

# **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 applicants<sup>1</sup> from July 1, 2005–June 30, 2006, was 17,371.<sup>2</sup> 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,

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<sup>1</sup> 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."

<sup>2</sup> 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
<b>Total</b>	<b>17,371</b>	<b>14,972</b>	<b>2,399</b>

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**

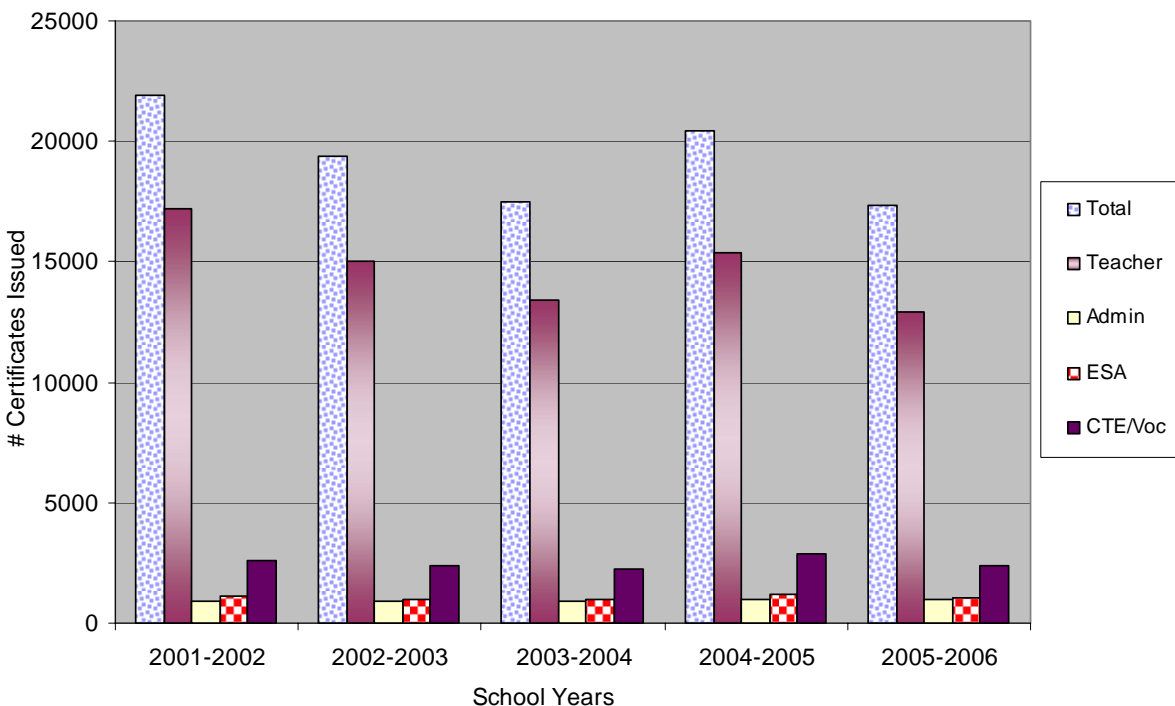


Table B provides information about total certificates issued by type and level of certificate. Overall, there was a 15 percent decrease in the number of regular and limited certificates, returning to near the level of two years ago. Decreases were recorded in first-level teaching certificates (24 percent) 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%
<b>Total</b>	<b>17,322</b>	<b>-15%</b>

### 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%
<b>Totals</b>			<b>8,801</b>	<b>1,798</b>	<b>10,599</b>	<b>-12%</b>



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 Institution<sup>1</sup>**

**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 <sup>2</sup>	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 <sup>3</sup>																						
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	--	--	--	--

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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
<b>Total:</b>	<b>5,431</b>	<b>2,313</b>	<b>7,744</b>
* 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	<b>Total Teachers</b>	<b>218</b>	<b>167</b>
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	<b>Total ESAs</b>	<b>25</b>	<b>31</b>
	94	67	<b>Total</b>	<b>243</b>	<b>198</b>

\*\* 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 <sup>nd</sup> Lang	1	3	Physical Education	1	2
English Language Arts	4	7	Political Science	0	1
Health/Fitness	0	1	<b>Total Teaching</b>	<b>69</b>	<b>76</b>
Emergency ESA Certificates			School Social Worker	2	0
School Counselor	16	11	<b>Total ESA</b>	<b>36</b>	<b>38</b>
School Psychologist	18	27	Principal	8	6
Emergency Administrator Certificates			<b>Total</b>	<b>113</b>	<b>120</b>

## 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>
<b>Totals</b>	<b>913</b>	<b>1449</b>	<b>2362</b>

\* 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 5<sup>th</sup> as a source for administrators (6) from out-of-state during 2005-06.

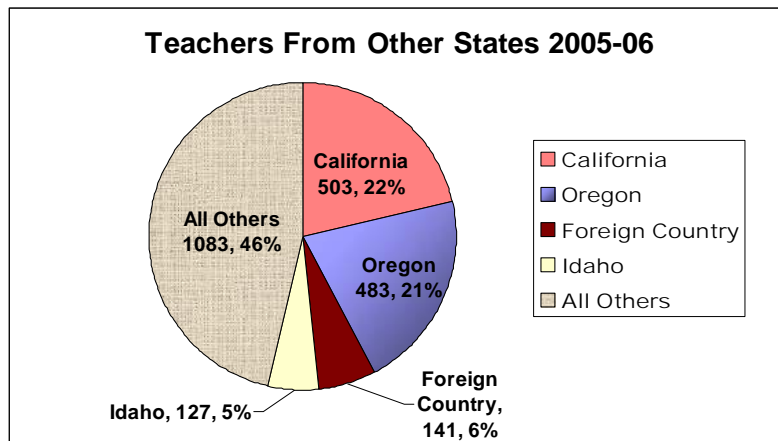
**Table J. Top Ten Sources of Out-of-state Educators, 2005-06**

	<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

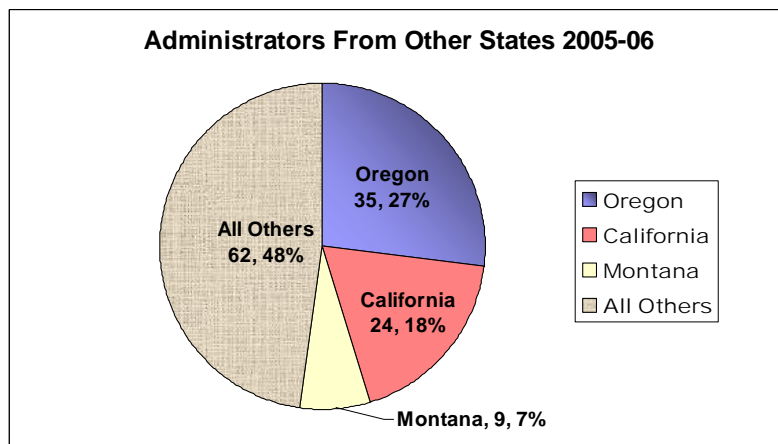
Note: During 2005-2006 more than half of all out-of-state teachers came from four sources (counting “Foreign Country” as a single source): California, Oregon, Foreign Country, and Idaho. For administrators, three states (Oregon, California, and Idaho) contributed over half the total. For ESAs, eight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

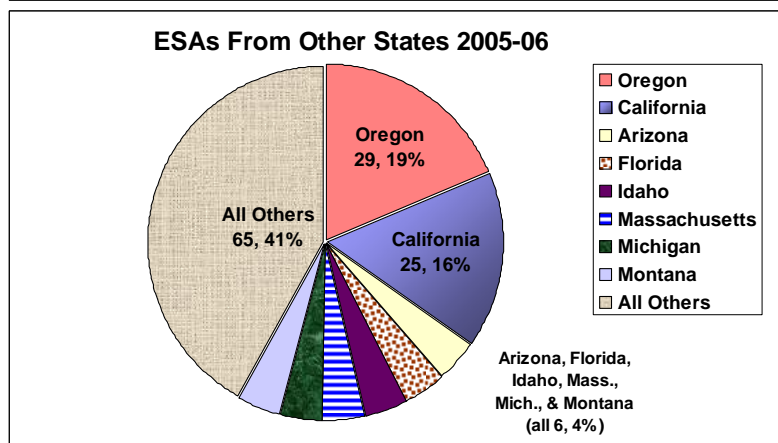
**Figure 2. Top Sources of Out-of-State Educators, 2005-2006**



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.



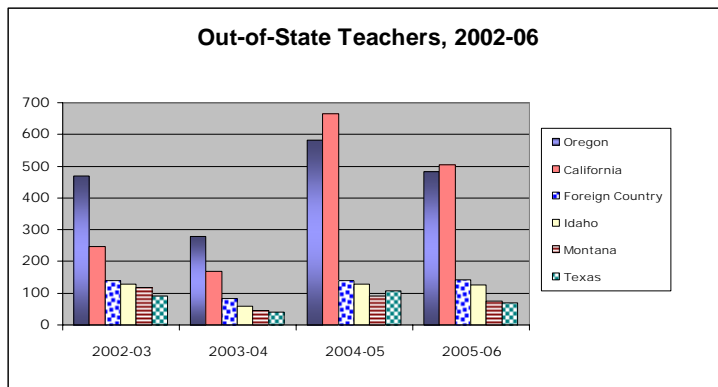
During 2005–06, more than half of the 130 out-of-state applicants for administrator certificates came from Oregon (35), California (24), and Montana (9). All other states accounted for 63 out-of-state administrators.



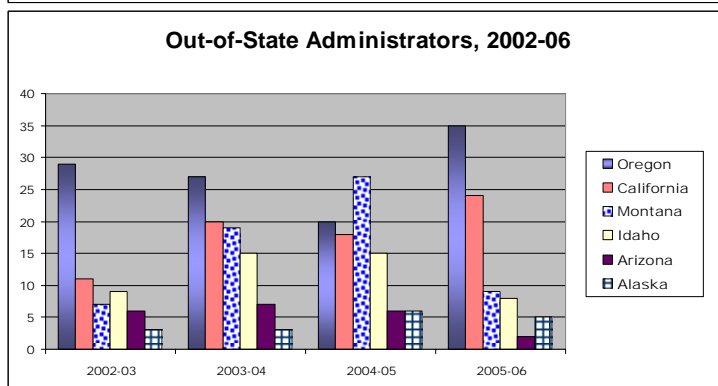
During 2005–06, more than half of the 155 out-of-state applicants for ESA certificates came from Oregon (29), California (25), and Arizona, Florida, Idaho, Massachusetts, Michigan, and Montana, tying with 6 apiece. All other states accounted for 65 out-of-state educational staff associates.

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.

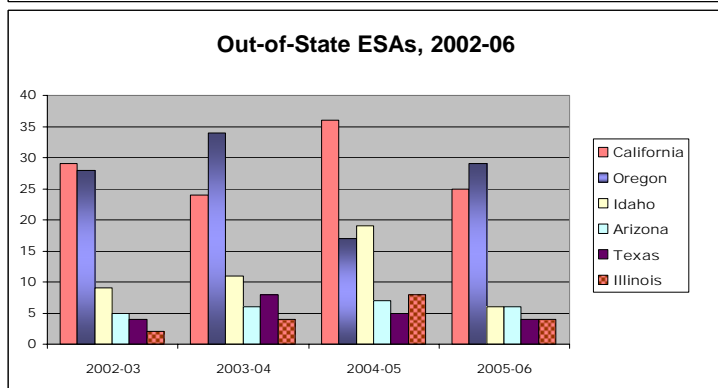
**Figure 3. Top Sources of Out-of-State Educators, 2002-2006**



<b>Teacher</b>	<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



<b>Admin</b>	<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



<b>ESA</b>	<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**

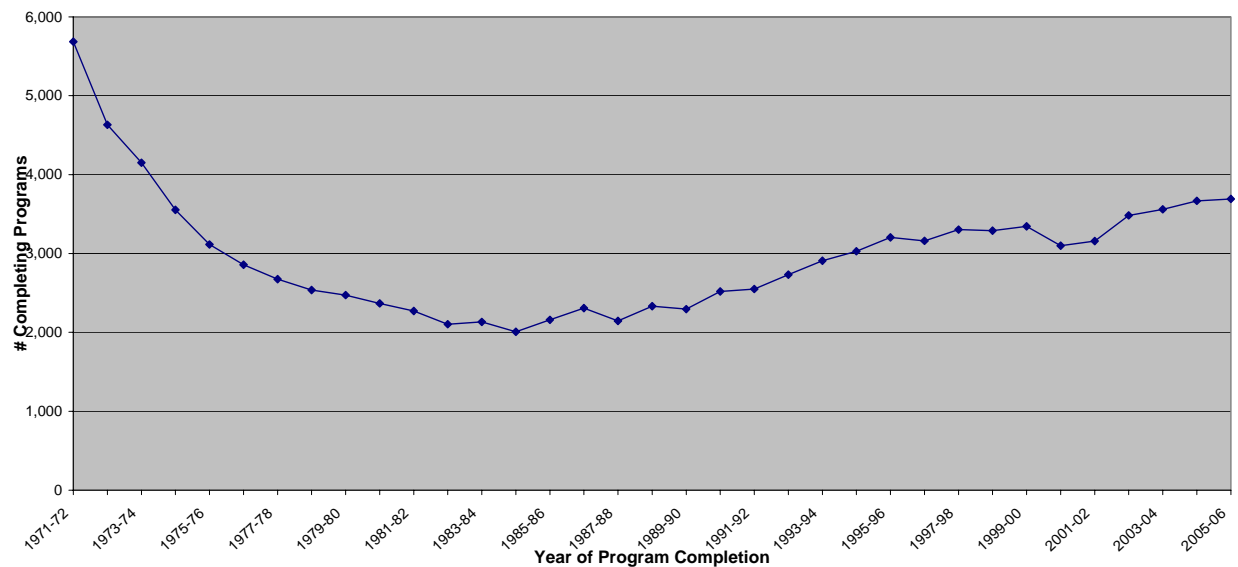


Figure 4 was derived from Table K below, which provides specific totals for certificates granted and the percent change year by year.

**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**

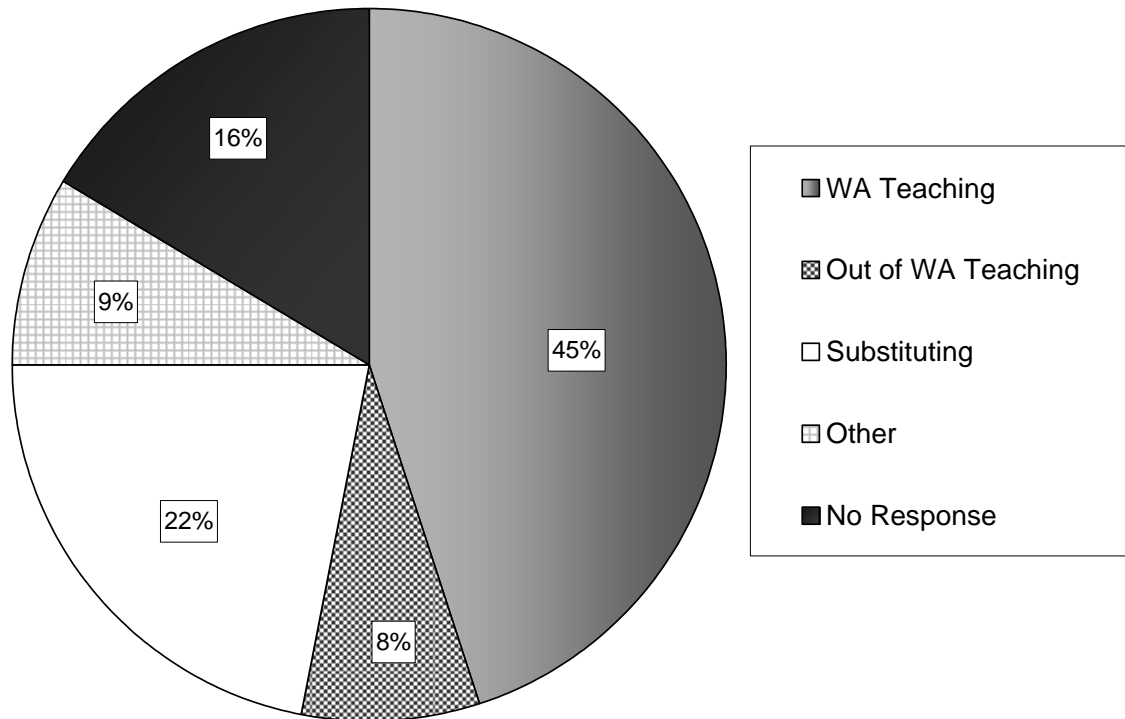


Table L below expands information provided by the "pie" graph in Figure 5 and provides some historical perspective. It contains placement data in the year after program completion for those completing teacher training in 2002-03, 2003-04 and 2004-05. The percentage for each category is based on the total 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 <sup>1</sup> :					
	<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	% <sup>2</sup>	Qty	% <sup>2</sup>
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	

<sup>1</sup> Year of program completion is one year prior to the placement year.

<sup>2</sup> 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%
<b>Totals</b>	<b>3691</b>	<b>3085</b>	<b>84%</b>	<b>1660</b>	<b>294</b>	<b>1954</b>	<b>53%</b>

<sup>1</sup> As reported by the individual higher education institution.

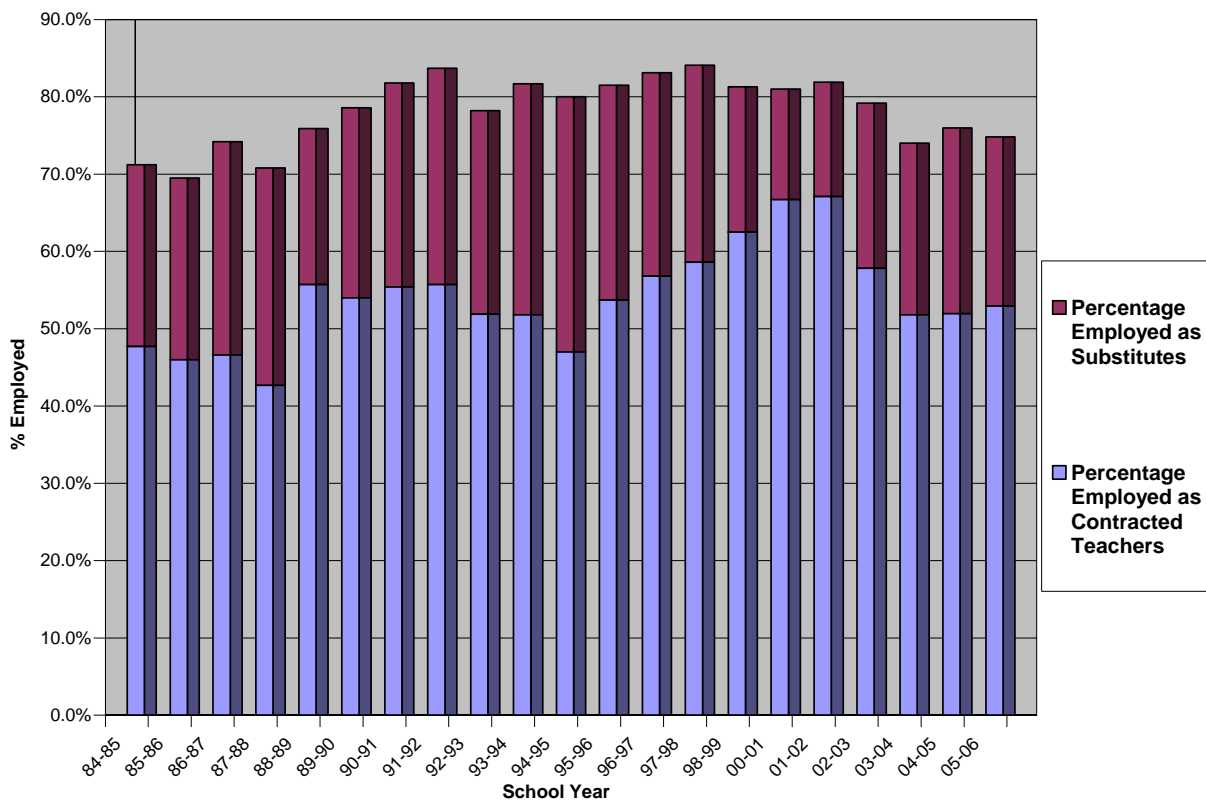
Table N shows data for persons completing preparation programs in the years 1980-81 through 2004-05, and their employment status including employment as substitutes in the subsequent reporting year. This year's percentage of full-time teachers rose slightly to 52.9, 15 percent lower than four years ago, 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%
<b>Totals:</b>	<b>5255</b>	<b>3484</b>	<b>66.3%</b>

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%
<b>Totals:</b>	<b>5255</b>	<b>2122</b>	<b>40.4%</b>

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
<b>Totals:</b>	<b>33</b>	<b>76</b>	<b>19</b>	<b>26</b>	<b>662</b>	<b>1989</b>	<b>35</b>	<b>83</b>	<b>8</b>	<b>27</b>	<b>49</b>	<b>104</b>	<b>3111</b>

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
<b>Total Minority</b>	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**

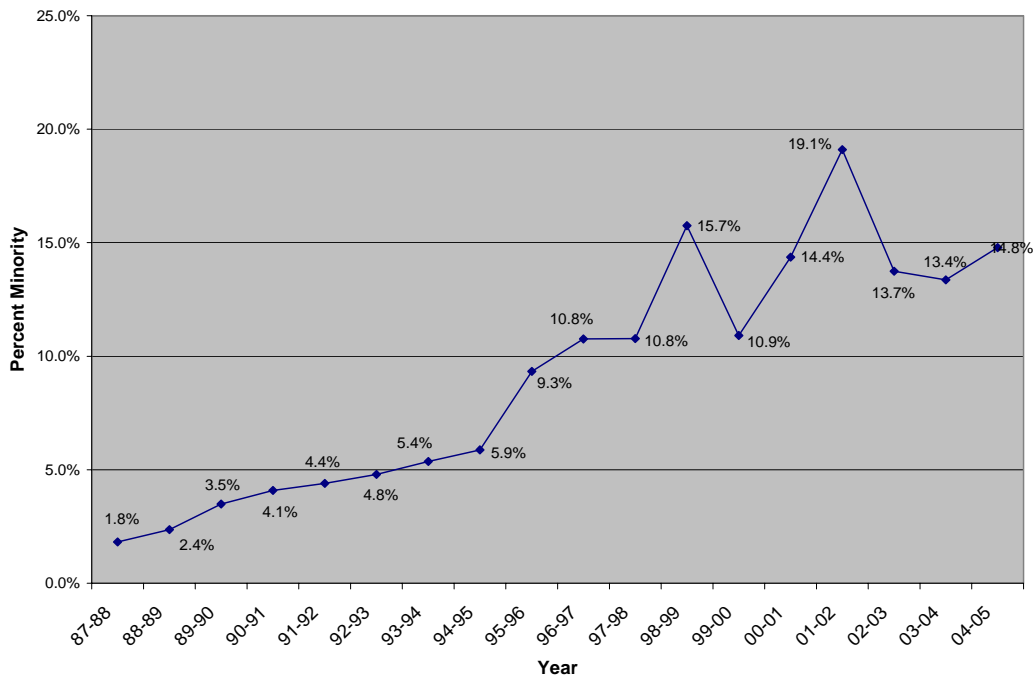


Figure 8 shows a proportional view of the number of members of specific minority groups earning certificates over the last eighteen years. The ten years since 1995 represent a significant “bump” over earlier years in the number of minority group members reported as completing teacher preparation programs. 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**

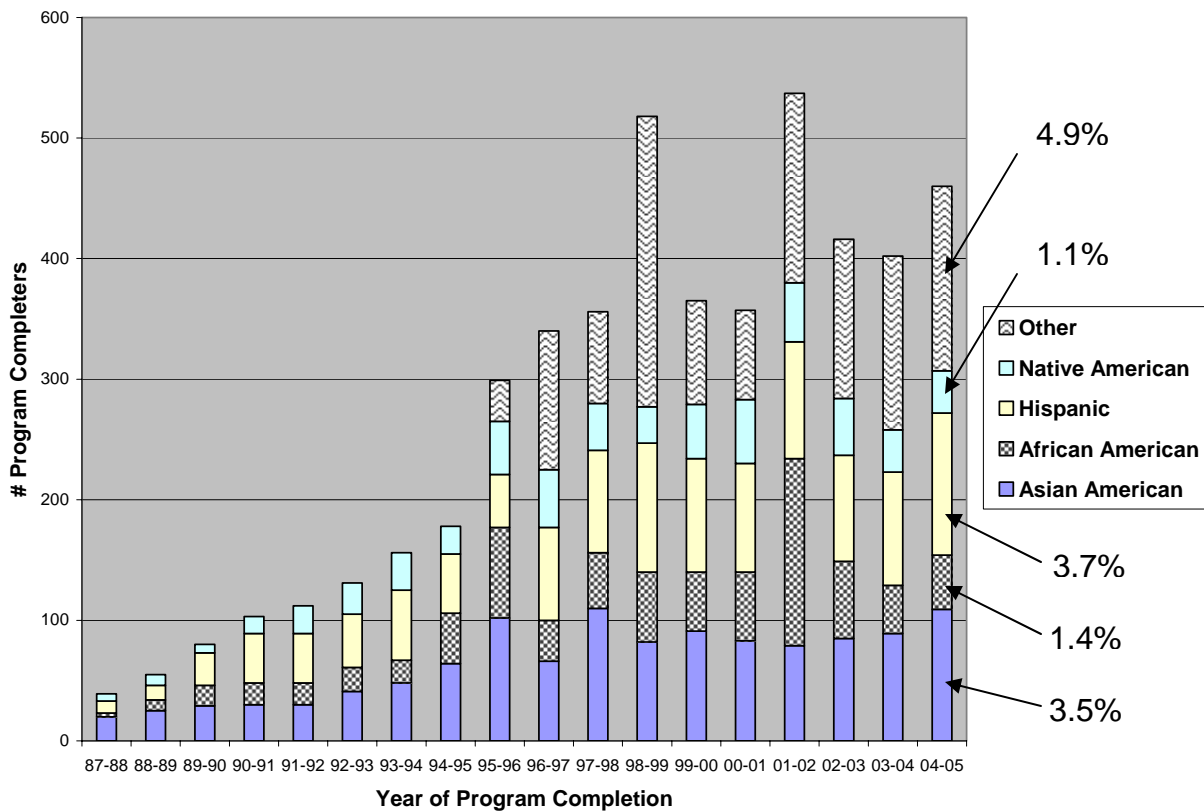
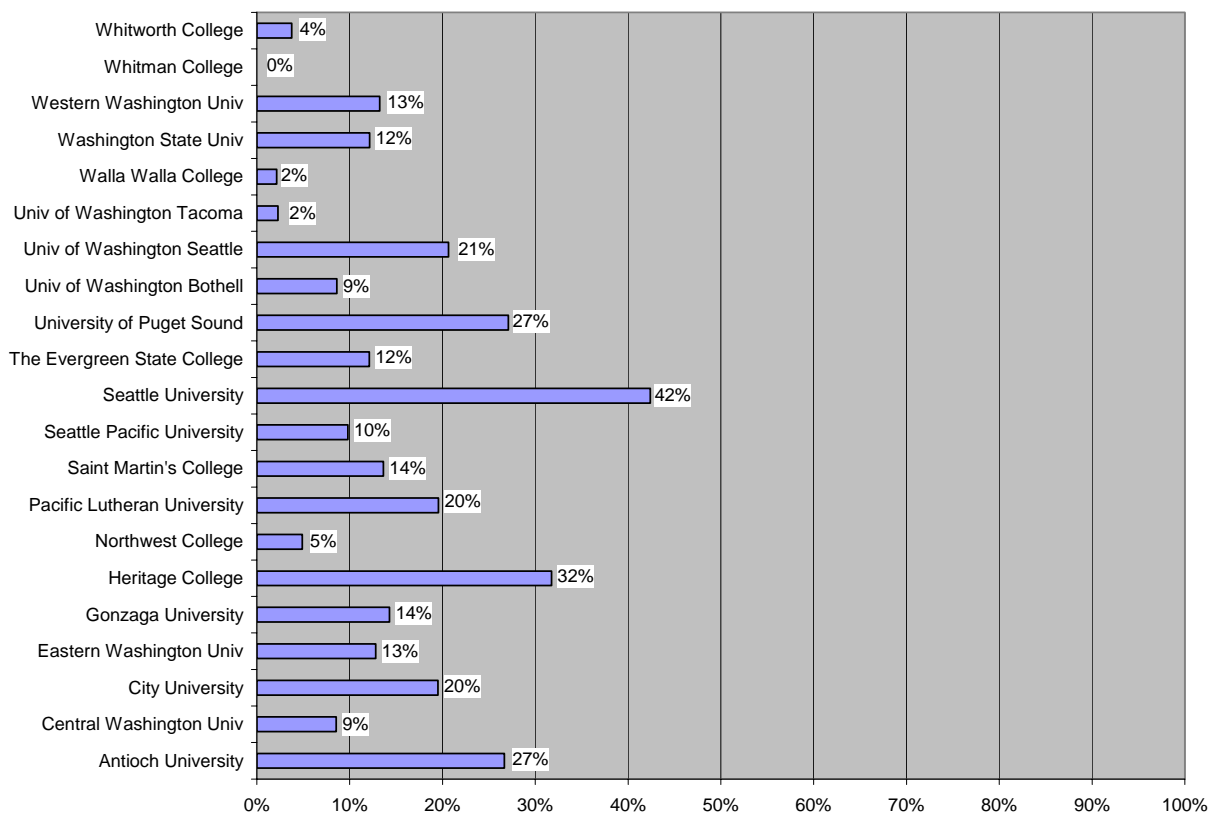


Figure 9 is a bar graph for each Washington state-approved program showing minority group members as a percentage of all those completing a program in the year. One college reported zero minority group members, while four reported more than twenty five percent. Of the 21 colleges/universities with program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