

Annual Report 2004-2005

Certificates Issued and Certificated Personnel Placement Statistics



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State Superintendent of
Public Instruction

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ANNUAL REPORT 2004-2005

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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 2004-2005 for both in-state and out-of-state applicants. 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 2004-2005. 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. Information for Part I is based totally on the state educator database maintained by the Professional Education and Certification Office.

Part II presents placement statistics gathered during 2004-2005 on persons completing teacher preparation programs in Washington State during the previous year. 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, and 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. Information for Part II is provided by colleges/universities, based on follow-up surveys of teachers who completed their preparation programs.

EXECUTIVE SUMMARY

The total number of certificates issued in the state in 2004-2005 was 20,448, an increase of 2,975 (17 percent) from the 2003-2004 total. The increases were across-the-board, in teachers, administrators, educational staff associates and career-technical educators. When all certification activity is counted, to include clock hour reporting and endorsements, the total is 39,941.

- Four types of regular teaching certificates were issued during the year: Initial (Renewal) and Continuing (based on the standards in effect prior to 2000) and Residency and Professional (based on standards in effect as of 2000). Because most Initial certificates have already been renewed once since September, 2000 very few remain eligible for renewal.
- The number of limited certificates (those not meeting minimum requirements for a regular certificate) increased by 12 percent to 3,531, nearly reversing last year's decline.
- Of these limited certificates, the number of emergency certificates increased by 30 percent to 103, and there were 1,860 substitute certificates, up 18% from last year. These increases seem to be primarily a result of basic skills testing, since those who have not yet met the testing requirement can apply for the substitute certificate, and with employer support can apply for the emergency certificate.
- One of every three individuals receiving their first Washington teaching certificate completed teacher education programs outside Washington. This represents an eight percent increase from the previous year.
- The top five areas of endorsement on first-issue teaching certificates awarded during 2004–2005 were elementary education (3,530), English or English language arts (718), special education (477), reading (411), and early childhood education (also 411).

- Of the 33 Washington endorsements, those with fewer than 30 awarded in the year were dance (16), marketing education (15), and traffic safety (4).
- Specific designated world language endorsements included Spanish (177), French (33), German (18), Russian (5), Japanese (4), and Chinese (1).
- Seven First Peoples Language/Culture Certificates (3 Kalispel, 2 Lushootseed, 2 Makah) were issued.
- Since 2000, when state requirements for awarding endorsements were eliminated, the number of endorsements awarded per year declined by 31% (from 10,894 in 1999-2000 to 9,100 in 2003-2004). Over the past five years 10,901 fewer endorsements have been issued as a result of this decline, while at the same time the number of unlimited certificate holders (pre-1987 lifetime unendorsed certificate holders) has continued to decline.
- Conditional certificates were issued during the last two years, and emergency certificates were issued last year, for the following languages: Spanish (21), Japanese (16), French (2), American Sign Language (3), Chinese (4), German (3), and Latin (1).
- The 2,894 career and technical education (vocational) certificates issued in 2004-2005 represent a 30 percent increase from the previous year's total (2,224).
- The #1 and #2 sources for out-of-state teachers, administrators, and ESA's were California (with 666, 23, and 34, respectively) and Oregon (583, 29, and 21).
- Washington colleges and universities produced 3,559 new teachers (a 2.2 percent increase) in the 2003-2004 school year.
- Washington teacher preparation programs' full-time placement rate remained low. Only 52 percent of the 2003-2004 program completers reported finding contracted, certificated positions in 2004–2005, virtually the same as last year.
- While full-time placement rates declined, placement of new program completers as substitutes rose slightly to 24 percent.

- The increased employment of new program completers (fully-qualified teachers) as substitutes continues to be accompanied by a corresponding reduction in emergency substitute certificates (which allows districts to hire not-fully-qualified substitutes).
- There were 402 program completers in Washington (representing 13.4 percent of those who completed a program during 2003-2004) who identified themselves as members of minority groups. This was a 25 percent decrease from two years earlier, but exceeded 10 percent for the eighth year in a row. Of those minority group members, 265 (66 percent) reported being hired as teachers, significantly higher than the statewide reported placement rate of 52 percent.
- The highest placement rates (50 percent or higher) for teachers hired 'in the endorsement area' were reported for special education, mathematics, designated CTE: agriculture education, science, and designated science: chemistry.
- The lowest placement rates (below 10 percent) for teachers 'in the endorsement area' were reported for reading, early childhood education, designated arts: dance, designated world language: Chinese, and traffic safety. There were no placements made in last three.

PART I

CERTIFICATES ISSUED

July 1, 2004–June 30, 2005

PART I - CERTIFICATES ISSUED, JULY 1, 2004 – JUNE 30, 2005

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. On September 1, 2002, the state began requiring candidates for the Residency Teacher certificate to pass a basic skills test. Since September 1, 2005 content knowledge testing has been required for all teaching endorsements.

Total Certificates Issued

The total number of certificates issued to in-state and out-of-state applicants¹ from July 1, 2004–June 30, 2005, was 20,448.² or 17% more than the previous year's total of 17,473. This is largely due to the reissuance of many residency teacher certificates due to a change in the length of validity for these certificates. 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, 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)

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, 20,448, reflects the number of certificates issued in 2004-05, 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 (20,448) 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 39,941. This represents an increase of 60% from the previous year (24,964).

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 20,448 certificates issued.

Table A. Total Certificates Issued July 1, 2004–June 30, 2005

	Total	In State	Out-of-state
Teacher	15363	12773	2590
Administrator	999	866	133
Educational Staff Associate	1192	1022	170
Vocational	2894	2894	n/a
Total	20448	17555	2893

Figure 1 compares total certificates issued over the last five years. The total rose from 2000-01 to 2001-02, due to more teacher and CTE certificates. In 2002-03, fewer teacher, ESA and CTE certificates were issued. The 2003-04 report reflects a slight decrease from 2002-03 in all certificates. In 2004-05 all categories increased, and teachers accounted for the largest increase.

Figure 1. Five-Year Comparison of Total Certificates Issued

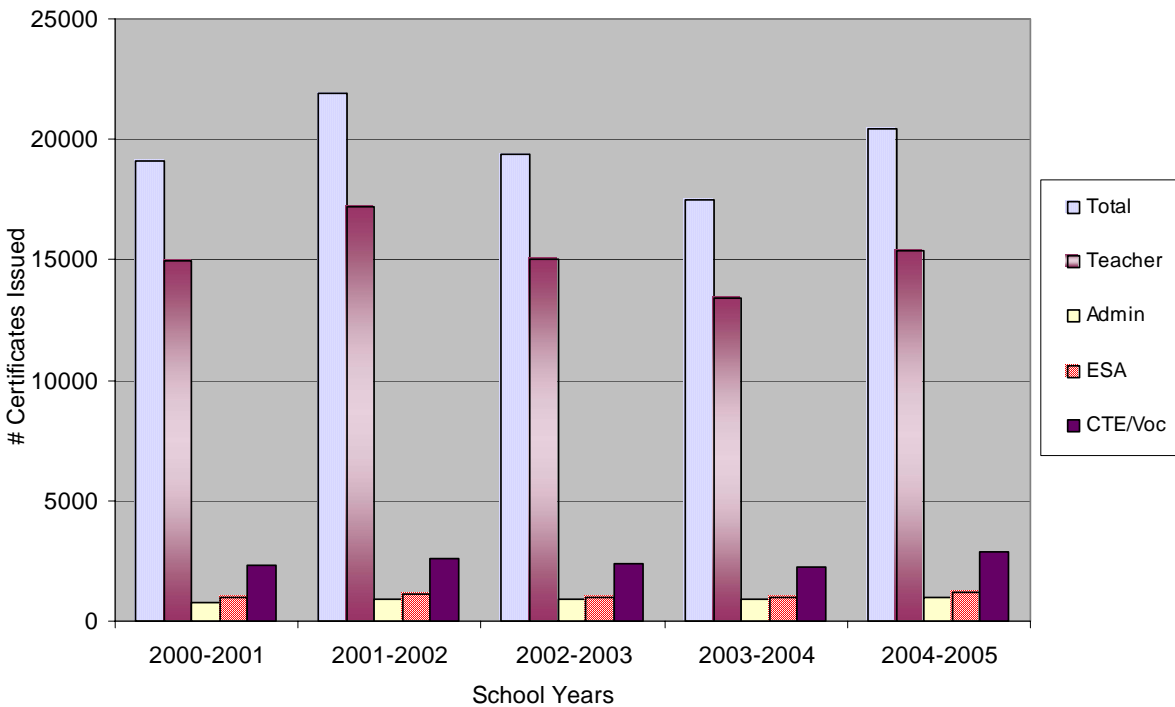


Table B provides information about total certificates issued by type and level of certificate. Overall, there was a 17 percent increase in the number of regular and limited certificates, reversing a downward trend reported last year. Increases were recorded in both first-level teaching certificates (9 percent) and more significantly in second-level certificates (37 percent). Limited certificates increased this year by 12 percent. Implementation of the basic skills testing requirement (since September 2002) continues to lead to an increase (30 percent this year) in the use of the emergency certificate. Emergency substitutes decreased by 2 percent, continuing a decline from a high of 2,142 issued in 2001-02.

Table B. Total Certificates Issued in 2004-05 by Level

		Number of Certs	Percentage Change From 2003-04
First-level teaching certificates:		8416	9%
Initial (Renewal) Teacher certificates	1446		
Residency Teacher certificates	6970		
Second-level teaching certificates:		3533	37%
Continuing Teacher certificates	3177		
Professional Teacher certificates	356		
First-level administrator certificates:		752	-13%
Initial Administrator certificates	619		
Residency Administrator certificates	133		
Second-level administrator certificates:		215	33%
Continuing Administrator certificates	215		
Professional Administrator certificates	0		
Initial ESA certificates		902	27%
Continuing ESA certificates		219	15%
Career and Technical Educator certificates		2894	30%
Exchange certificates		5	67%
Limited certificates		3531	12%
Conditional certificates	227		4%
Emergency certificates	103		30%
Emergency Substitute certificates	909		-2%
Substitute certificates	1860		18%
Intern Substitute certificates	348		19%
Transitional certificates	84		29%
First Peoples Language/Culture certificates		7	0%
	Total	20474	17%

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. One third 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	3,949	1,983	5,932	20%
	Second-level	Continuing	2,845	0	2,845	23%
		Professional	319	9	328	700%
<u>Administrator Certificates</u>						
Principal						
	First-level	Initial	408	50	458	-12%
	Second-level	Residency	51	50	101	n/a
		Continuing	166	0	166	52%
	Superintendent	Initial	44	12	56	12%
		Continuing	17	0	17	113%
Program Administrator						
	First-level	Initial	22	12	34	-32%
	Second-level	Residency	7	9	16	n/a
		Continuing	5	0	5	0%
<u>ESA Certificates</u>						
School Counselor						
		Initial	211	58	269	151%
		Continuing	87	0	87	24%
School Nurse						
		Initial	37	3	40	3%
		Continuing	12	0	12	-25%
School Occupational Therapist						
		Initial	37	9	46	2%
		Continuing	13	0	13	44%
School Physical Therapist						
		Initial	15	1	16	14%
		Continuing	7	0	7	-30%
School Psychologist						
		Initial	65	47	112	53%
		Continuing	27	1	28	22%
School Social Worker						
		Initial	37	6	43	-14%
		Continuing	4	0	4	-20%
School Speech Pathologist or Audiologist						
		Initial	48	43	91	-6%
		Continuing	37	1	38	27%
Career and technical educator						
			1,308	n/a	1,308	20%
Totals			9,778	2,294	12,072	24%

certificates soared as the new Professional Certificate (ProCert) programs produced over 300 program completers. 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 2004-05, 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 additional option offered by 18 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. The state-supported 'alternative routes' to teacher certification supervised by the Professional Educator Standards Board includes school employees pursuing a bachelor's degree with certificate in special education or bilingual education, but the majority 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, 2004–June 30, 2005

AU = Antioch University, CU = City University, CWU = Central Washington University, EWU = Eastern Washington University, GU = Gonzaga University, HU = Heritage University, NWU = Northwest University, PLU = Pacific Lutheran University, PO = Pacific Oaks College, 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	HU	NWU	PLU	PO	SMU	SPU	SU	TESC	UPS	UW	UWB	UWT	WWC	WSU	WWU	WmC	WwC
TEACHER	101	485	543	359	91	137	33	171	43	78	99	88	35	1	167	60	46	43	637	483	4	147
ADMINISTRATOR																						
Principal	--	94	25	28	11	63	--	9	--	--	38	5	--	12	41	--	16	3	37	54	--	11
Program Administrator	--	--	3	--	0	6	--	2	--	--	--	1	--	0	9	--	0	--	2	--	--	--
Superintendent	--	--	--	--	1	--	--	--	--	--	14	3	--	--	7	--	--	--	18	--	--	--
EDUCATIONAL STAFF ASSOCIATE ²																						
Counselor	--	83	5	10	7	24	--	--	--	4	15	21	--	9	0	--	--	1	4	7	--	11
Psychologist	--	--	12	17	--	--	--	--	--	--	1	20	--	--	12	--	--	--	0	--	--	--
Social Worker	--	--	--	14	--	--	--	--	--	--	--	--	--	--	22	--	--	1	--	--	--	--

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, 2005. Some individuals who completed a program in 2005 were not issued a certificate until after July 1, 2005. They are not reflected in this report.

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 (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

Since 1987, teaching certificates have been endorsed, limiting teacher assignment to specific subject areas and/or grade levels. On September 1, 2000, a new endorsement system was introduced in which 'state' requirements (involving applicants applying directly to OSPI under state rules) were eliminated in favor of completing state-approved college/university endorsement programs. Washington endorsements were reduced in number from 43 to 33. In 2003, 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 hold two or more endorsements, the total number of endorsements exceeds the number of certificates issued.

Most endorsements were issued in elementary education (3,530), English or English/Language Arts (718), special education (477), reading (411), early childhood education (411), social studies (395), math (341), history (336), English as a second language (307), biology (231), health/fitness (199), and science (184).

In-state applicants earned 68 percent of all endorsements awarded. More than 80 percent of the following endorsements were issued to candidates from in-state: Marketing education, history, instrumental music, bilingual education, earth science, choral music, reading, dance, middle level, and English. 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, and 9,100 in 2004-05.

Table E. Endorsements on 1st Washington Teacher Certificates

<u>Endorsement</u>	<u>In State</u>	<u>Out-of- state</u>	<u>Total</u>
Elementary Education	2,580	950	3,530
Special Education	265	212	477
English Language Arts	180	272	452
Reading	374	37	411
Early Childhood Education	230	181	411
Social Studies	268	127	395
Mathematics	199	142	341
History	273	63	336
English as a Second Language	219	88	307
English	262	4	266
Des Science: Biology	137	94	231
Health/Fitness	151	48	199
Science	116	68	184
DWL: Spanish	121	56	177
Des Arts: Music: General	98	43	141
Des Arts: Visual Arts	63	47	110
Des Arts: Music: Choral	81	11	92
Des Arts: Music: Instrumental	71	14	85
Des Science: Chemistry	50	34	84
Bilingual Education	68	13	81
Middle Level	76	3	79
Middle Level: Humanities	21	48	69
* Multiple Subjects	3	65	68
Des CTE: Business Education	34	26	60
Des Science: Physics	37	21	58
Middle Level: Math/Science	22	32	54
* Physical Education	0	44	44
Early Childhood Special Education	14	23	37
Des CTE: Family and Consumer Sci Ed	27	8	35
Des Science: Earth Science	29	5	34
Des Arts: Theatre Arts	26	7	33
DWL: French	18	15	33
Library Media	14	13	27
Des CTE: Agriculture Education	12	11	23
Des CTE: Technology Education	13	9	22
DWL: German	6	12	18
Des Arts: Dance	15	1	16
Des CTE: Marketing Education	12	3	15
* Social Science	0	15	15
* Music	0	8	8
* Psychology	0	5	5

<u>Endorsement</u>	<u>In State</u>	<u>Out-of- state</u>	<u>Total</u>
DWL: Russian	0	5	5
Traffic Safety	4	0	4
DWL: Japanese	2	2	4
Physical Education	3	0	3
Computer Science	1	2	3
* Physical Science	0	3	3
Speech	2	0	2
* Communications	0	2	2
* Health	0	2	2
* Speech	0	2	2
Health	1	0	1
Political Science	1	0	1
* All Secondary Areas	0	1	1
* Geography	0	1	1
* Natural Science	0	1	1
* Political Science	0	1	1
DWL: Chinese	0	1	1
Total:	6,199	2,901	9,100

Table F (next page) shows in-state endorsements obtained through program completion, listed by college/university. Since September 1, 2000, with the exception of national board-certified teachers and the recent 'Pathway 1' test option, completion of an approved college/university program has been required to earn an endorsement. Colleges must request State Board of Education approval for each endorsement offered.

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	HU	NWU	PLU	PO	SMU	SPU	SU	TESC	UPS	UW	UWB	UWT	WWC	WSU	WWU	WmC	WwC
Bilingual Education	0	0	16	0	0	15	0	0	23	2	0	0	1	0	0	0	0	0	7	0	0	0
Des Arts: Dance	0	4	4	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Des Arts: Music: Choral	0	0	20	6	0	1	3	7	0	4	6	0	0	0	16	0	0	0	10	5	1	0
Des Arts: Music: Genl	0	0	23	6	0	0	0	11	0	4	7	0	0	0	16	0	0	3	10	8	0	1
Des Arts: Music: Instr	0	0	18	6	0	0	0	4	0	3	7	0	0	0	16	0	0	0	6	3	0	6
Des Arts: Theatre Arts	0	1	4	1	1	0	0	3	0	2	0	2	0	0	1	0	0	2	0	7	1	1
Des Arts: Visual Arts	1	1	10	5	2	0	0	10	0	0	6	2	3	0	1	0	0	1	0	9	0	7
Des CTE: Agric Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	0
Des CTE: Business Ed	0	0	15	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Des CTE: FACSE	0	0	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0	0
Des CTE: Marketing Ed	0	0	5	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Des CTE: Tech Educ	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0
Des Science: Biology	1	1	12	6	1	6	1	11	0	7	5	6	4	0	13	0	0	1	27	21	0	11
Des Science: Chemistry	0	0	5	2	1	1	0	0	0	1	4	2	5	0	0	0	0	1	7	10	0	1
Des Science: Earth Sci	1	0	1	7	0	0	0	8	0	0	0	0	0	0	1	0	1	0	0	6	0	1
Des Science: Physics	2	0	1	1	0	0	0	10	0	0	5	4	0	0	2	0	0	0	1	4	0	6
DWL: French	0	1	2	1	0	1	0	3	0	1	3	1	0	0	0	0	0	0	1	2	0	1
DWL: German	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2	0	0
DWL: Japanese	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
DWL: Spanish	0	0	18	15	3	3	0	5	20	3	1	6	0	0	7	0	0	6	6	12	0	4
Early Childhood Educ.	0	0	138	21	1	6	0	0	33	4	0	0	0	0	0	0	0	1	11	2	0	0
Early Childhood Sp Ed	0	0	3	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Elementary Education	78	434	318	192	55	133	17	107	11	32	37	38	12	1	56	60	46	31	447	315	1	89
English	3	1	17	32	15	10	9	14	0	0	0	14	6	0	17	0	30	3	27	0	0	31

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	HU	NWU	PLU	PO	SMU	SPU	SU	TESC	UPS	UW	UWB	UWT	WWC	WSU	WWU	WmC	WwC
English/Language Arts	5	2	2	0	8	5	4	11	0	0	0	9	7	0	5	0	17	1	26	49	1	8
English as a 2d Lang	1	2	61	16	0	35	0	6	33	0	0	4	2	0	5	1	0	0	16	13	0	10
Health/Fitness	0	2	34	31	5	0	6	7	0	2	6	1	0	0	0	0	0	8	30	10	0	6
History	3	1	32	50	5	1	2	34	0	22	11	8	0	0	12	0	4	6	53	2	1	17
Library Media	0	0	0	8	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Mathematics	7	2	36	14	2	2	0	24	0	11	10	11	2	0	8	0	0	0	22	20	0	24
Middle Level	0	0	0	0	0	0	0	0	0	44	0	0	0	0	0	0	29	0	1	0	0	0
Middle Lvl: Humanities	1	0	0	0	0	0	0	0	0	9	0	0	9	0	0	0	0	0	0	1	0	0
Middle Lvl: Math/Sci	2	4	0	0	0	0	0	0	0	7	0	0	9	0	0	0	0	0	0	0	0	0
Reading	0	16	44	140	8	0	5	7	0	10	1	0	0	0	0	1	46	0	22	11	0	54
Science	8	0	2	6	1	3	0	13	0	4	5	11	5	0	10	0	1	1	14	22	0	5
Social Studies	8	1	28	44	6	0	4	32	0	13	10	11	7	0	19	0	4	1	31	30	0	11
Special Education	2	26	23	44	29	7	0	11	0	7	8	3	1	0	43	0	1	0	8	32	0	5
Traffic Safety	0	0	4	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 individuals who may have unusual expertise or competence in an endorsement area but do not meet all qualifications for a regular certificate, are requested by the employer (school district, approved private school, ESD), who must verify that conditions warrant its issuance. Conditional certificates issued in 2003-04 and 2004-05 are shown at Table G. There was an increase from 223 to 243 in the total number of conditional certificates issued during the year. Twenty one of the 49 endorsement areas increased in number (or were added) compared with last year, while 15 decreased and 12 remained the same.

Table G. Endorsements on Conditional Certificates 2003-2004 and 2004-05

	I*	R*	Tot	Prev Yr		I*	R*	Tot	Prev Yr
American Sign Language	3		3	2	Instrumental Music		1	1	3
Art	4	3	7	5	Japanese	5	2	7	9
Bilingual Education	2	3	5	2	Journalism	1		1	0
Biology	1		1	2	Latin	1		1	1
Business Ed	1		1	1	Learning Resources		2	2	2
Chemistry	1		1	3	Library Media	1		1	2
Chinese	2	1	3	1	Mathematics	11	1		7
Choral Music	3		3	1	Middle Level	2		2	1
Comparative Religion	2		2	2	Music	10	3	13	14
Dance	2	4	6	7	Physical Education	2	1	3	3
Drama	3	2	5	0	Physics	1		1	1
Early Childhood Education	3		3	4	Reading		3	3	1
Early Childhood Special Ed	3	1	4	2	ROTC Instructor	7	12	19	10
Elementary Education	5	3	8	12	School Nurse	12	5	17	4
English	3	1	4	0	School Speech Language Pathologist or Audiologist	8		8	17
English as a 2d Language	1	3	4	6	Science	3	2	5	6
English/Language Arts	1		1	4	Social Studies	2		2	3
Family and Cons Sci Ed	1		1	0	Spanish	5	2	7	10
French		1	1	1	Special Education	26	3	29	28
German	1		1	1	Technology Education	3		3	3
Health		1	1	1	Traffic Safety Education	9		9	6
Health/Fitness	1		1	0	On-Street Instruct Only**	26		26	24
History	2		2	0	Simulation Only***	1		1	1
Indian Culture Specialist	1		1	0					
Instructional Technology	1		1	1					

* I = First Issue, R = Renewal/Second Issue

** 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 2004-05 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 (nearly completed a preparation program, awaiting testing, etc.) 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 87 to 113. Twenty six endorsement areas are represented on this table, an increase of six from the previous year. Endorsement areas recurring from the previous year are compared with last year's quantity. Four endorsement areas required last year are no longer listed, while eight new areas appear on this year's list.

Table H. Endorsements on Emergency Certificates 2004-05

Emergency Teacher Certificates	'05	'04		'05	'04
Bilingual Education	1	0	Journalism	1	0
Des Arts: Theatre Arts	1	0	Mathematics	6	7
Des Arts: Visual Arts	1	0	Middle Level	1	0
Early Childhood Education	2	1	Middle Level: Humanities	1	0
Early Childhood Spec Ed	3	3	Music	1	0
English	1	0	Physical Education	1	1
English as a 2 nd Lang	1	1	Physics	1	2
English Language Arts	4	2	Reading	3	0
Elementary Education	10	9	Science	3	5
German	1	1	Social Studies	3	1
Health	1	0	Spanish	4	2
History	2	0	Special Education	18	15
Emergency ESA Certificates			School Counselor	16	7
			School Psychologist	18	21
			School Social Worker	2	1
Emergency Administrator Certificates			Principal	8	4
			Total	113	87

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 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 2,894 represents a 30 percent increase from the previous year (2,224).

Table I. CTE Certificates Issued, July 1, 2004 - June 30, 2005

	New	Renewal	Total
CTE Director and Assistant Director	29	36	65
Agriculture Education*	21	63	84
Agriculture Subcategory Specialty Areas	51	26	77
Business Education*	70	193	263
Business Subcategory Specialty Areas	100	84	184
Marketing Education*	42	74	116
Marketing Subcategory Specialty Areas	54	27	81
Family and Consumer Sciences Education*	55	151	206
Technology Education (all areas, degree required)	30	103	133
Health & Human Services			
Health Subcategory Specialty Areas	38	62	100
Human Services Subcategory Specialty Areas	67	50	117
Trade and Industrial (all subcategory specialty areas)	370	314	684
Diversified Occupations	103	131	234
CTE Counselor	8	22	30
Occupational Information Specialist	12	19	31
Work-Based Learning Coordinator	257	232	489
<i>Totals</i>	<i>1307</i>	<i>1587</i>	<i>2894</i>

** 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.

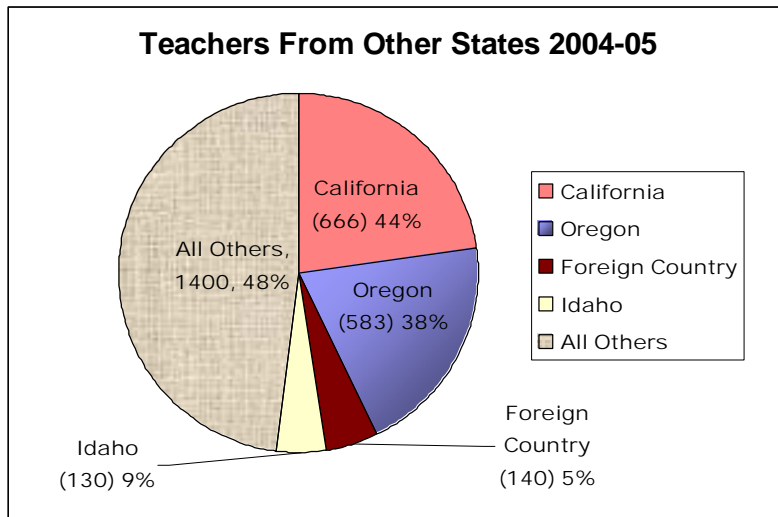
During 2004–05, there were 93 percent more out-of-state applicants than the previous year. As in previous years, two states (Oregon and California) accounted for a large portion, approximately 43 percent, of the out-of-state recipients of Washington State teaching certificates. California, Oregon, Idaho, Texas, 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 (140) and 6th as a source for administrators (8) from out-of-state during 2004-04.

Table J. Top Ten Sources of Out-of-state Educators, 2004-05

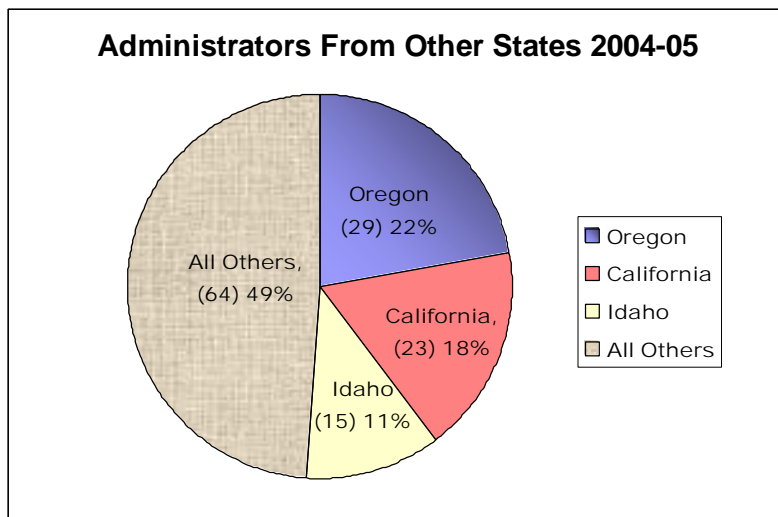
	<u>Teacher</u>		<u>Administrator</u>		<u>ESA</u>	
1	California	666	Oregon	29	California	34
2	Oregon	583	California	23	Oregon	21
3	<i>Foreign Country</i>	140	Idaho	15	Colorado	9
4	Idaho	130	Montana	10	Michigan	9
5	Texas	107	Alaska	9	Utah	9
6	Montana	90	<i>Foreign Country</i>	8	New York	7
7	Illinois	77	Minnesota	6	Arizona	6
8	Arizona	74	Illinois	4	Illinois	6
9	Michigan	63	Texas	4	Florida	5
10	New York	63	Nevada	3	Georgia	5
	All Others	926	All Others	20	All Others	57

During 2004-2005 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 contributed over half the total. For ESAs, six states contributed over half the total. Figure 1 shows sources of teachers, administrators, and ESAs coming to Washington, and names the sources which contributed more than half the total. Figure 2 provides a proportional representation of this information.

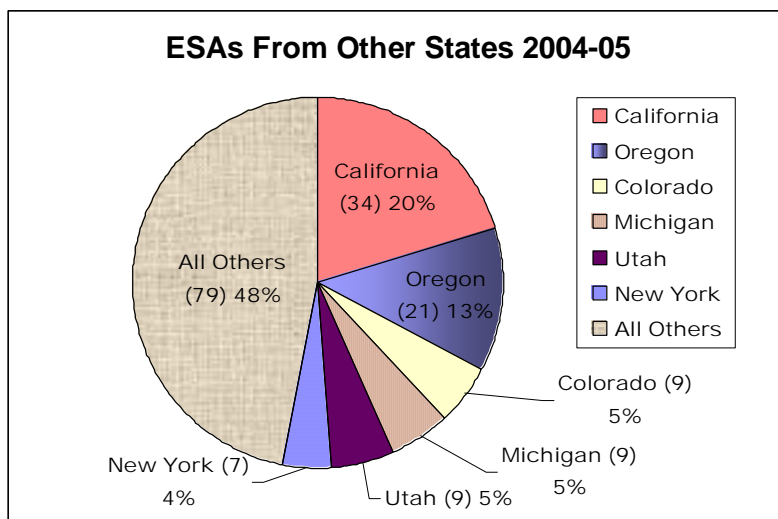
Figure 2. Top Sources of Out-of-State Educators, 2004-2005



During 2004–05, more than half of the 2919 out-of-state applicants for teaching certificates came from California (666), Oregon (583), “Foreign Country” (140), and Idaho (130). All other states accounted for 1400 out-of-state teachers.



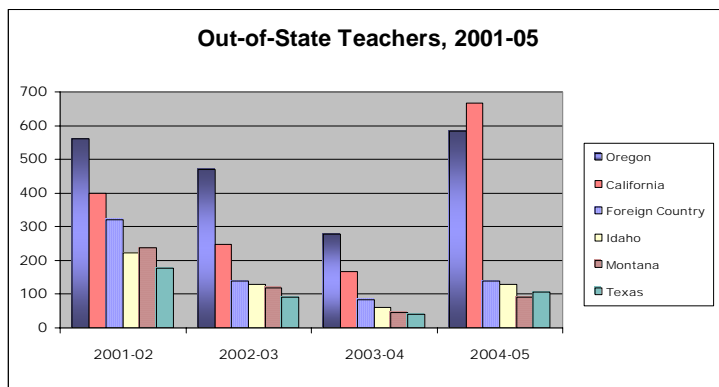
During 2004–05, more than half of the 131 out-of-state applicants for administrator certificates came from Oregon (29), California (23), and Idaho (15). All other states accounted for 64 out-of-state administrators.



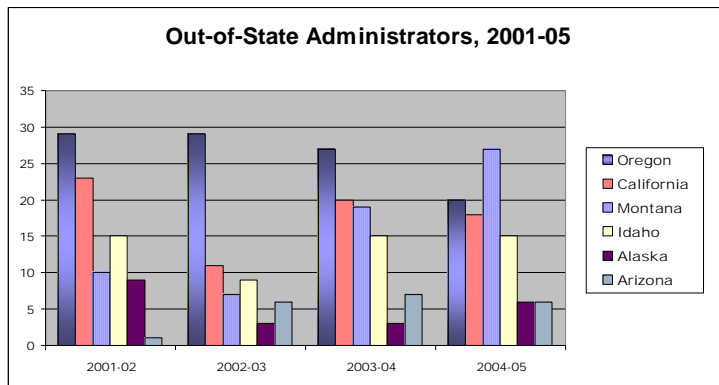
During 2004–05, more than half of the 168 out-of-state applicants for ESA certificates came from California (34), Oregon (21), Colorado (9), Michigan (9), Utah (9), and New York (7). All other states accounted for 79 out-of-state educational staff associates.

During the four years 2001-02, 2002-03, 2003-04, and 2004-05 comparative data for out-of-state applicants provides additional information about their states of origin. Figure 3 provides information about the variation of the top six sources of out-of-state applicants for teacher, administrator and educational staff associate certification. Oregon has provided the most teachers for three of the last four years, and the most administrators for four straight years. California provided the most teachers last year, and the most ESAs in three of the last four years. Montana grew significantly in the last three years as a source of administrators, topping the field during 2004-05.

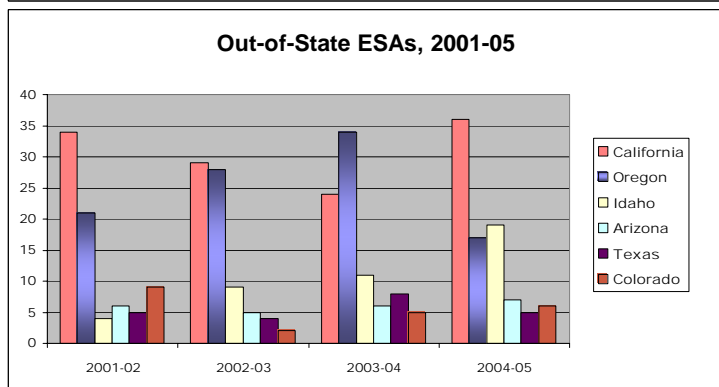
Figure 3. Top Sources of Out-of-State Educators, 2001-2005



Teacher	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>
Oregon	561	469	279	583
California	399	247	168	666
Foreign Country	322	139	84	140
Idaho	222	128	60	130
Montana	237	118	45	90
Texas	177	92	40	107
All Others	1793	971	581	1203



Admin	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>
Oregon	29	29	27	20
California	23	11	20	18
Montana	10	7	19	27
Idaho	15	9	15	15
Alaska	9	3	3	6
Arizona	1	6	7	6
All Others	44	34	43	56



ESA	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>
California	34	29	24	36
Oregon	21	28	34	17
Idaho	4	9	11	19
Arizona	6	5	6	7
Texas	5	4	8	5
Colorado	9	2	5	6
All Others	89	69	72	94

PART II

CERTIFICATED PERSONNEL PLACEMENT STATISTICS

2003–2004

PART II - CERTIFICATED PERSONNEL PLACEMENT STATISTICS, 2003-04

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 2004-05 report are for persons who completed teacher education programs during the previous year (2003-04) and were placed during the current year (2004-05).

Program Completion Data

Colleges/universities reported 3,559 new teachers completing certification programs at Washington State colleges and universities during 2003-04. Figure 2 depicts trends over a 33-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 3,559.

Figure 4. Trends in Teacher Certification in Washington, 1972-2004

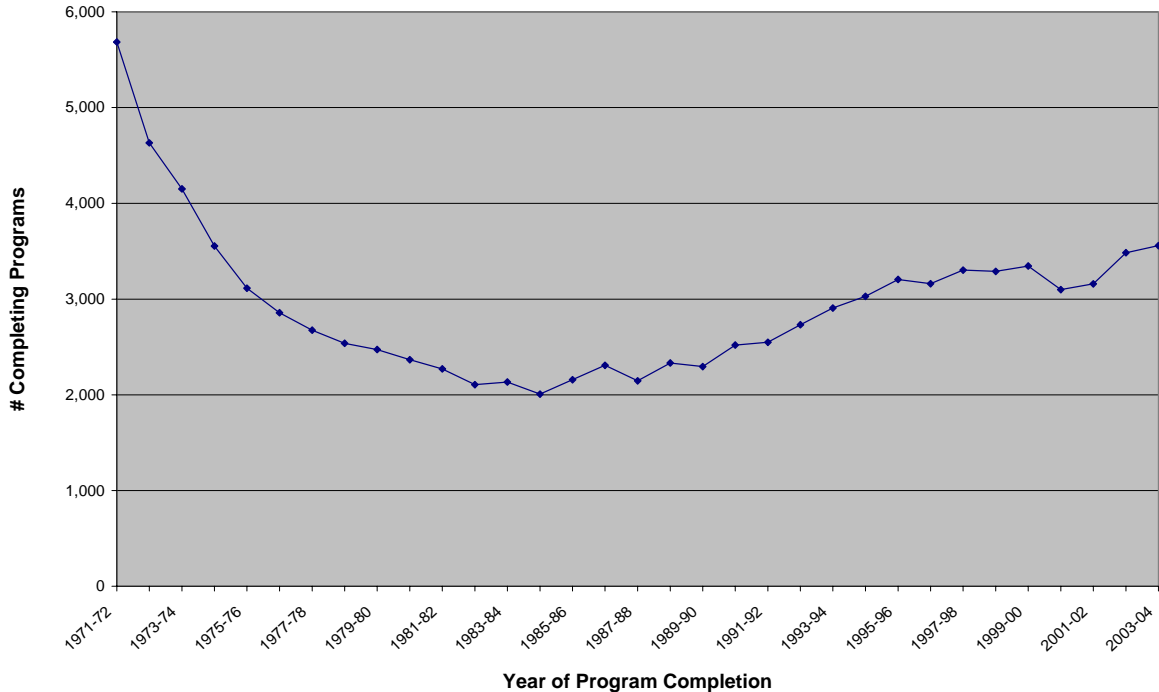


Figure 2 was derived from Table K below, which provides specific totals for certificates granted and the percent change year by year.

Table K. Number Completing Teacher Education Programs, 1972-2004

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

Placement Statistics

Figure 3 provides a quick overview of employment status for the 3,559 people who completed teacher education programs in 2003-04. The data were collected in a voluntary survey with a response rate of 85 percent. Fifty-two percent reported holding teaching contracts (no change from 2002-03). If one also considers substitute teaching, 76 percent were employed in full-time or part-time teaching positions, a 2 percent increase. 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, 2003-04 Program Completers

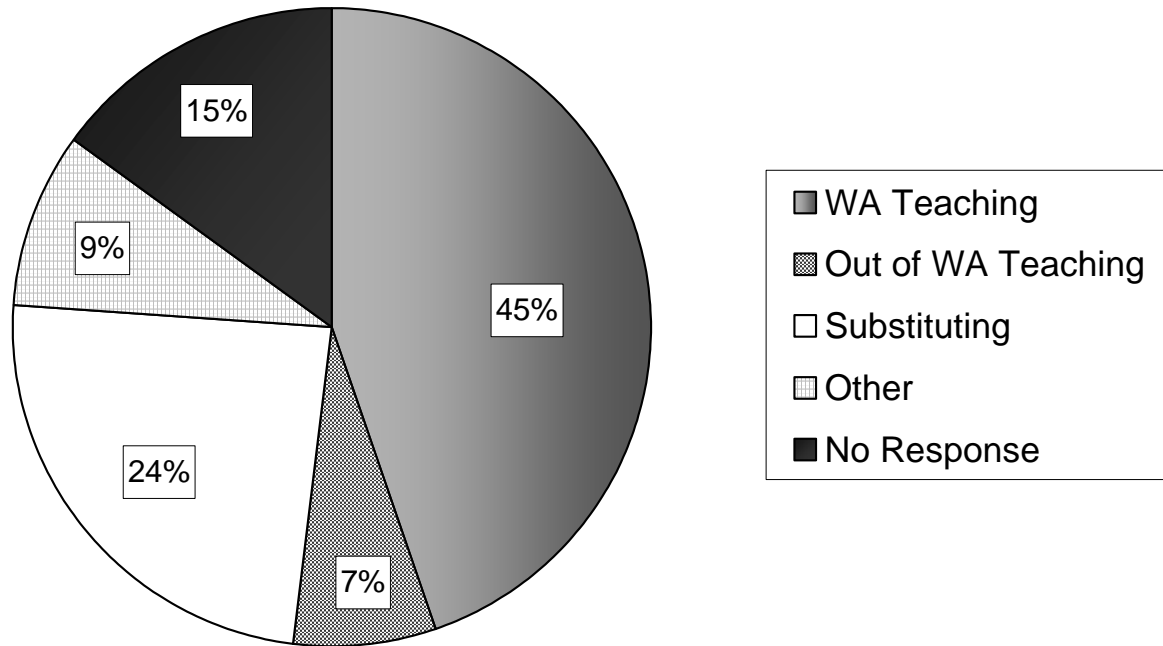


Table L below expands information provided by the "pie" graph in Figure 3 and provides some historical perspective. It contains placement data in the year after program completion for those completing teacher training in 2001-02, 2002-03, and 2003-04. The percentage for each category is based on the total number of people completing programs rather than the number responding to the survey. The number of Washington prepared teachers employed out-of-state increased by nearly one percent. The number employed in-state decreased by less than one percent. A slightly greater increase was reported by those employed as substitutes, so the total of teachers and substitute teachers rose slightly to 76 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>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>	
	Qty	%	Qty	%	Qty	%
Total Surveyed	3159	100%	3484	100%	3559	100%
Unable to Contact	341	10.8%	558	16%	531	14.9%
Respondents	2818	89.2%	2926	84%	3028	85.1%
Part 2. Population Report by Category						
<u>Category</u>	Qty	%	Qty	%	Qty	% ²
1. Employed as teacher in state	1,588	50.3%	1578	45.3%	1587	44.6%
<i>public</i>	1,484	47.0%	1445	41.5%	1457	40.9%
<i>private</i>	104	3.3%	133	3.8%	130	3.7%
2. Employed as teacher out-of-state	238	7.5%	227	6.5%	262	7.4%
<i>public</i>	194	6.1%	178	5.1%	208	5.8%
<i>private</i>	44	1.4%	49	1.4%	54	1.5%
3. Employed as substitute teacher	675	21.4%	775	22.2%	855	24.0%
<i>seeking position</i>	617	19.5%	667	19.1%	783	22.0%
<i>not seeking position</i>	58	1.8%	108	3.1%	72	2.0%
4. Employed position in non-certified position (e.g. paraeducator)	34	1.1%	39	1.1%	23	0.6%
5. Employed, nonteaching	49	1.6%	66	1.9%	52	1.5%
6. Employed, non-teaching, seeking teaching	42	1.3%	52	1.5%	74	2.1%
7. Unemployed, seeking teaching	22	0.7%	30	0.9%	32	0.9%
8. Unemployed, seeking non-teaching position	2	0.1%	8	0.2%	6	0.2%
9. Not seeking any employment	57	1.8%	58	1.7%	45	1.3%
10. Primarily in grad study	48	1.5%	45	1.3%	50	1.4%
11. Other	37	1.2%	48	1.4%	42	1.2%
Respondents	2,792		2926		3028	

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

² Total includes both respondents and non-respondents. The 14.9 percent non-respondents (for 2004-2005) must be included for percentages to total 100 percent.

Completion quantities and rates for each Washington college/university during 2003-04 are presented in Table M. The overall full-time placement rate (52 percent for those completing programs in 2003-04) is the same as last year. It has stayed the same or declined for three years after rising for seven straight years. The percentage of full-time placements varied widely from institution to institution, ranging from 30 percent to 86 percent. Six institutions reporting placement rates over 75 percent were The Evergreen State College, University of Washington at Tacoma, Seattle University, Northwest University, University of Puget Sound, and Saint Martin's University. This was significantly more than last year, when only three institutions reported more than 70 percent of program completers placed in full-time teaching positions, and more than the previous year, when four institutions had more than 75 percent.

Table M. Number and Percentage of Placements by Institution

College	Total Cert	# of Resp ¹	WA Tchg	Non-WA		% Teaching
				Tchg	Total Tchg	
Antioch	93	87	53	6	59	63%
Central	559	296	149	19	168	30%
City	348	341	189	20	209	60%
Eastern	343	343	143	30	173	50%
Gonzaga	105	101	33	20	53	50%
Heritage	124	70	53	1	54	44%
Northwest	31	27	16	8	24	77%
PLU	181	134	75	10	85	47%
Saint Martin's	79	79	50	6	56	71%
SPU	96	62	38	4	42	44%
Seattle U	91	91	62	9	71	78%
TESC	37	37	30	2	32	86%
UPS	48	48	34	3	37	77%
UW Bothell	63	63	30	3	33	52%
UW Seattle	120	100	65	6	71	59%
UW Tacoma	44	44	35	3	38	86%
WallaWalla	40	40	7	19	26	65%
WSU	463	409	216	23	239	52%
Western	550	517	250	32	282	51%
Whitman	8	7	5	0	5	63%
Whitworth	136	132	54	38	92	68%
Totals	3559	3028	1587	262	1849	52%

¹ As reported by the individual higher education institution.

Table N shows data for persons completing preparation programs in the years 1980-81 through 2003-04 and their employment status in the subsequent year, including employment as substitutes. This year's employed or contracted teachers is nearly unchanged from a year ago, which was 15 percent lower than three years ago. The percentage employed or contracted had risen from 33.9 percent in 1981-82 to a high of 67.1 percent three years ago. 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 increasing again for four years to 24 percent this year. Total employed in teaching remains well below the 80 percent level for the second straight year.

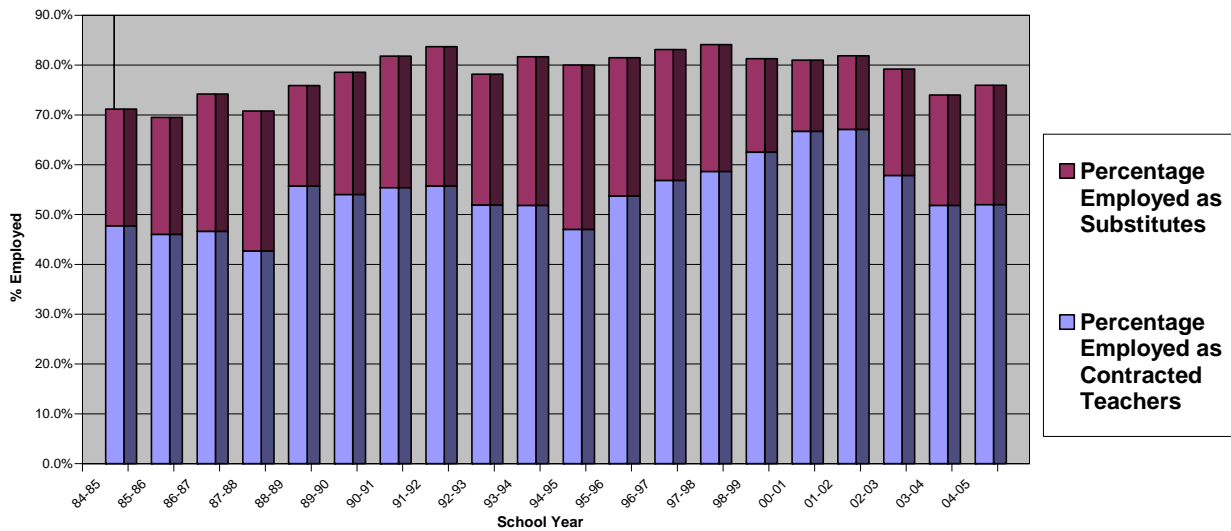
Table N. Percentage of Persons Employed

<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%

<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>
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%

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 exceeded 80 percent during most of the 1990's, but has fallen below 80% for three years in a row. Full employment dropped about 15%, and has not been matched by the increase (about 10%) in fully certificated substitutes. The increased number of substitute certificates in recent years corresponds with a reduction in the number of emergency substitute certificates (see Part I).

Figure 6. Percentage of Newly Certificated Teachers Employed in 2004-05



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 3,028 persons completing initial teacher certification programs in 2003-04 who responded to this survey completed 5,117 endorsements or approximately 1.69 endorsements per person. This remains below the number from earlier years, in which respondents reported more than 2 endorsements per person. When combined with the steady loss (through retirement) of teachers with unendorsed lifetime (hence unrestricted) certificates, this decrease significantly impacts employers' assignment options.

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 accepts a position would be reported as hired for both endorsements. Endorsements with the highest percentage of employment were German (85.7%), science (81.3%), middle level: math/science (76.7%), middle level: humanities (75.9%), and chemistry (75.9%). There were only two endorsements exceeding 80%, while there were four last year, and eight the previous year.

Table O. Rank Order of Endorsement Areas by Percentages of Persons Employed in Schools, 2004-2005

<u>Endorsement Area</u>	<u>Endors. Reported</u>	<u># Employed in School Districts</u>	<u>% Employed in School Districts</u>
DWL: German	7	6	85.7%
Science	107	87	81.3%
Middle Level: Math/Science	60	46	76.7%
Middle Level: Humanities	68	52	76.5%
Des Science: Chemistry	54	41	75.9%
Special Education	176	128	72.7%
DWL: French	21	15	71.4%
Des CTE: Marketing Ed	10	7	70.0%

<u>Endorsement Area</u>	<u>Endors. Reported</u>	<u># Employed in School Districts</u>	<u>% Employed in School Districts</u>
English Language Arts	353	246	69.7%
Des Science: Biology	115	80	69.6%
Des Science: Physics	32	22	68.8%
DWL: Puget Sound Salish	16	11	68.8%
Mathematics	165	112	67.9%
Des CTE: Fam/Cons Sci Ed	24	16	66.7%
DWL: Spanish	64	41	64.1%
Early Childhood Special Ed	16	10	62.5%
Bilingual Education	25	15	60.0%
Des CTE: Agriculture Ed	10	6	60.0%
DWL: Japanese	5	3	60.0%
Des Arts: Music: Instrum	52	31	59.6%
Des Arts: Music: General	72	40	55.6%
Des Arts: Theatre Arts	18	10	55.6%
Des Arts: Music: Choral	57	31	54.4%
Reading	311	169	54.3%
Des Arts: Visual Arts	59	32	54.2%
English-as-a-2d Language	130	70	53.8%
Des Science: Earth Science	26	14	53.8%
Elementary Education	2241	1174	52.4%
Des Arts: Dance	2	1	50.0%
History	228	107	46.9%
Social Studies	236	110	46.6%
DWL: Italian	11	5	45.5%
Library Media	11	5	45.5%
Health/Fitness	118	50	42.4%
Des CTE: Technology Ed	8	3	37.5%
Des CTE: Business Ed	35	13	37.1%
Early Childhood Education	171	47	27.5%
DWL: Chinese	1	0	0.0%
Traffic Safety	2	0	0.0%
<i>Totals:</i>	5117	2856	55.8%

Although Table O provides some data about comparative demand for endorsements, another perspective appears 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. This leads to less duplication in the counting of individuals, but teachers hired to teach two or more endorsements are reported more than once.

Table P. Percent of Persons Employed in the Endorsement Area, 2004-05

<u>Endorsement Area</u>	<u>Endors Reported</u>	<u># Employed in Endorsement</u>	<u>% Employed in Endorsement</u>
Special Education	176	114	64.8%
Mathematics	165	100	60.6%
Des CTE: Agriculture Ed	10	6	60.0%
Science	107	62	57.9%
Des Science: Chemistry	54	27	50.0%
English Language Arts	353	166	47.0%
Elementary Education	2241	1009	45.0%
DWL: Puget Sound Salish	16	7	43.8%
DWL: Japanese	5	2	40.0%
Des CTE: Fam/Cons Sci Ed	24	9	37.5%
Des Science: Biology	115	37	32.2%
Middle Level: Math/Science	60	19	31.7%
Des CTE: Business Ed	35	11	31.4%
DWL: German	7	2	28.6%
Des Science: Physics	32	9	28.1%
Social Studies	236	66	28.0%
Middle Level: Humanities	68	19	27.9%
DWL: Italian	11	3	27.3%
Library Media	11	3	27.3%
Des Arts: Music: Instrum	52	14	26.9%
Health/Fitness	118	30	25.4%
Des CTE: Technology Ed	8	2	25.0%
Early Childhood Special Ed	16	4	25.0%
Des Arts: Music: Choral	57	14	24.6%
Des Arts: Visual Arts	59	14	23.7%
Des Arts: Music: General	72	17	23.6%
Des Arts: Theatre Arts	18	4	22.2%
DWL: Spanish	64	14	21.9%
Des Science: Earth Science	26	5	19.2%
DWL: French	21	4	19.0%
Bilingual Education	25	4	16.0%
History	228	36	15.8%
English-as-a-2d Language	130	19	14.6%
Des CTE: Marketing Ed	10	1	10.0%
Reading	311	15	4.8%
Early Childhood Education	171	3	1.8%
Des Arts: Dance	2	0	0.0%
DWL: Chinese	1	0	0.0%
Traffic Safety	2	0	0.0%
<i>Totals:</i>	5117	1871	36.6%

Placement Statistics by Racial/Ethnic Group

Based on the available data, 402 candidates (13.4 percent of the total) who earned their first teaching certificates in Washington during the year 2003-04 reported membership in a minority group (includes 'other'). This was a small decrease from last year's total of 416, but 25 percent less than two years ago. Of these, 265 or 66 percent were employed as teachers, compared to 61 percent of the state's newly certificated teachers as a whole. Fifty four Asian American, 24 African American, 67 Hispanic American, 24 Native American, and 96 Other teachers who earned certificates through Washington institutions in 2003-04 were employed full-time as teachers. Twenty five percent of newly certificated teachers were male, approximately the same as 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 2003-04.

Table Q. Contracted and Substitute Employment in 2004-05, by Racial/Ethnic Group, of Persons Certificated in 2003-04

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	9	39	7	14	333	1015	14	48	5	17	17	67	1585
2 – Employed as a Teacher out-of-state	2	4	2	1	57	175	2	3	0	2	3	9	260
3 – Employed as a Substitute teacher	4	18	1	4	187	576	2	12	3	6	6	27	846
4-11 – Nonteaching	3	10	5	6	92	171	1	12	1	1	1	14	317
Totals:	18	71	15	25	669	1937	19	75	9	26	27	117	3008

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.

Table R. Trends in Teacher Certification of Minority Group Members

	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Asian	48	64	102	<u>66</u>	110	<u>82</u>	91	<u>83</u>	<u>79</u>	85	89
African American	19	42	75	<u>34</u>	46	58	<u>49</u>	57	155	<u>64</u>	<u>40</u>
Hispanic	58	<u>49</u>	<u>44</u>	77	85	107	<u>94</u>	<u>90</u>	97	<u>88</u>	94
Native American	31	<u>23</u>	44	48	<u>39</u>	<u>30</u>	45	53	<u>49</u>	<u>47</u>	<u>35</u>
Other	0	0	34	115	<u>76</u>	241	<u>86</u>	<u>74</u>	157	<u>132</u>	144
Total Minority	156	178	299	330	356	518	<u>365</u>	<u>357</u>	537	<u>416</u>	<u>402</u>
% Increase	19.1%	14.1%	68.0%	10.4%	7.9%	45.5%	-29.5%	-2.2%	50.4%	-22.5%	-3.4%

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 in 1987-88 to over 19 percent in 2001-2002. Last year's 13.4 percent was the eighth year in a row with more than ten percent of program completers who were members of an ethnic minority.

Figure 7. Percentage of Teaching Certificates Issued to Minorities

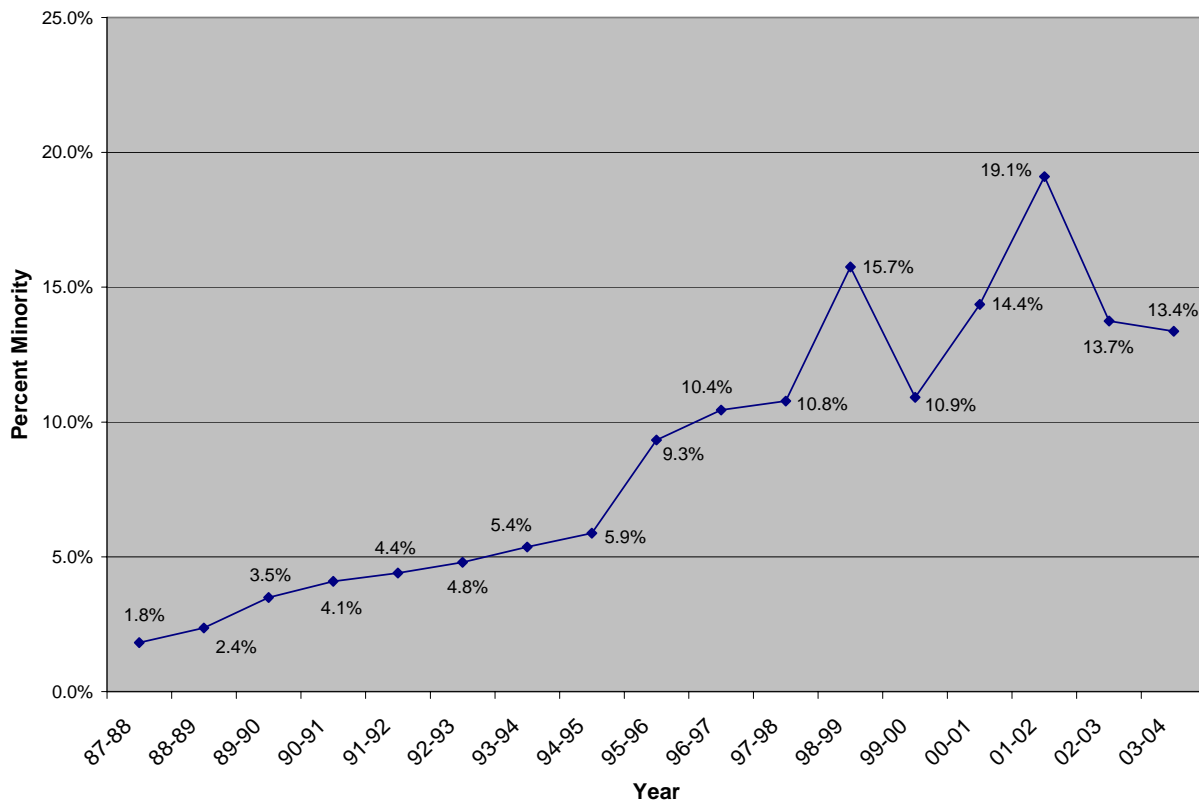


Figure 6 shows a proportional view of the number of members of specific minority groups earning certificates over the last seventeen years. The nine years since 1995 demonstrate a sustained and significant growth in the certification of minority group members over earlier years.

Figure 8. Number of Minority Group Members Earning Certificates

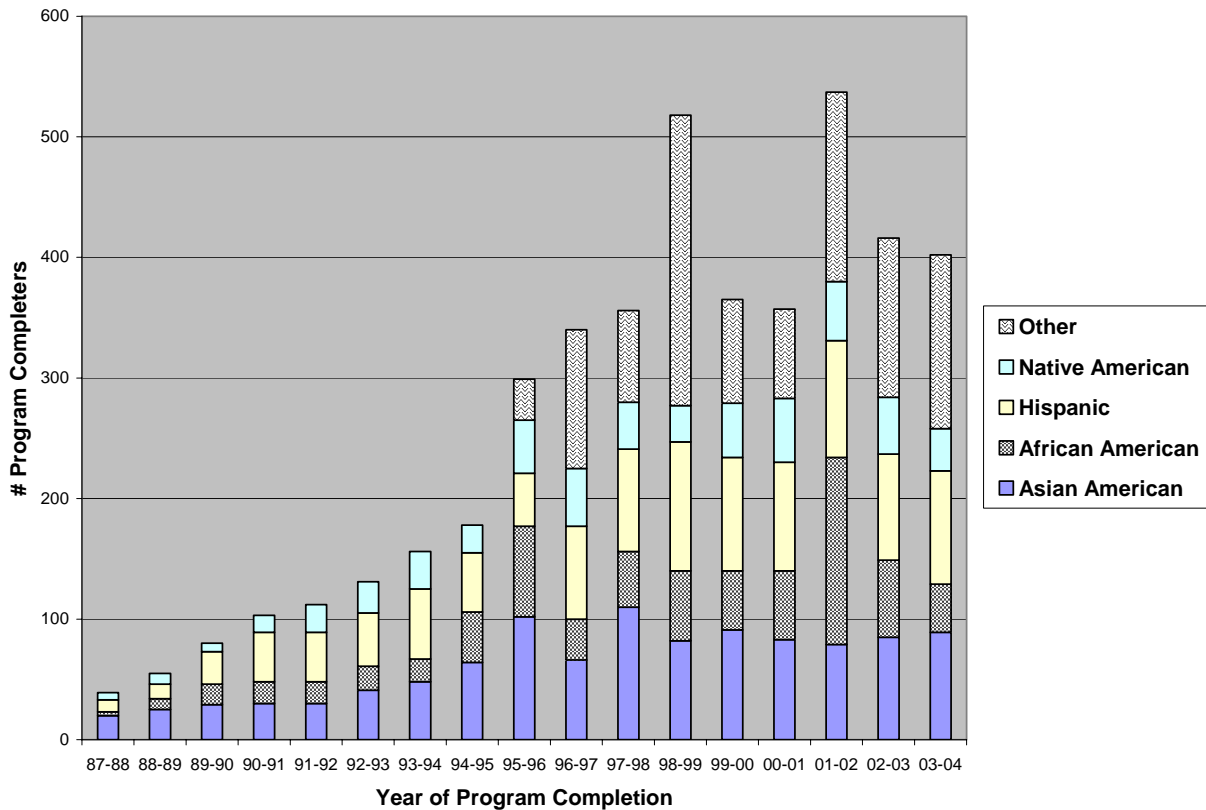
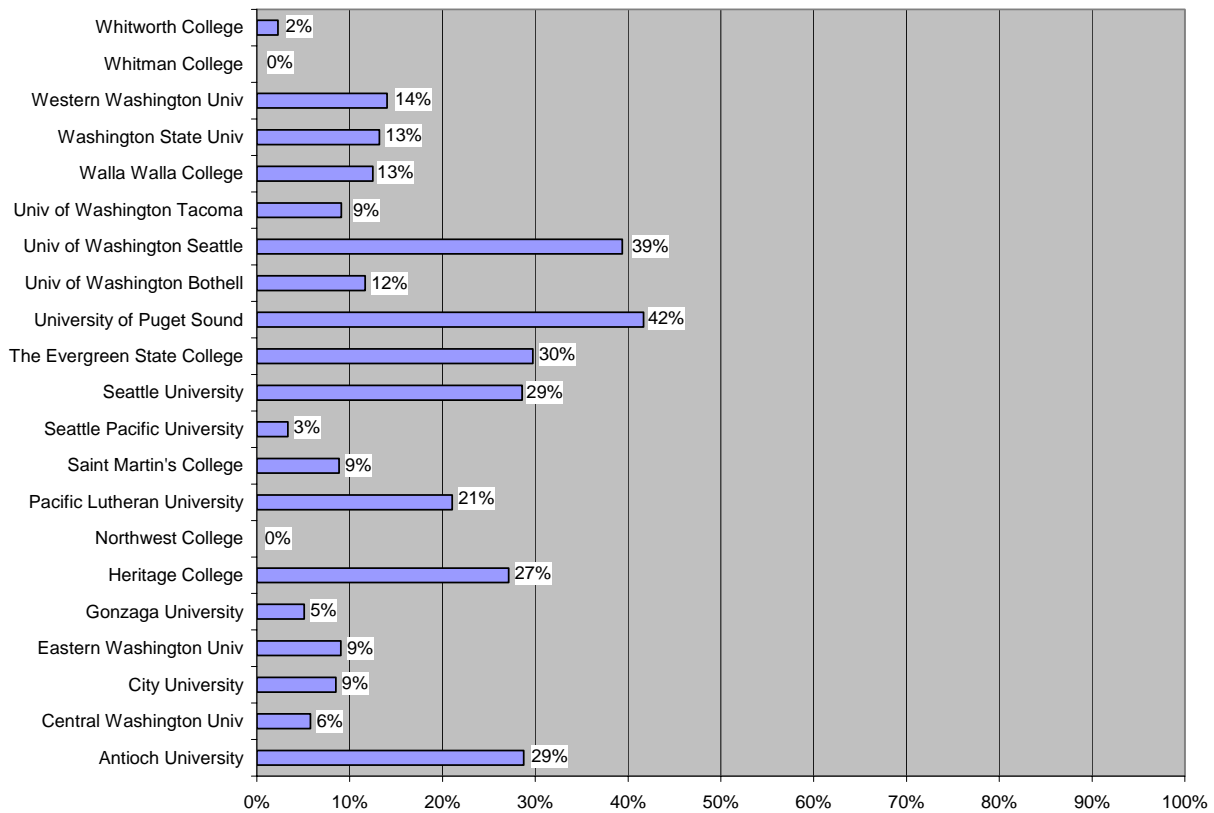


Figure 7 is a bar graph showing the number of program completers reporting membership in minority groups as a percentage of all those completing a program in the year. Two colleges/universities reported no minority group members, and two reported more than thirty percent. Of the 21 colleges/universities, 8 reported more than 13.4 percent minority (the state average), while 13 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	87	25	29%	The Evergreen State College	37	11	30%
Central Washington Univ	295	17	6%	University of Puget Sound	48	20	42%
City University	341	29	9%	Univ of Washington Bothell	60	7	12%
Eastern Washington Univ	343	31	9%	Univ of Washington Seattle	94	37	39%
Gonzaga University	98	5	5%	Univ of Washington Tacoma	44	4	9%
Heritage College	70	19	27%	Walla Walla College	40	5	13%
Northwest College	27	0	0%	Washington State Univ	409	54	13%
Pacific Lutheran University	133	28	21%	Western Washington Univ	513	72	14%
Saint Martin's College	79	7	9%	Whitman College	7	0	0%
Seattle Pacific University	60	2	3%	Whitworth College	132	3	2%
Seattle University	91	26	29%				