 | New York | 60 | North Carolina | 4 | Nevada | 5 |
| 10 | Virginia | 51 | Colorado | 3 | Colorado | 4 |
| | All Others | 684 | All Others | 25 | All Others | 56 |

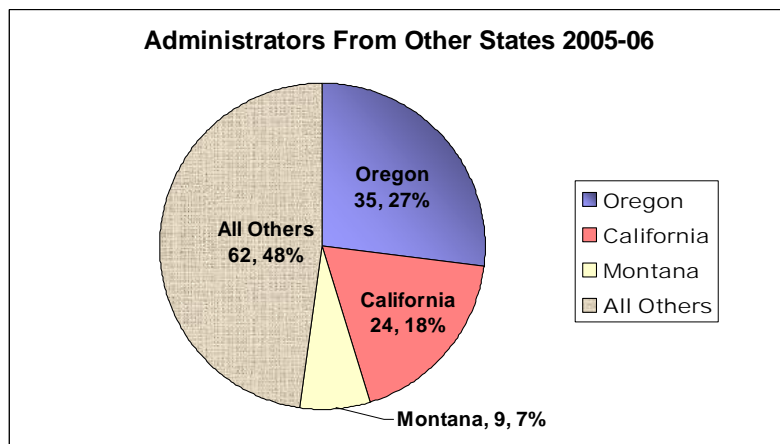
Note: During 2005-2006 more than half of all out-of-state teachers came from four sources (counting “Foreign Country” as a single source): California, Oregon, Foreign Country, and Idaho. For administrators, three states (Oregon, California, and Idaho) contributed over half the total. For ESAs, eight 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.

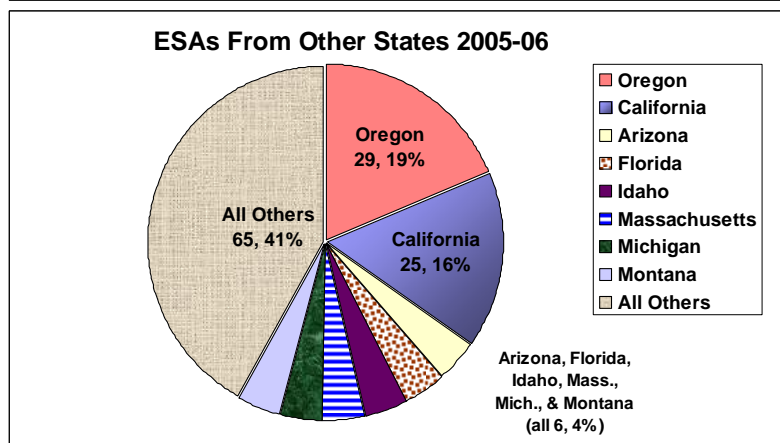
Figure 2. Top Sources of Out-of-State Educators, 2005-2006



During 2005–06, more than half of the 2337 out-of-state applicants for teaching certificates came from California (503), Oregon (483), “Foreign Country” (141), and Idaho (127). All other states accounted for 1083 out-of-state teachers.



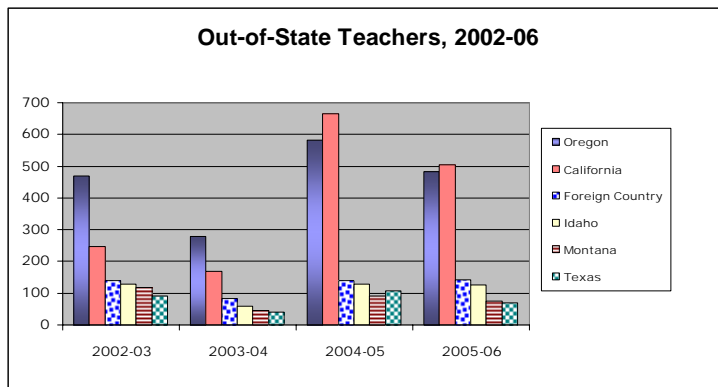
During 2005–06, more than half of the 130 out-of-state applicants for administrator certificates came from Oregon (35), California (24), and Montana (9). All other states accounted for 63 out-of-state administrators.



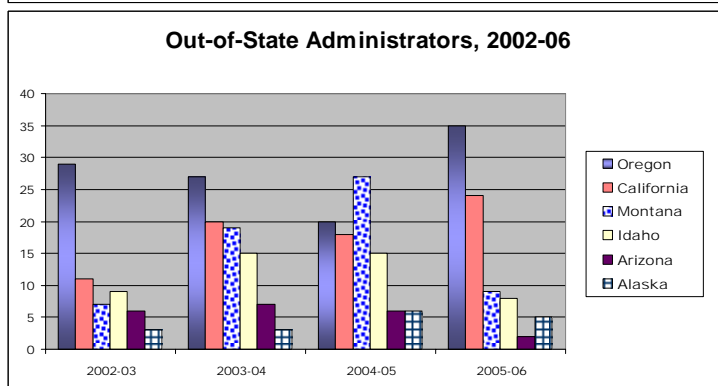
During 2005–06, more than half of the 155 out-of-state applicants for ESA certificates came from Oregon (29), California (25), and Arizona, Florida, Idaho, Massachusetts, Michigan, and Montana, tying with 6 apiece. All other states accounted for 65 out-of-state educational staff associates.

During the four years 2002-03, 2003-04, 2004-05 and 2005-06 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 provided the most teachers for the first 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. California provided the most teachers in the last two years, and the most ESAs in three of the last four years. Montana provided the most administrators during 2004-05.

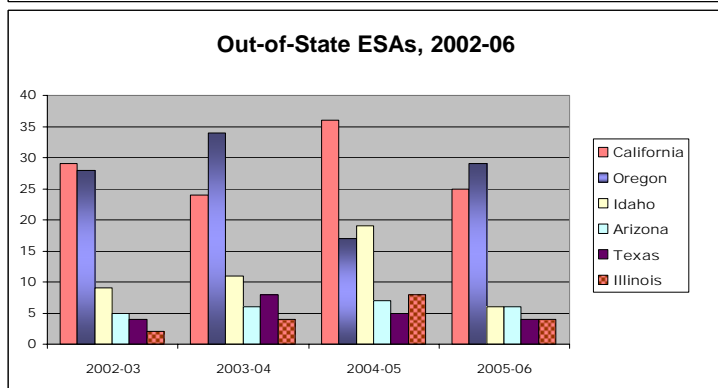
Figure 3. Top Sources of Out-of-State Educators, 2002-2006



| Teacher | <u>02-03</u> | <u>03-04</u> | <u>04-05</u> | <u>05-06</u> |
|----------------|--------------|--------------|--------------|--------------|
| Oregon | 469 | 279 | 583 | 483 |
| California | 247 | 168 | 666 | 503 |
| Foreign Cntry | 139 | 84 | 140 | 141 |
| Idaho | 128 | 60 | 130 | 127 |
| Montana | 118 | 45 | 90 | 74 |
| Texas | 92 | 40 | 107 | 71 |
| All Others | 971 | 581 | 1203 | 938 |



| Admin | <u>02-03</u> | <u>03-04</u> | <u>04-05</u> | <u>05-06</u> |
|--------------|--------------|--------------|--------------|--------------|
| Oregon | 29 | 27 | 20 | 35 |
| California | 11 | 20 | 18 | 24 |
| Montana | 7 | 19 | 27 | 9 |
| Idaho | 9 | 15 | 15 | 8 |
| Arizona | 6 | 7 | 6 | 2 |
| Alaska | 3 | 3 | 6 | 5 |
| All Others | 34 | 43 | 56 | 47 |



| ESA | <u>02-03</u> | <u>03-04</u> | <u>04-05</u> | <u>05-06</u> |
|------------|--------------|--------------|--------------|--------------|
| California | 29 | 24 | 36 | 25 |
| Oregon | 28 | 34 | 17 | 29 |
| Idaho | 9 | 11 | 19 | 6 |
| Arizona | 5 | 6 | 7 | 6 |
| Texas | 4 | 8 | 5 | 4 |
| Illinois | 2 | 4 | 8 | 4 |
| All Others | 69 | 73 | 92 | 81 |

PART II
CERTIFICATED PERSONNEL PLACEMENT STATISTICS
2005–2006

PART II - CERTIFICATED PERSONNEL PLACEMENT STATISTICS, 2005-06

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 2005-06 report are for persons who completed teacher education programs during the previous year (2004-05) and were placed during the current year (2005-06).

Program Completion Data

Colleges/universities reported 3,691 new teachers completing certification programs at Washington State colleges and universities during 2004-05. Figure 4 depicts trends over a 34-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 the current total of 3,691.

Figure 4. Trends in Teacher Certification in Washington, 1972-2006

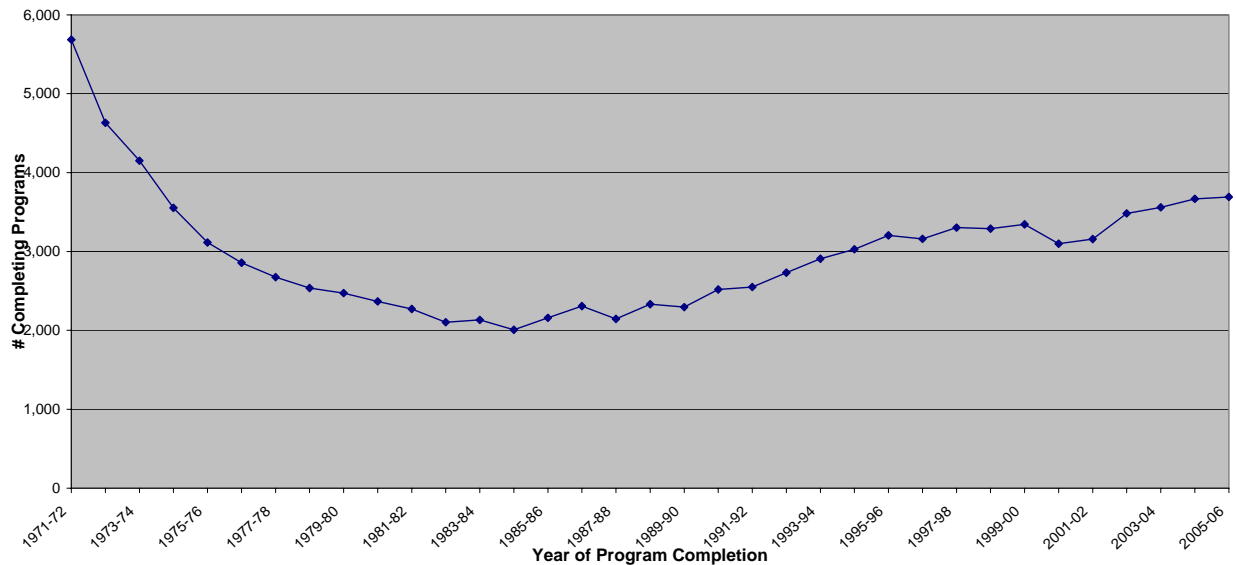


Figure 4 was derived from Table K below, which provides specific totals for certificates granted and the percent change year by year.

Table K. Number Completing Teacher Education Programs, 1972-2005

| 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% | | | |

Placement Statistics

Figure 5 provides a quick overview of employment status for the 3,691 people who completed teacher education programs in 2004-05. The data were collected in a voluntary survey with a response rate of 84 percent. Fifty-three percent reported holding teaching contracts (virtually no change for the last two years). If one also considers substitute teaching, 75 percent were employed in full-time or part-time teaching positions, a 1 percent decrease. 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 5. First-Year Employment, 2004-05 Program Completers

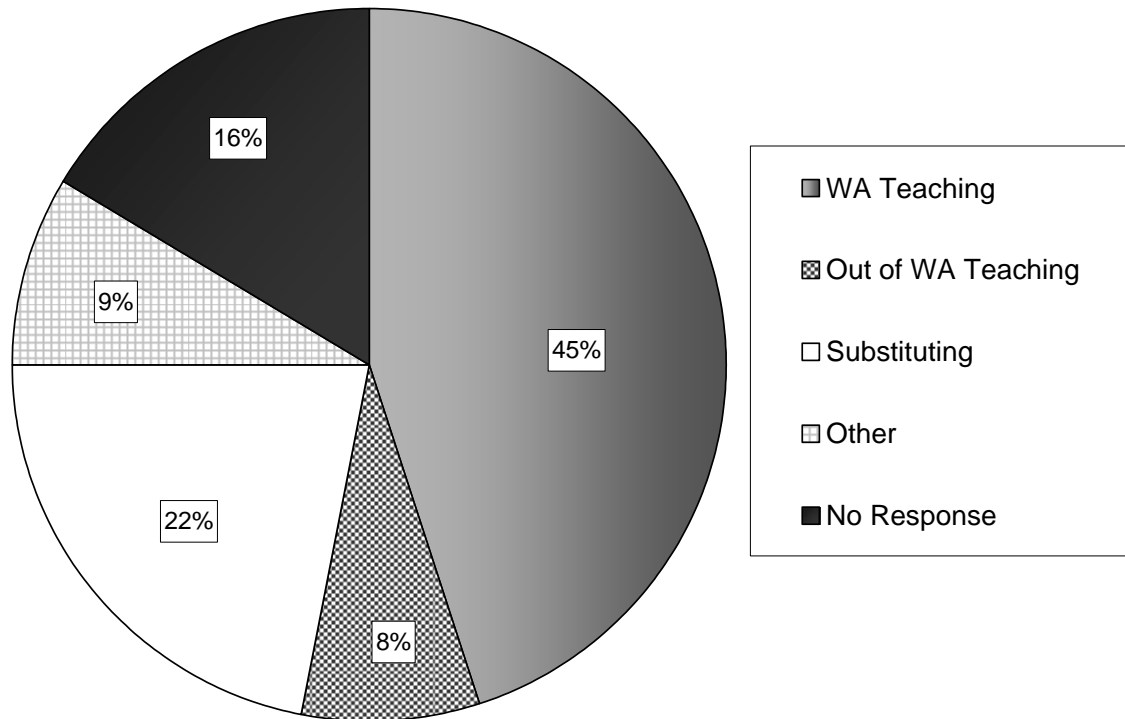


Table L below expands information provided by the "pie" graph in Figure 5 and provides some historical perspective. It contains placement data in the year after program completion for those completing teacher training in 2002-03, 2003-04 and 2004-05. The percentage for each category is based on the total number of people completing programs rather than the number responding to the survey, therefore it is likely to be underrepresentative. The number of Washington prepared teachers employed out-of-state increased by one half percent. The number employed in-state also increased by one half percent. A decrease of over two percent was reported by those employed as substitutes, and the total of those teaching and substituting declined one percent to 75 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>2003-2004</u> | | <u>2004-2005</u> | | <u>2005-2006</u> | |
| | Qty | % | Qty | % | Qty | % |
| Total Surveyed | 3484 | 100% | 3559 | 100% | 3691 | 100% |
| Unable to Contact | 558 | 16% | 531 | 14.9% | 600 | 16.3% |
| Respondents | 2926 | 84% | 3028 | 85.1% | 3085 | 83.6% |
| Part 2. Population Report by Category | | | | | | |
| <u>Category</u> | Qty | % | Qty | % ² | Qty | % ² |
| 1. Employed as teacher in state | 1578 | 45.3% | 1587 | 44.6% | 1660 | 45.0% |
| <i>public</i> | 1445 | 41.5% | 1457 | 40.9% | 1521 | 41.2% |
| <i>private</i> | 133 | 3.8% | 130 | 3.7% | 139 | 3.8% |
| 2. Employed as teacher out-of-state | 227 | 6.5% | 262 | 7.4% | 294 | 8.0% |
| <i>public</i> | 178 | 5.1% | 208 | 5.8% | 219 | 5.9% |
| <i>private</i> | 49 | 1.4% | 54 | 1.5% | 75 | 2.0% |
| 3. Employed as substitute teacher | 775 | 22.2% | 855 | 24.0% | 808 | 21.9% |
| <i>seeking position</i> | 667 | 19.1% | 783 | 22.0% | 752 | 20.4% |
| <i>not seeking position</i> | 108 | 3.1% | 72 | 2.0% | 56 | 1.5% |
| 4. Employed position in non-certified position (e.g. paraeducator) | 39 | 1.1% | 23 | 0.6% | 22 | 0.6% |
| 5. Employed, nonteaching | 66 | 1.9% | 52 | 1.5% | 65 | 1.8% |
| 6. Employed, non-teaching, seeking teaching | 52 | 1.5% | 74 | 2.1% | 43 | 1.2% |
| 7. Unemployed, seeking teaching | 30 | 0.9% | 32 | 0.9% | 31 | 0.8% |
| 8. Unemployed, seeking non-teaching position | 8 | 0.2% | 6 | 0.2% | 5 | 0.1% |
| 9. Not seeking any employment | 58 | 1.7% | 45 | 1.3% | 45 | 1.2% |
| 10. Primarily in grad study | 45 | 1.3% | 50 | 1.4% | 66 | 1.8% |
| 11. Other | 48 | 1.4% | 42 | 1.2% | 46 | 1.2% |
| Respondents | 2926 | | 3028 | | 3085 | |

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

² Total includes both respondents and non-respondents. The 16.3 percent non-respondents (for 2005-2006) must be included for percentages to total 100 percent.

Completion quantities and rates for each Washington college/university during 2004-05 are presented in Table M. The lowest response rates (less than 66%) were reported by Antioch, Central Washington University, Pacific Lutheran University, and University of Washington (Seattle). The full-time placement rate (53 percent for those completing programs in 2004-05) rose by one percent, slightly countering a three-year decline, after having risen for seven straight years. Full-time placements varied widely from institution to institution, ranging from 12 percent to 85 percent. Three institutions reporting placement rates over 75 percent were Seattle University, The Evergreen State College, and Whitman College. This was less than last year, when six institutions reported more than 75 percent of program completers placed in full-time teaching positions, and the same as two years ago, when three institutions had more than 75 percent.

Table M. Number and Percentage of Placements by Institution

| College | Total Cert | # of Resp | % Resp | WA Tchg | Non-WA | | % Teaching |
|----------------|-------------|-------------|------------|-------------|------------|-------------|------------|
| | | | | | Tchg | Total Tchg | |
| Antioch | 107 | 20 | 19% | 13 | 0 | 13 | 12% |
| Central | 527 | 271 | 51% | 168 | 10 | 178 | 34% |
| City | 415 | 386 | 93% | 237 | 23 | 260 | 63% |
| Eastern | 402 | 402 | 100% | 153 | 65 | 218 | 54% |
| Gonzaga | 130 | 128 | 98% | 46 | 28 | 74 | 57% |
| Heritage | 142 | 126 | 89% | 81 | 3 | 84 | 59% |
| Northwest | 47 | 41 | 87% | 27 | 3 | 30 | 64% |
| PLU | 208 | 138 | 66% | 93 | 12 | 105 | 50% |
| Saint Martin's | 88 | 88 | 100% | 44 | 8 | 52 | 59% |
| SPU | 111 | 102 | 92% | 59 | 14 | 73 | 66% |
| Seattle U | 92 | 92 | 100% | 73 | 5 | 78 | 85% |
| TESC | 33 | 33 | 100% | 22 | 3 | 25 | 76% |
| UPS | 50 | 48 | 96% | 30 | 6 | 36 | 72% |
| UW Bothell | 64 | 64 | 100% | 28 | 2 | 30 | 47% |
| UW Seattle | 125 | 63 | 50% | 41 | 1 | 42 | 34% |
| UW Tacoma | 48 | 44 | 92% | 32 | 0 | 32 | 67% |
| WallaWalla | 47 | 47 | 100% | 8 | 24 | 32 | 68% |
| WSU | 426 | 387 | 91% | 208 | 30 | 238 | 56% |
| Western | 492 | 468 | 95% | 235 | 26 | 261 | 53% |
| Whitman | 4 | 4 | 100% | 3 | 0 | 3 | 75% |
| Whitworth | 133 | 133 | 100% | 59 | 31 | 90 | 68% |
| Totals | 3691 | 3085 | 84% | 1660 | 294 | 1954 | 53% |

¹ As reported by the individual higher education institution.

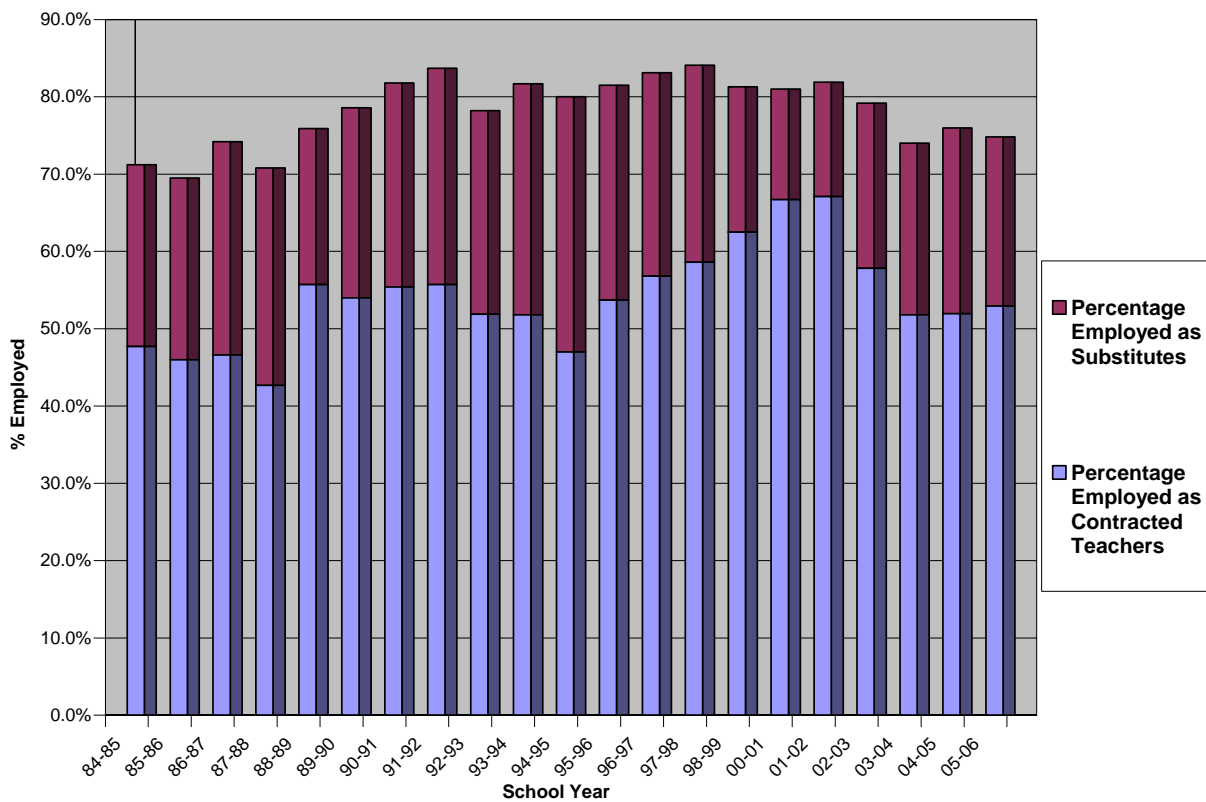
Table N shows data for persons completing preparation programs in the years 1980-81 through 2004-05, and their employment status including employment as substitutes in the subsequent reporting year. This year's percentage of full-time teachers rose slightly to 52.9, 15 percent lower than four years ago, when the full-time employment percentage had risen from 33.9 percent in 1981-82 to a high of 67 percent in 2001-02. 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 percent in 2000-01, before rising again for four years to 24 percent last year, then falling slightly to 21.9 percent. Total employed in teaching remains below the 80 percent level for the fourth 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% |

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 four years in a row. This drop in percentage placed as teachers is a reflection of the continuing increase in overall number of program completers, so is not attributable to a drop in available job openings. Full employment dropped about 15% from a high of 67%, and has not been matched by the increase (less than 10%) in fully certificated substitutes. A decrease in fully certificated first-year substitute employment this year coincides with a 29% increase in the number of emergency substitute certificates issued (see Part I).

Figure 6. Percentage of Newly Certificated Teachers Employed in 2005-06



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 3,691 persons completing initial teacher certification programs in 2004-05 completed 5,255 endorsement programs for a rate of approximately 1.42 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, and traffic safety, (all 100%), business education (87.5%), theatre arts (87%), special education (83.9%), chemistry (81.4%), bilingual education (81.1%), and math (80.9%). Eleven endorsements exceeded 80% this year, while there were only two that exceeded 80% last year.

Table O. Rank Order of Endorsement Areas by Percentages of Persons Employed in Schools during 2005-2006

| <u>Endorsement Area</u> | <u>Endors. Reported</u> | <u># Employed in School Districts</u> | <u>% Employed in School Districts</u> |
|----------------------------|-------------------------|---------------------------------------|---------------------------------------|
| Des CTE: Marketing Ed | 9 | 9 | 100.0% |
| Des Arts: Dance | 6 | 6 | 100.0% |
| DWL: Italian | 1 | 1 | 100.0% |
| Library Media | 1 | 1 | 100.0% |
| Traffic Safety | 2 | 2 | 100.0% |
| Des CTE: Business Ed | 24 | 21 | 87.5% |
| Des Arts: Theatre Arts | 23 | 20 | 87.0% |
| Special Education | 280 | 235 | 83.9% |
| Des Science: Chemistry | 43 | 35 | 81.4% |
| Bilingual Education | 37 | 30 | 81.1% |
| Mathematics | 183 | 148 | 80.9% |
| DWL: Puget Sound Salish | 15 | 12 | 80.0% |
| Des CTE: Technology Ed | 5 | 4 | 80.0% |
| Des Science: Physics | 29 | 23 | 79.3% |
| Des CTE: Fam/Cons Sci Ed | 18 | 14 | 77.8% |
| Des Arts: Music: Instrum | 45 | 35 | 77.8% |
| Early Childhood Education | 171 | 131 | 76.6% |
| Middle Level: Math/Science | 25 | 19 | 76.0% |
| DWL: Spanish | 74 | 56 | 75.7% |
| Des Arts: Music: General | 55 | 41 | 74.5% |
| Des Science: Biology | 107 | 79 | 73.8% |
| Middle Level: Humanities | 30 | 22 | 73.3% |
| English Language Arts | 359 | 252 | 70.2% |
| English-as-a-2d Language | 134 | 94 | 70.1% |
| DWL: German | 10 | 7 | 70.0% |
| Early Childhood Special Ed | 10 | 7 | 70.0% |
| Des Arts: Music: Choral | 53 | 37 | 69.8% |
| Des Science: Earth Science | 23 | 16 | 69.6% |
| Middle Level | 64 | 44 | 68.8% |
| Science | 89 | 60 | 67.4% |
| Health/Fitness | 156 | 100 | 64.1% |
| Reading | 331 | 211 | 63.7% |
| Des Arts: Visual Arts | 87 | 55 | 63.2% |
| History | 215 | 132 | 61.4% |
| Elementary Education | 2263 | 1367 | 60.4% |
| Social Studies | 248 | 143 | 57.7% |
| DWL: French | 16 | 9 | 56.3% |
| Des CTE: Agriculture Ed | 9 | 4 | 44.4% |
| DWL: Japanese | 5 | 2 | 40.0% |
| Totals: | 5255 | 3484 | 66.3% |

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 CTE: Technology Ed | 5 | 4 | 80.0% |
| Special Education | 280 | 216 | 77.1% |
| Mathematics | 183 | 141 | 77.0% |
| Des CTE: Business Ed | 24 | 17 | 70.8% |
| Science | 89 | 58 | 65.2% |
| Middle Level: Math/Science | 25 | 14 | 56.0% |
| Des CTE: Agriculture Ed | 9 | 5 | 55.6% |
| English Language Arts | 359 | 181 | 50.4% |
| Early Childhood Special Ed | 10 | 5 | 50.0% |
| Des Arts: Dance | 6 | 3 | 50.0% |
| Health/Fitness | 156 | 68 | 43.6% |
| Des Science: Earth Science | 23 | 10 | 43.5% |
| Des Science: Chemistry | 43 | 18 | 41.9% |
| Des Arts: Music: General | 55 | 23 | 41.8% |
| Elementary Education | 2263 | 936 | 41.4% |
| Middle Level: Humanities | 30 | 12 | 40.0% |
| DWL: Spanish | 74 | 29 | 39.2% |
| Des CTE: Fam/Cons Sci Ed | 18 | 7 | 38.9% |
| Des Science: Physics | 29 | 11 | 37.9% |
| DWL: French | 16 | 6 | 37.5% |
| Des Arts: Theatre Arts | 23 | 8 | 34.8% |
| DWL: Puget Sound Salish | 15 | 5 | 33.3% |
| Des Science: Biology | 107 | 35 | 32.7% |
| Social Studies | 248 | 79 | 31.9% |
| Des Arts: Visual Arts | 87 | 27 | 31.0% |
| Early Childhood Education | 171 | 53 | 31.0% |
| Middle Level | 64 | 19 | 29.7% |
| Des Arts: Music: Instrum | 45 | 11 | 24.4% |
| English-as-a-2d Language | 134 | 32 | 23.9% |
| Des Arts: Music: Choral | 53 | 12 | 22.6% |
| DWL: Japanese | 5 | 1 | 20.0% |
| DWL: German | 10 | 2 | 20.0% |
| Bilingual Education | 37 | 7 | 18.9% |
| History | 215 | 40 | 18.6% |
| Des CTE: Marketing Ed | 9 | 1 | 11.1% |
| Reading | 331 | 26 | 7.9% |
| Totals: | 5255 | 2122 | 40.4% |

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, 460 candidates (15 percent of respondents) who earned their first teaching certificates in Washington during the year 2004-05 reported membership in a minority group (including ‘other’). This was an increase from last year’s total of 402, and was more than the 416 reported two years ago. Of these, 304 or 66 percent were employed as teachers, compared to a state average of 52 percent. Sixty eight Asian American, 32 African American, 84 Hispanic American, 21 Native American, and 99 Other teachers who earned certificates through Washington institutions in 2004-05 were employed full-time as teachers in 2005-06. Twenty six percent of newly certificated teachers were male, a slight increase 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 2004-05 and responded to the survey.

Table Q. Contracted and Substitute Employment in 2005-06, by Racial/Ethnic Group, of Persons Certificated in 2004-05

| 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 | 15 | 39 | 9 | 19 | 345 | 1049 | 23 | 51 | 3 | 15 | 28 | 55 | 1651 |
| 2 – Employed as a Teacher out-of-state | 5 | 9 | 2 | 2 | 69 | 180 | 4 | 6 | 1 | 2 | 7 | 9 | 296 |
| 3 – Employed as a Substitute teacher | 10 | 20 | 5 | 4 | 162 | 543 | 6 | 14 | 3 | 5 | 10 | 31 | 813 |
| 4-11 – Nonteaching | 3 | 8 | 3 | 1 | 86 | 217 | 2 | 12 | 1 | 5 | 4 | 9 | 351 |
| Totals: | 33 | 76 | 19 | 26 | 662 | 1989 | 35 | 83 | 8 | 27 | 49 | 104 | 3111 |

Table R provides numerical data on a generally positive growth trend for the past eleven years in the number of minority group members receiving certificates. This year an increase was reported in every category of minority teachers.

Table R. Trends in Teacher Certification of Minority Group Members

| | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|------------|------------|-----------|------------|------------|-------|
| Asian | 64 | 102 | <u>66</u> | 110 | <u>82</u> | 91 | <u>83</u> | <u>79</u> | 85 | 89 | 109 |
| African American | 42 | 75 | <u>34</u> | 46 | 58 | <u>49</u> | 57 | 155 | <u>64</u> | <u>40</u> | 45 |
| Hispanic | <u>49</u> | <u>44</u> | 77 | 85 | 107 | <u>94</u> | <u>90</u> | 97 | <u>88</u> | 94 | 118 |
| Native American | <u>23</u> | 44 | 48 | <u>39</u> | <u>30</u> | 45 | 53 | <u>49</u> | <u>47</u> | <u>35</u> | 35 |
| Other | 0 | 34 | 115 | <u>76</u> | 241 | <u>86</u> | <u>74</u> | 157 | <u>132</u> | 144 | 153 |
| Total Minority | 178 | 299 | 330 | 356 | 518 | <u>365</u> | <u>357</u> | 537 | <u>416</u> | <u>402</u> | 460 |
| % Increase | 14.1% | 68.0% | 10.4% | 7.9% | 45.5% | -29.5% | -2.2% | 50.4% | -22.5% | -3.4% | 14.4% |

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 14.8 percent was the ninth year in a row with more than ten percent minority program completers.

Figure 7. Percentage of Teaching Certificates Issued to Minorities

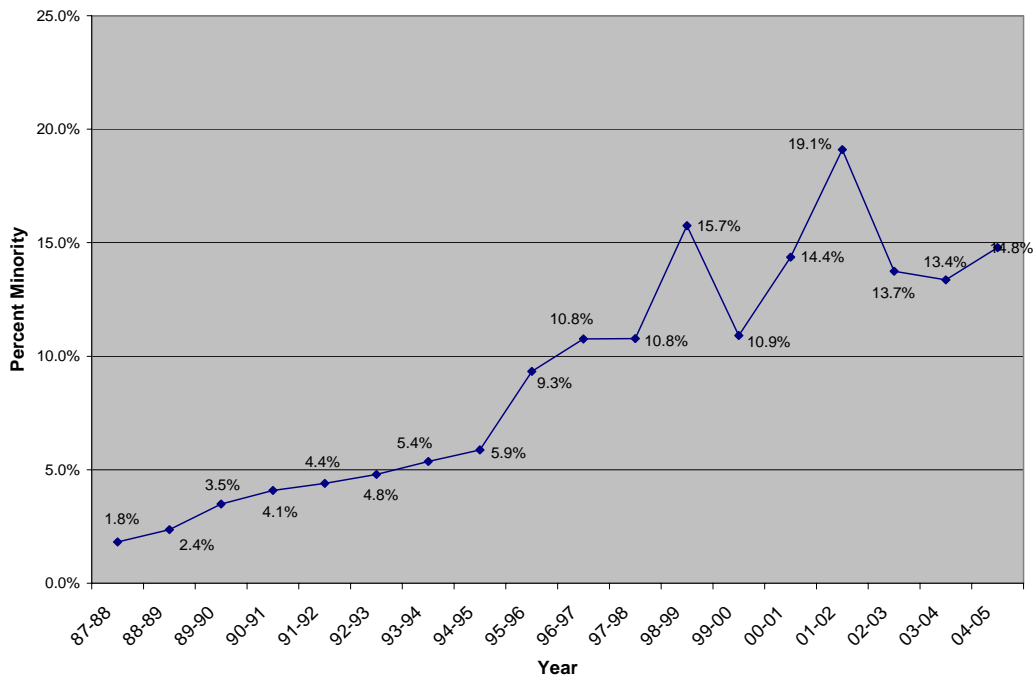


Figure 8 shows a proportional view of the number of members of specific minority groups earning certificates over the last eighteen years. The ten years since 1995 represent a significant “bump” over earlier years in the number of minority group members reported as completing teacher preparation programs. However, when compared with Washington’s student population, new teachers remain underrepresented among Asian Americans (3.5% of new teachers, 8% of students), African Americans (1.4% of new teachers, 5.5% of students), Hispanic (3.7% and 12.2%) and Native Americans (1.1% and 2.6%).

Figure 8. Number of Minority Group Members Earning Certificates

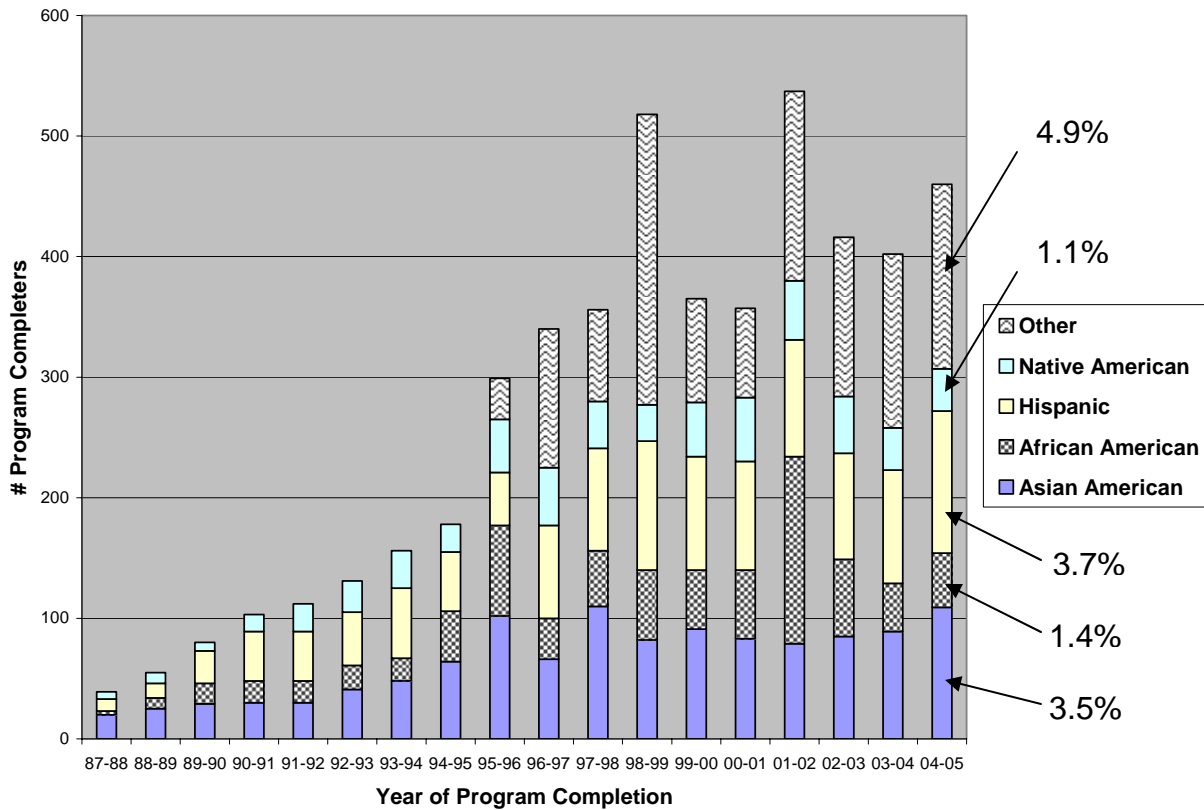
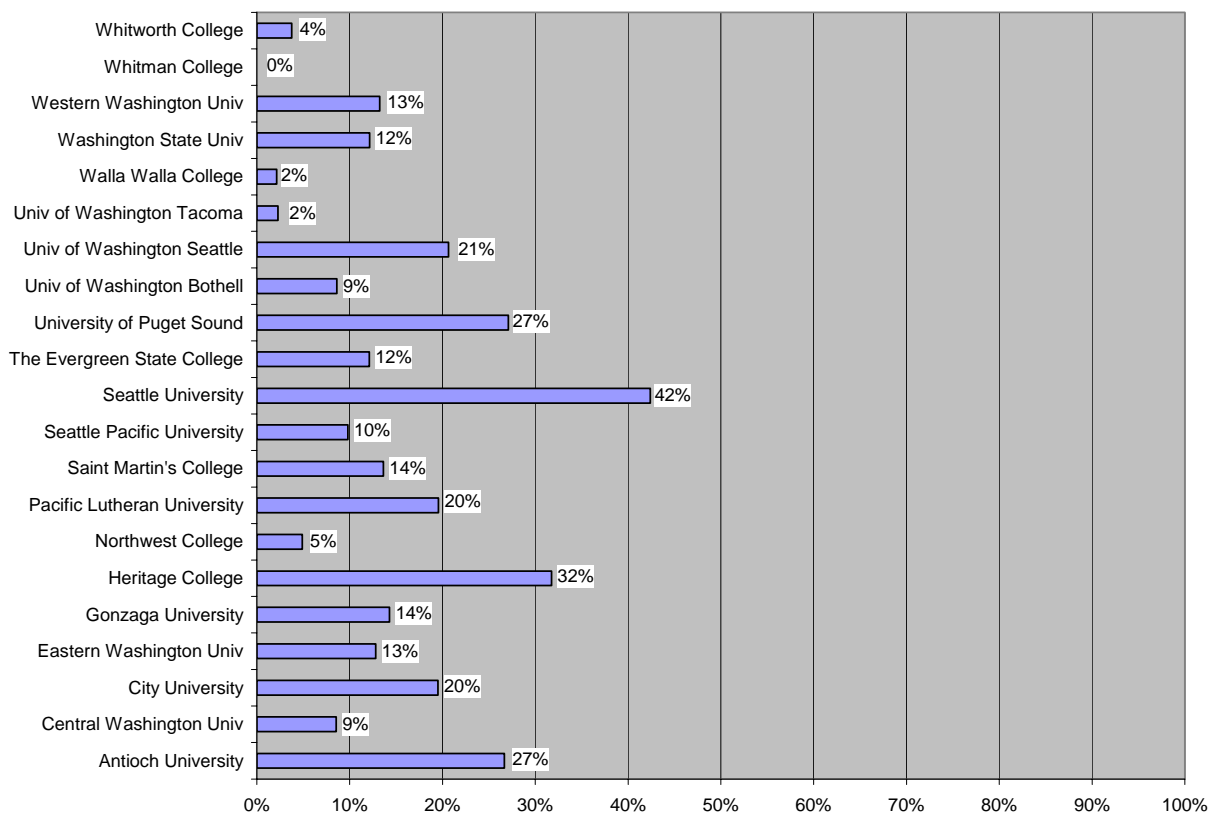


Figure 9 is a bar graph for each Washington state-approved program showing minority group members as a percentage of all those completing a program in the year. One college reported zero minority group members, while four reported more than twenty five percent. Of the 21 colleges/universities with program completers, 7 reported more than the state average of 14.8 percent minority while 14 had less than or equal to the average.

Figure 9. Percent Minority Group Members Reported, By College



| College/University | Total | Minority | Percent | College/University | Total | Minority | Percent |
|-----------------------------|-------|----------|---------|-----------------------------|-------|----------|---------|
| Antioch University | 15 | 4 | 27% | The Evergreen State College | 33 | 4 | 12% |
| Central Washington Univ | 269 | 23 | 9% | University of Puget Sound | 48 | 13 | 27% |
| City University | 415 | 81 | 20% | Univ of Washington Bothell | 58 | 5 | 9% |
| Eastern Washington Univ | 406 | 52 | 13% | Univ of Washington Seattle | 63 | 13 | 21% |
| Gonzaga University | 133 | 19 | 14% | Univ of Washington Tacoma | 44 | 1 | 2% |
| Heritage College | 126 | 40 | 32% | Walla Walla College | 47 | 1 | 2% |
| Northwest College | 41 | 2 | 5% | Washington State Univ | 387 | 47 | 12% |
| Pacific Lutheran University | 138 | 27 | 20% | Western Washington Univ | 469 | 62 | 13% |
| Saint Martin's College | 88 | 12 | 14% | Whitman College | 4 | 0 | 0% |
| Seattle Pacific University | 102 | 10 | 10% | Whitworth College | 133 | 5 | 4% |
| Seattle University | 92 | 39 | 42% | | | | |