

# **Annual Report 2003-2004**

**Certificates Issued and  
Certificated Personnel Placement  
Statistics**



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State Superintendent of  
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**January 2005**

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**Annual Report, 2003-2004**  
**Certificates Issued And Certificated Personnel Placement**  
**Statistics**

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**January 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 to the State Board of Education regarding certification. The report is not intended to be a comprehensive study of supply and demand for certificated personnel.

Part I of this report presents data on all certificates issued for various roles during the 2003-2004 year for both in-state and out-of-state applicants. Tables A and B show the total number and type of certificates issued, comparing the activity to previous years. Tables C and D present information on the number of each type of first-issue certificate, and its source, to include in-state colleges/universities. Tables E and F provide detailed information regarding endorsements on teaching certificates first issued during the 2003-2004 year. Tables G and H report detailed information on limited certificates. Information regarding career and technical education (vocational) certificates is found in Table I. Table J pertains to states in which out-of-state applicants completed programs. 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 2003-2004 on persons completing teacher education programs in Washington State during the previous year. Information presented includes a comparison of the number of persons completing teacher education programs over the past 31 years, placement statistics for these people during the past three years, and for each college/university in Washington as reported by that institution. The final four tables present placement data by endorsement and by racial/ethnic group. Information for Part II is based totally on follow-up survey information reported by the institutions.

## EXECUTIVE SUMMARY

The total number of certificates issued in the state in 2003-2004 was 17,473, a decrease of 1,897 (9.7 percent) from the 2002-2003 total. The most significant decreases occurred among teachers, career and technical educators, and limited certificate holders (especially emergency substitutes). When all certification activity is counted, to include clock hour reporting and endorsements, the total is 24,964, which represents a decrease of 16 percent from the previous year.

- Four types of regular teaching certificates were issued during the year: Initial (Renewal) and Continuing (based on 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 total number of certificates declined by nearly ten percent, which may be due to increased processing time caused by the basic skills assessment inaugurated in September 2002. A majority of certificates have been delayed beyond the date they would otherwise have been issued, and this has for the first time affected a full year of this report.
- The endorsement system initiated in 2000 reduced the number of endorsement areas to more closely align with the state's essential academic learning requirements for students. Endorsements issued under pre-2000 standards are no longer available for new teachers. Endorsements not comparable to Washington endorsements may be issued if no Washington endorsements are justified, but are identified as "based on out-of-state standards."
- The number of limited certificates (those not meeting minimum requirements for a regular certificate) decreased by 20 percent to 3,096, continuing a trend from the previous year.



- Of these limited certificates, the number of emergency substitute certificates decreased by 42 percent to 928, adding to last year's 25 percent decline.
- Twenty five percent of the individuals receiving their first Washington teaching certificate completed teacher education programs outside Washington. This is a five percent reduction from the previous year.
- The top five areas of endorsement on first-issue teaching certificates awarded during 2003–2004 were elementary education (2,985), special education (377), English (361), social studies (358), and early childhood education (352).
- Of the 33 Washington endorsements, those with fewer than 30 awarded in the year were dance (zero), marketing education (7), technology education (8), traffic safety (9), middle level: humanities (11), library media (16), agriculture education (11), early childhood special education (22), and bilingual education (24).
- Specific designated world language endorsements included Spanish (111), French (35), German (24), Japanese (6), Russian (4), Bulgarian (1), Chinese (1), and Latin (1).
- Seven First Peoples Language/Culture Certificates (1 nselxcin/Okanogan, 1 Tsamosan Salish, 1 Makah, 4 Spokane) 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 7,533 in 2003-2004)
- Conditional certificates were issued during the last two years, and emergency certificates were issued last year, for the following languages: Spanish (21), Japanese (19), French (5), American Sign Language (5), Chinese (2), Arabic (2), German (2), Latin (1), Salish (1), and Vietnamese (1).
- The 2,224 career and technical education (vocational) certificates issued in 2003-2004 represent a decrease of 9.5 percent from the previous year's total (2,458).

- The #1 and #2 sources for out-of-state teachers, administrators, and ESA's were Oregon (with 279, 29, and 28, respectively) and California (168, 11, and 29).
- Washington colleges and universities produced 3,484 new teachers in the 2002-2003 school year, a 10.3 percent increase.
- Washington teacher preparation programs' full-time placement rate dropped significantly. Only 52 percent of the 2002-2003 program completers found contracted, certificated positions in 2003–2004, continuing last year's decline.
- While full-time placement rates declined, placement of new program completers as substitutes remained stable at a little over 20 percent.
- The increase in the availability of new program completers (fully-qualified teachers) as substitutes was accompanied by a further decline in emergency substitute certificates (which allows districts to hire not-fully-qualified substitutes).
- Of the 2002-2003 program completers in Washington, 416 of them (representing 14 percent of all program completers) identified themselves as members of minority groups. This was a 23 percent decrease from the preceding year's total of 537, but exceeded 10 percent for the seventh year in a row. Of those minority group members, 268 (64 percent) reported being hired as teachers.
- The highest placement rate (50 percent or higher) for teachers hired in their endorsement area was found in dance, designated CTE: agriculture education, special education, middle level: math/science, mathematics, science, and designated world language: Japanese (although dance and Japanese had only one person reported in those categories.)
- The lowest placement rate (below 10 percent) for Residency Teacher certificate holders 'in the endorsement area' was found in history, early childhood education, reading, traffic safety, bilingual education, and designated CTE: technology education. Placements in the last three were zero.

**PART I**

**CERTIFICATES ISSUED**

**July 1, 2003–June 30, 2004**



## **PART I - CERTIFICATES ISSUED, JULY 1, 2003 – JUNE 30, 2004**

### **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, 2003 a new competency-based endorsement system replaced the previous one.

### **Total Certificates Issued**

The total number of certificates issued to in-state and out-of-state applicants<sup>1</sup> from July 1, 2003–June 30, 2004, was 17,473.<sup>2</sup> or 9.7% fewer than the previous year's total of 19,370. This is probably due to a significant delay in overall certificate processing time caused by the basic skills testing requirement. A breakdown by type (teacher, administrator, educational staff associate [ESA], and career/technical educator [CTE]) and by source (in state, out-of-state) is shown at Table A. The figures include first certificate issuance, renewals, reinstatements, progression from the beginning level of certification (residency/initial) to the second level (professional/continuing), and conversion of expired certificates (e.g., provisional/initial) to new certificate types (e.g.,

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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, 17,473, reflects the number of certificates issued in 2003-04, 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 (17,473) 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 24,964. This represents a decrease of 16% from the previous year (29,589).

residency). All types of limited certificates (substitute, emergency, emergency substitute, conditional, and exchange teacher) are also included in the 17,473 certificates issued.

**Table A. Total Certificates Issued July 1, 2003–June 30, 2004**

	Total	In State	Out-of-state
Teacher	13405	11585	1820
Administrator	885	785	100
Educational Staff Associate	955	804	151
Vocational	2228	2228	n/a
Total	17473	15402	2071

Figure 1 compares total certificates issued over the last five years. The total rose from 1999-2000 to 2000-01, primarily in teacher and career and technical education (CTE) certificates. In 2001-02, the total continued to rise due to 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.

**Figure 1. Five-Year Comparison of Total Certificates Issued**

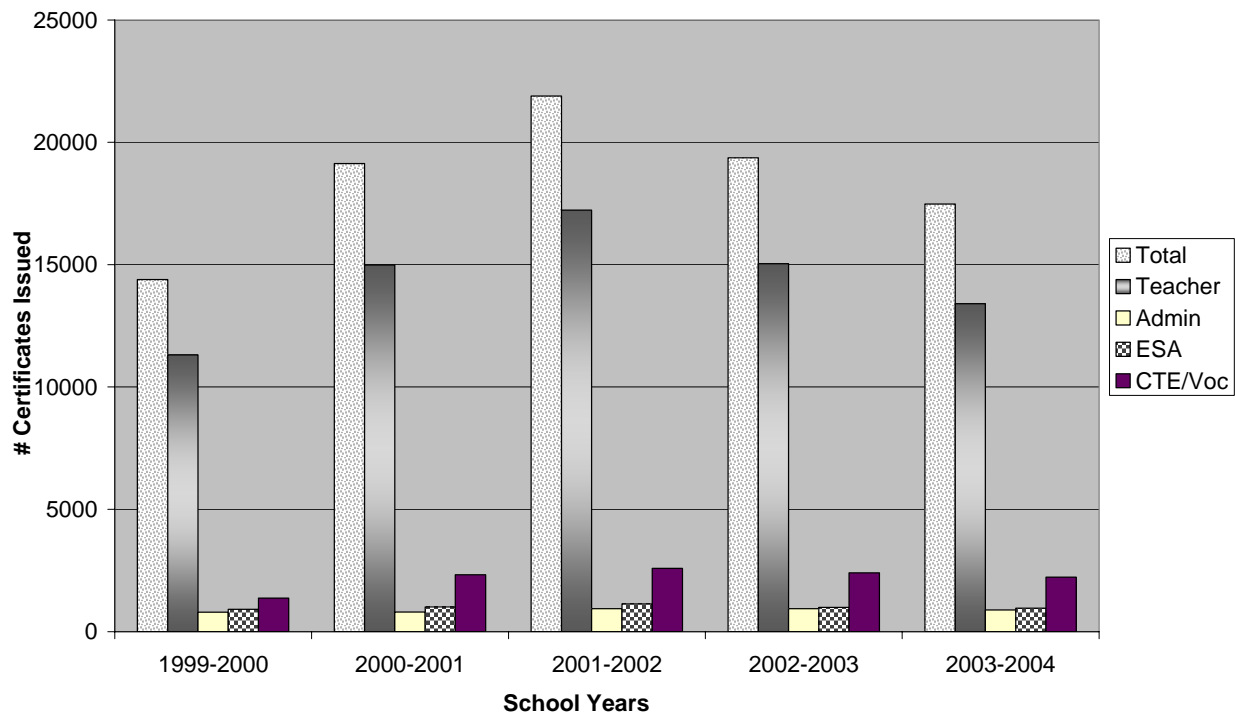


Table B provides information about total certificates issued by type and level of certificate. Overall, there was a 10 percent decrease in the number of regular and limited certificates, continuing a downward trend reported last year. Decreases were recorded in both first-level teaching certificates (8 percent) and second-level certificates (6 percent). Limited certificates decreased again this year, by 20 percent. Implementation of the basic skills testing requirement (since September 2002) caused a slight increase (14 percent) in use of the emergency certificate.

**Table B. Total Certificates Issued in 2003-04 by Level**

		Number of <u>Certs</u>	Percentage Change From <u>2002-03</u>
First-level teaching certificates:		7741	-8%
Initial Teacher certificates	1861		
Residency Teacher certificates	5880		
Second-level teaching certificates:		2583	-6%
Continuing Teacher certificates	2532		
Professional Teacher certificates	51		
Initial Administrator certificates		708	-5%
Continuing Administrator certificates		162	-4%
Initial ESA certificates		712	-8%
Continuing ESA certificates		190	31%
Career and Technical Educator certificates		2228	-7%
Exchange certificates		3	-75%
Limited certificates		3096	-20%
Conditional certificates	219		-16%
Emergency certificates	79		14%
Emergency Substitute certificates	928		-42%
Substitute certificates	1578		-6%
Intern Substitute certificates	292		5%
Transitional certificates	65		n/a
First Peoples Language/Culture certificates		7	250%
<b>Total:</b>		<b>17430</b>	<b>-10%</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 certificates issued to persons who had never held certification for that role in

Washington. Twenty-five percent of teachers earning their first Washington certificate completed an out-of-state preparation program. The number of Professional Teacher certificates greatly increased as the new Professional Certificate (ProCert) programs began producing program completers. The totals at the bottom of Table C do not indicate the number of people, but, more precisely, the number of certificates. It is possible, especially for out-of-state applicants, to qualify for more than one certificate. For example, out-of-state applicants for principal or school counselor certification often apply concurrently for a teaching certificate.

**Table C. Total First-Issue Certificates by Type**

			<u>In</u>	<u>Out-of-</u>	<u>Total</u>	<u>%</u>
<u>Teacher Certificates</u>			<u>State</u>	<u>state</u>		<u>Chang</u>
						<u>e</u>
	First-level	Initial	0	0	0	n/a
		Residency	3694	1259	4,953	0%
	Second-level	Continuing	2311	0	2,311	-8%
		Professional	39	2	41	486%
<u>Administrator Certificates</u>						
	Principal	Initial	444	78	522	1%
		Continuing	109	0	109	-6%
	Superintendent	Initial	40	10	50	-17%
		Continuing	8	0	8	14%
	Program Administrator	Initial	38	12	50	-25%
		Continuing	5	0	5	-17%
<u>ESA Certificates</u>						
	School Speech Language	Initial	175	54	107	-14%
	Pathologist or Audiologist	Continuing	70	0	70	37%
	School Counselor	Initial	35	4	39	-35%
		Continuing	16	0	16	23%
	School Nurse	Initial	39	6	45	7%
		Continuing	9	0	9	29%
	School Occupational	Initial	12	2	14	8%
	Therapist	Continuing	10	0	10	25%
	School Physical Therapist	Initial	39	34	73	-1%
		Continuing	23	0	23	35%
	School Psychologist	Initial	43	7	50	-17%
		Continuing	5	0	5	0%
	School Social Worker	Initial	53	44	97	14%
		Continuing	30	0	30	25%
Career and technical educator			1094	n/a	1094	1%
Totals			8,341	1,512	9,731	-2%



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 2003-04, there were three routes to certification provided by the 22 state-approved colleges/universities. 15 of the 22 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. As a third option, 18 of the 22 colleges/universities offered certificate-only programs available for candidates who already hold a bachelor's degree but choose not to pursue a master's degree in combination with the certificate.

**Table D. Number of First-Issue Initial (or Residency) Certificates by Institution<sup>1</sup>**

July 1, 2003–June 30, 2004

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

Type of Certificate	AU	CU	CWU	EWU	GU	HC	NWU	PLU	PO	SMC	SPU	SU	TESC	UPS	UW	UWB	UWT	WWC	WSU	WWU	WmC	WwC
TEACHER	99	322	549	354	101	114	20	220	25	118	113	93	36	53	174	33	56	35	437	531	9	138
ADMINISTRATOR																						
Principal	--	77	25	29	8	83	--	12	--	--	36	6	--	10	25	--	18	--2?	36	55	--	11
Program Administrator	--	--	7	--	1	7	--	2	--	--	--	2	--	1	5	--	2	--	9	--	--	--
Superintendent	--	--	--	--	3	--	--	--	--	--	8	0	--	--	2	--	--	--	23	--	--	--
EDUCATIONAL STAFF ASSOCIATE <sup>2</sup>																						
Counselor	--	43	2	6	10	24	--	--	--	16	10	17	--	7	8	--	--	--	6	6	--	9
Psychologist	--	--	3	18	--	--	--	--	--	--	3	7	--	--	6	--	--	--	0	--	--	--
Social Worker	--	--	--	15	--	--	--	--	--	--	--	--	--	--	22	--	--	4	--	--	--	--

<sup>1</sup> Based on OSPI records of certificates issued. Totals may 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, 2003. Some individuals who completed a program this year were not issued a certificate until after July 1, 2003.

<sup>2</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 (when required), and completing a 30 clock hour course approved by the State Board of Education (SBE). They do not complete SBE approved preparation programs, so they are not included on this chart. Those four ESA categories are School Speech Language Pathologist or Audiologist, School Nurse, School Occupational Therapist, and School Physical Therapist.

## Endorsements

Since 1987, teaching certificates have 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 will have two or more endorsements, the total number of endorsements exceeds the number of certificates issued.

Most endorsements were issued in elementary education (2,985), English or English/Language Arts (361+238=599), special education (377), social studies (358), history (312), early childhood education (352), reading (294), math (260), biology (207), English as a second language (172), health/fitness (169), and science (165).

In-state applicants earned 75 percent of all endorsements awarded. More than 80 percent of the following endorsements were issued to candidates from in-state: earth science, health/fitness, instrumental music, English, history, reading, choral music, health, physical education.

**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	2372	613	2985
Special Education	230	147	377
English	308	53	361
Social Studies	284	74	358
Early Childhood Education	202	150	352
History	274	38	312
Reading	262	32	294
Mathematics	175	85	260
English/Language Arts	135	103	238
Biology	146	61	207
English/Second Language	116	56	172
Health/Fitness	141	28	169
Science	124	41	165
Middle Level	111	32	143
Art/Visual Arts	86	38	124
Music	86	31	117
Spanish	83	28	111
Chemistry	52	22	74
Instrumental Music	60	11	71
Choral Music	63	6	69
Earth Science	40	8	48
Business Education	31	13	44
Physics	28	15	43
French	16	19	35
Family and Consumer Sciences Ed	23	9	32
* Multiple Subjects	1	31	32
Drama/Theatre Arts	23	8	31
Middle Level: Math/Science	22	9	31
* Physical Education	0	27	27
Bilingual Education	16	8	24
German	13	11	24
Early Childhood Special Education	15	7	22
Psychology	19	0	19
Physical Education	17	1	18
Library Media	5	11	16
* Social Science	1	13	14
Health	12	1	13
Agriculture Education	8	3	11
Middle Level: Humanities	1	10	11
Traffic Safety	7	2	9
Technology Education	5	3	8
* Music	0	8	8

<u>Endorsement</u>	<u>In State</u>	<u>Out-of-state</u>	<u>Total</u>
Marketing Education	5	2	7
Japanese	4	2	6
* Health	0	6	6
* Psychology	0	5	5
Russian	2	2	4
* Geography	0	3	3
* Physical Science	0	3	3
* Speech	0	3	3
Political Science	2	0	2
Speech	2	0	2
Bulgarian	0	1	1
Chinese	1	0	1
Comparative Religion	1	0	1
Latin	0	1	1
Learning Resources	1	0	1
Sociology	1	0	1
* All Secondary Areas	0	1	1
* Communications	0	1	1
* Cross-Culture Language, Academic	0	1	1
* Economics	0	1	1
* Natural Science	0	1	1
* Political Science	0	1	1
* Sociology	0	1	1
Dance	0	0	0
<i>Grand Total</i>	5632	1901	7533

Table F shows in-state endorsements obtained through program completion, listed by college/university. Since September 1, 2000, with the exception of national board-certified teachers, completion of an approved college/university program has been required to earn an endorsement. Colleges must request State Board of Education approval for each endorsement offered. Compared with 10,894 endorsements awarded in 1999-2000, when state requirements for endorsements were eliminated in favor of programs-only, only 9,569 endorsements were awarded in 2000-2001, 9,626 in 2001-2002, 7,741 in 2002-03, and 7,533 in 2003-04, for a 31% decline since the system changed.

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

See Table D for key to college abbreviation.

Endorsement	AU	CU	CWU	EWU	GU	HC	NWU	PLU	PO	SMC	SPU	SU	TESC	UPS	UW	UWB	UWT	WWC	WSU	WWU	WmC	WwC
Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0
Art	1	1	11	6	6	0	0	14	0	0	2	8	7	5	0	0	0	3	0	10	0	8
Bilingual Education	0	0	5	0	0	4	0	0	0	3	0	0	0	0	0	0	0	0	3	0	0	0
Biology	7	1	10	7	1	6	1	13	0	11	11	7	1	7	17	17	2	1	16	14	0	6
Business Education	0	0	20	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chemistry	5	0	5	3	0	2	0	5	0	5	5	1	1	1	6	6	0	1	3	5	0	2
Chinese	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Choral Music	0	0	10	10	0	0	1	4	0	1	10	0	0	2	10	10	0	0	3	9	0	3
Comparative Religion	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Dance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Drama	0	0	4	0	1	0	0	3	0	3	0	1	2	0	1	1	0	1	2	3	2	2
Early Childhood Educ.	0	1	133	17	0	4	0	1	2	3	0	0	0	0	0	0	0	4	4	27	0	0
Early Childhood Sp. Ed.	0	0	1	4	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earth Science	0	1	4	5	0	0	0	9	0	0	2	1	1	0	8	8	0	0	0	7	0	2
Elementary Education	71	290	335	196	62	108	10	153	23	49	41	43	12	17	53	53	55	27	335	334	4	81
English	9	2	18	35	10	8	6	18	0	20	16	17	7	3	19	19	26	3	28	28	4	24
English as 2d Language	2	1	13	10	1	11	0	12	13	6	4	1	2	0	2	2	0	0	16	12	0	9
English Language Arts	7	0	4	0	7	5	4	8	0	11	11	9	5	12	1	1	8	0	3	30	0	5
Family & Cons. Sci. Ed.	0	1	14	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0
French	0	0	0	0	1	0	1	1	0	2	0	1	0	1	2	2	0	0	0	4	0	2
German	0	0	2	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	2	5	0	0
Health	0	0	2	1	1	2	0	0	0	2	0	0	0	0	0	0	0	2	0	0	0	2
Health/Fitness	0	0	41	26	2	0	2	18	0	8	7	0	0	2	0	0	0	5	7	14	0	8
History	10	1	37	37	13	0	0	27	0	29	10	8	0	7	14	0	10	1	31	5	1	26
Instruct. Technology	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instrumental Music	0	0	13	10	1	0	0	7	0	0	9	0	0	3	10	0	0	0	5	5	0	1

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

See Table D for key to college abbreviation.

Endorsement	AU	CU	CWU	EWU	GU	HC	NWU	PLU	PO	SMC	SPU	SU	TESC	UPS	UW	UWB	UWT	WWC	WSU	WWU	WmC	WwC
Japanese	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1
Learning Resources	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Library Media	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Marketing Education	0	0	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics	6	4	17	13	3	5	0	18	0	13	16	9	1	5	11	0	0	3	10	22	0	14
Middle Level	0	0	0	0	1	0	0	0	0	67	1	0	24	0	0	0	18	0	0	0	0	0
Music	0	0	17	9	3	0	0	0	0	1	10	0	0	5	10	0	0	0	6	12	0	3
Physical Education	0	0	1	5	1	1	0	0	0	1	0	0	0	0	0	0	0	4	0	1	0	2
Physics	1	0	1	3	0	0	0	3	0	1	6	1	0	1	4	0	0	0	1	4	0	1
Political Science	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Psychology	0	0	0	0	13	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	0	2
Reading	0	1	43	129	8	0	1	6	0	17	0	0	0	0	0	0	3	0	8	11	0	34
Russian	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Science	9	1	3	3	2	3	0	7	0	7	8	6	3	6	29	0	0	0	6	19	0	7
Social Studies	10	2	36	30	11	0	2	24	0	18	10	16	4	5	16	0	8	0	12	55	1	16
Sociology	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Spanish	0	0	16	8	0	3	0	7	0	3	4	10	2	1	2	0	0	4	9	5	0	7
Special Education	0	33	20	22	32	5	0	28	0	5	7	1	0	0	30	0	1	3	3	28	0	4
Speech	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Technology Education	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Traffic Safety	0	0	6	1	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, must be requested by the employer, who must verify that conditions warrant its issuance. Conditional certificates issued in 2002-03 and 2003-04 are shown at Table G. There was a decrease from 266 to 223 in the total number of conditional certificates issued during the year. Nineteen of the 52 endorsement areas increased in number (or were added) compared with the previous year, while 24 decreased (or were eliminated from the list) and 9 remained the same.

**Table G. Endorsements on Conditional Certificates 2002-2003 and 2003-04**

<u>Endorsement</u>	<u>'02-03</u>	<u>'03-04</u>	<u>+/-</u>	<u>Endorsement</u>	<u>'02-03</u>	<u>'03-04</u>	<u>+/-</u>
Agriculture	1	1	0	Latin	-	1	+1
Amer. Sign Lang.	3	2	-1	Learn. Res.	3	2	-1
Arabic	-	2	+2	Library Media	-	2	+2
Art	6	5	-1	Mathematics	11	7	-4
Basketball Coach	1	1	0	Middle Level	-	1	+1
Bilingual Education	10	2	-8	Music	13	14	+1
Biology	1	2	+1	Physical Educ.	4	3	-1
Business Ed	1	1	0	Physics	1	1	0
Chemistry	-	3	+3	Reading	3	1	-2
Chinese	1	1	0	ROTC Instr.	19	10	-9
Choral Music	4	1	-3	Salish	-	1	+1
Comparative Relig.	-	2	+2	School Nurse	16	4	-12
Computer Science	-	1	+1	SLP/Aud.	4	17	+13
Dance	8	7	-1	Science	8	6	-2
Drama	5	-	-5	Soccer Coach	2	-	-2
Early Childhood Ed	3	4	+1	Social Studies	1	3	+2
Early Child Spec Ed	2	2	0	Spanish	9	10	+1
Elementary Educ.	16	12	-4	Special Educ.	34	28	-6
English Lang Arts	5	4	-1	Speech	1	-	-1
ESL	5	6	+1	Student Advisor*	1	-	-1
French	4	1	-3	Swim Coach	-	1	+1
German	-	1	+1	Technology Ed	2	3	+1
Health	1	1	0	Traffic Safety Ed	7	6	-1
Instructional Tech	2	1	-1	On-street Instr**	31	24	-13
Instrumental Music	3	3	0	Simulation***	1	1	0
Japanese	10	9	-1	Volleyball Coach	1	2	+1

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

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

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

Endorsements on emergency certificates issued in 2003-04 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 78 to 87. Twenty endorsement areas are represented on this table, an increase of three from the previous year. Endorsement areas recurring from the previous year are compared with last year's quantity. Three endorsement areas required last year are no longer listed, while seven new areas appear on this year's list.

**Table H. Endorsements on Emergency Certificates 2003-04**

Emergency Teacher Certificates	2002-03	2003-04	change
Early Childhood Education	1	1	0
Early Childhood Special Ed	-	3	+3
English as a 2nd Language	-	1	+1
English Language Arts	2	2	0
Elementary Education	4	9	+5
German	-	1	+1
Mathematics	3	7	+4
Middle Level	-	1	+1
Music	1	1	0
Physical Education	-	1	+1
Physics	1	2	+1
Science	4	5	+1
Social Studies	-	1	+1
Spanish	-	2	+2
Special Education	2	15	+13
Emergency ESA Certificates			
School Counselor	13	7	-6
School Psychologist	25	21	-4
School Social Worker	6	1	-5
School Speech Language Pathologist/Audiologist	6	2	-4
Emergency Administrator Certificates			
Principal	6	4	-2

## 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 2,224 represents a decrease of 9.5 percent from the previous year (2,458).

**Table I. CTE Certificates Issued, July 1, 2003 - June 30, 2004**

	<u>New</u>	<u>Renewal</u>	<u>Total</u>
CTE Director and Assistant Director	14	23	37
Agriculture Education*	16	38	54
Agriculture Subcategory Specialty Areas	35	28	63
Business Education*	53	148	201
Business Subcategory Specialty Areas	114	58	172
Marketing Education*	44	39	83
Marketing Subcategory Specialty Areas	61	8	69
Family and Consumer Sciences Education*	49	107	156
Technology Education* (all areas, degree required)	28	82	110
Health & Human Services			
Health Subcategory Specialty Areas	53	33	86
Human Services Subcategory Specialty Areas	58	41	99
Trade and Industrial (all subcategory specialties)	243	251	494
Diversified Occupations	97	85	182
CTE Counselor	7	18	25
Occupational Information Specialist	15	14	29
Work-Based Learning Coordinator	207	157	364
<i>Totals</i>	<u>1094</u>	<u>1130</u>	<u>2224</u>

*\* 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 2003–04, there were 39 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 36 percent, of the out-of-state recipients of Washington State teaching certificates. Oregon, California, Idaho, Montana, and Arizona 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 (84) and tied for 7th for administrators (3) from out-of-state during 2003-04.

**Table J. Top Ten Sources of Out-of-state Candidates, 2003-04**

	<u>Teacher</u>	<u>Administrator</u>	<u>ESA</u>
1.	Oregon 279	Oregon 29	California 29
2.	California 168	California 11	Oregon 28
3.	<i>Foreign Country</i> 84	Idaho 9	Idaho 9
4.	Idaho 60	Montana 7	Montana 7
5.	Arizona 45	Arizona 6	Arizona 5
6.	Montana 45	Utah 4	Minnesota 5
7.	Utah 44	Alaska 3	Massachusetts 4
8.	Texas 40	<i>Foreign Country</i> 3	New Mexico 4
9.	Illinois 34	Mississippi 3	New York 4
10.	New York 30	New Mexico 3	Texas 4

**PART II**

**CERTIFICATED PERSONNEL PLACEMENT STATISTICS**

**2002–2003**



## PART II - CERTIFICATED PERSONNEL PLACEMENT STATISTICS, 2002-03

### Introduction

Each year Washington State colleges and universities prepare reports for the Superintendent of Public Instruction detailing program completion and placement information. Data collected and reported in this 2003-04 report are for persons who completed teacher education programs during the previous year (2002-03) and were placed during the current year (2003-04).

### Program Completion Data

Colleges/universities reported 3,484 new teachers completing certification programs at Washington State colleges and universities during 2002-03. Figure 2 depicts trends over a 32-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 3,484.

**Figure 2. Trends in Teacher Certification in Washington, 1972-2003**

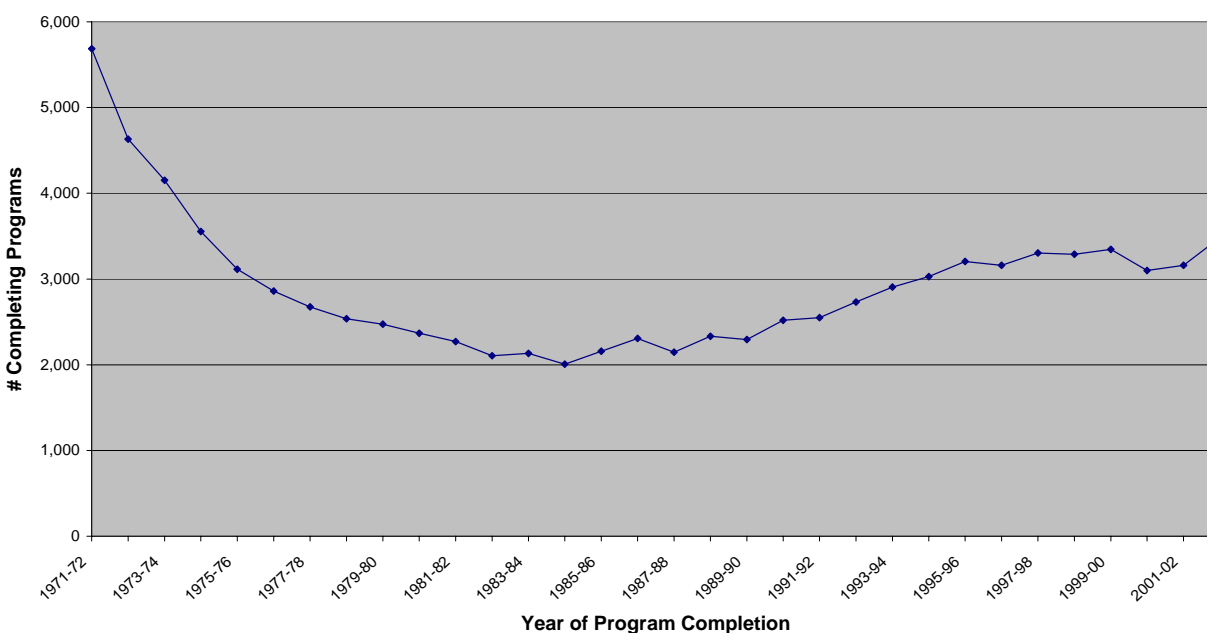


Figure 2 was derived from Table K below, which provides specific totals for certificates granted and the percent change year by year.

**Table K. Number Completing Teacher Education Programs, 1972-2003**

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

### Placement Statistics

Figure 3 provides a quick overview of employment status for the 3,484 people who completed teacher education programs in 2002-03. The data were collected in a voluntary survey with a response rate of 84 percent. Fifty-two percent reported holding teaching contracts (a 6 percent decrease from 2001-02). If one also considers substitute teaching, 74 percent were employed in full-time or part-time teaching positions, a 5 percent decrease. The 10 percent who are "other" include a variety of categories: people working in classified positions in schools, the unemployed, and those in graduate study.



**Figure 3. First-Year Employment, 2002-03 Program Completers**

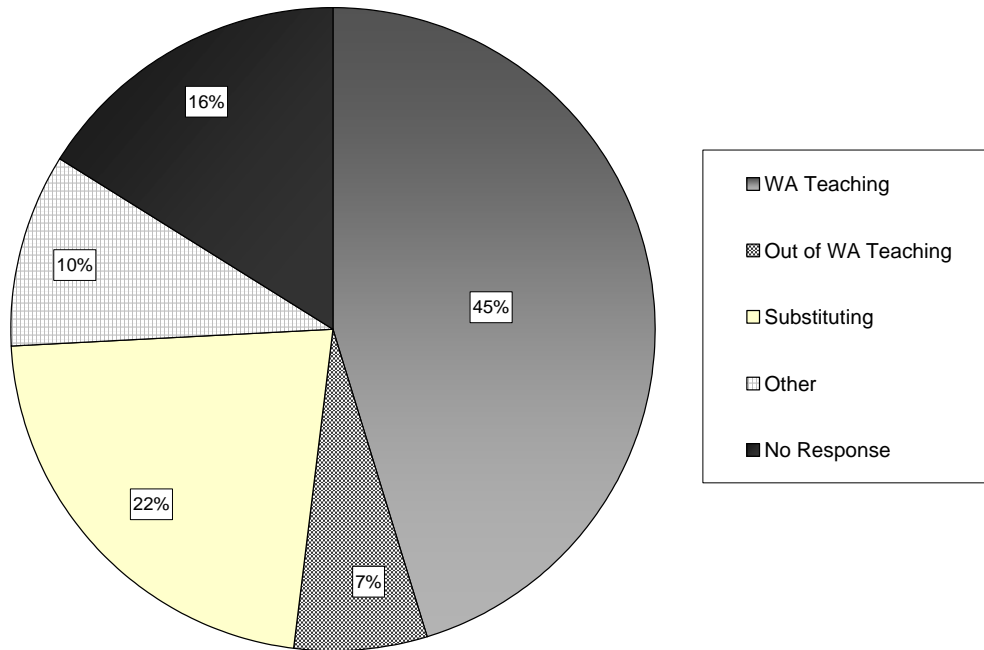


Table L below expands information provided by the "pie" graph in Figure 3 and provides some historical perspective. It contains placement data in the year after program completion for those completing teacher training in 2000-01, 2001-02, and 2002-03. The percentage for each category is based on the total number of people completing programs rather than the number responding to the survey. The number of Washington prepared teachers employed out-of-state continues to decrease. The number (and percent) employed in-state decreased by 5 percent, continuing the previous year's slide. Unlike recent years, there was no comparable increase in the number employed as substitutes, so the total of teachers and substitute teachers declined to 74 percent.

**Table L. Three-Year Placement Statistics**

Part 1. Summary	Placed in year <sup>1</sup> :					
	<u>2001-2002</u>		<u>2002-2003</u>		<u>2003-2004</u>	
	Qty	%	Qty	%	Qty	%
Total Surveyed	3099	100%	3159	100%	3484	100%
Unable to Contact	288	9.3%	341	10.8%	558	16%
Respondents	2811	90.7%	2818	89.2%	2926	84%
Part 2. Population Report by Category						
<u>Category</u>	Qty	%	Qty	%	Qty	% <sup>2</sup>
1. Employed as teacher in state	1,818	58.7%	1,588	50.3%	1578	45.3%
<i>public</i>	1,727	55.7%	1,484	47.0%	1445	41.5%
<i>private</i>	91	2.9%	104	3.3%	133	3.8%
2. Employed as teacher out-of-state	259	8.4%	238	7.5%	227	6.5%
<i>public</i>	217	7.0%	194	6.1%	178	5.1%
<i>private</i>	42	1.4%	44	1.4%	49	1.4%
3. Employed as substitute teacher	458	14.8%	675	21.4%	775	22.2%
<i>seeking position</i>	378	12.2%	617	19.5%	667	19.1%
<i>not seeking position</i>	80	2.6%	58	1.8%	108	3.1%
4. Employed position in non-certified position (e.g. paraeducator)	19	0.6%	34	1.1%	39	1.1%
5. Employed, nonteaching	73	2.4%	49	1.6%	66	1.9%
6. Employed, non-teaching, seeking teaching	32	1.0%	42	1.3%	52	1.5%
7. Unemployed, seeking teaching	23	0.7%	22	0.7%	30	0.9%
8. Unemployed, seeking non-teaching position	2	0.1%	2	0.1%	8	0.2%
9. Not seeking any employment	54	1.7%	57	1.8%	58	1.7%
10. Primarily in grad study	54	1.7%	48	1.5%	45	1.3%
11. Other	19	0.6%	37	1.2%	48	1.4%
Respondents	2,811		2,792		2926	

<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 percent non-respondents (for 2003-2004) must be included for percentages to total 100 percent.

Completion quantities and rates for each Washington college/university during 2002-03 are presented in Table M. The overall full-time placement rate (52 percent for those completing programs in 2002-03) is down from last year's 58 percent and the previous year's 67 percent, continuing a decline in contrast to the previous seven years. The percentage of full-time placements varied widely from institution to institution, ranging from 34 percent to 81 percent. Three institutions reporting placement rates over 75 percent were The Evergreen State College, University of Puget Sound, and University of Washington at Seattle. This was fewer than last year, when four institutions reported at least 75 percent of program completers placed in full-time teaching positions, and the previous year, when nine institutions had the higher placement rates.

**Table M. Number and Percentage of Placements by Institution**

College	Total Cert	# of Resp <sup>1</sup>	WA Tchg	Non-WA		Total Tchg	% Teaching
				Tchg			
Antioch	111	88	47	3		50	45%
Central	430	268	181	6		187	43%
City	346	243	177	15		192	55%
Eastern	377	377	138	31		169	45%
Gonzaga	105	101	31	31		62	59%
Heritage	95	80	53	2		55	58%
Northwest	38	28	9	4		13	34%
PLU	198	136	97	5		102	52%
Pacific Oaks	24	22	8	2		10	42%
Saint Martin's	100	98	55	8		63	63%
SPU	128	88	47	8		55	43%
Seattle U	91	91	63	4		67	74%
TESC	36	35	23	6		29	81%
UPS	59	58	42	5		47	80%
UW Bothell	59	59	35	2		37	63%
UW Seattle	160	139	116	7		123	77%
UW Tacoma	56	54	19	1		20	36%
WallaWalla	40	34	9	13		22	55%
WSU	437	396	183	30		213	49%
Western	459	402	187	24		211	46%
Whitman	9	9	4	2		6	67%
Whitworth	126	120	54	18		72	57%
<b>Totals</b>	<b>3484</b>	<b>2926</b>	<b>1578</b>	<b>227</b>		<b>1805</b>	<b>52%</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 2002-03 and their employment status in the subsequent year, including employment as substitutes. The current year's employed or contracted teachers are 6 percent fewer, and 15 percent fewer than two years ago. The percentage employed or contracted had risen from 33.9 percent in 1981-82 to a high of 67.1 percent two 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 to 21.4 percent last year, and 22.2 percent this year. Total employed in teaching falls significantly below the 80 percent range for the first time since 1988-89.

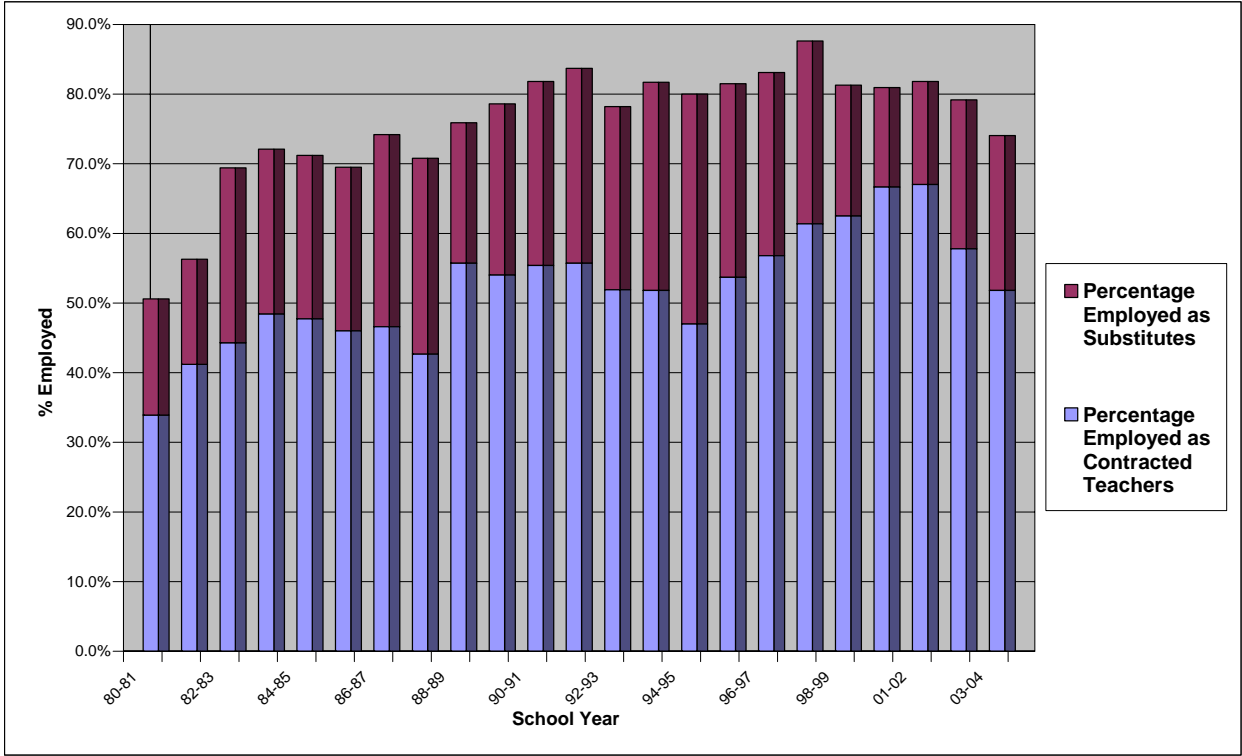
**Table N. Percentage of Persons Employed**

<u>Reporting Year</u>	<u>Year of Program Completion</u>	<u>Percentage Employed Full-time</u>	<u>Percentage Employed as Substitutes</u>	<u>Total Employed in Teaching</u>
1981-82	1980-81	33.9%	16.7%	50.6%
1982-83	1981-82	41.2%	15.1%	56.3%
1983-84	1982-83	44.3%	25.1%	69.4%
1984-85	1983-84	48.4%	23.7%	72.1%
1985-86	1984-85	47.7%	23.5%	71.2%
1986-87	1985-86	46.0%	23.4%	69.4%
1987-88	1986-87	46.6%	27.6%	74.2%
1988-89	1987-88	42.7%	28.1%	70.8%
1989-90	1988-89	55.7%	20.2%	75.9%
1990-91	1989-90	54.0%	24.6%	78.6%
1991-92	1990-91	55.4%	26.4%	81.8%
1992-93	1991-92	55.7%	28.0%	83.7%
1993-94	1992-93	51.9%	26.3%	78.2%
1994-95	1993-94	51.8%	29.9%	81.7%
1995-96	1994-95	47.0%	33.0%	80.0%
1996-97	1995-96	53.7%	27.8%	81.5%
1997-98	1996-97	56.8%	26.3%	83.1%
1998-99	1997-98	58.6%	25.5%	84.1%
1999-00	1998-99	62.5%	18.8%	81.3%
2000-01	1999-00	66.6%	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%

Figure 4 presents the data in Table N visually, and shows that the percentage of newly certificated teachers placed both full-time and as substitutes leveled off during the 1990's at about 80 percent, but sharply declined this year, due to a drop in full-time employment without a compensating increase in employment as substitutes. Changes in the rates of substitute and full-time employment has an effect on emergency substitute certificates, which declined by 42 percent (see Part I).

**Figure 4. Percentage of Newly Certificated Teachers Employed in 2003-04**



**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 3,484 persons completing initial teacher certification programs in 2002-03 who responded to

this survey completed 4,536 endorsements or approximately 1.3 endorsements per person. This continues a significant reduction from earlier years, in which respondents reported more than 2 endorsements per person. When combined with the steady decrease due to 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 percentages of employment were dance (100%), special education (85.3%), middle level: math/science (84%), and early childhood special education (81.8%). These were the only endorsements exceeding 80%, half as many as the previous year.

**Table O. Rank Order of Endorsement Areas by Percentages of Persons Employed in Schools, 2003-2004**

<u>Endorsement Area</u>	<u>Endors. Reported</u>	<u># Employed in School Districts</u>	<u>% Employed in School Districts</u>
Desig Arts: Dance	1	1	100.0%
Special Education	217	185	85.3%
Middle Level: Math/Science	25	21	84.0%
Early Childhood Special Ed	11	9	81.8%
Desig Arts: Music: General	45	33	73.3%
Science	97	71	73.2%
Des CTE: Agriculture Ed	11	8	72.7%
Desig Arts: Music: Instrum	29	21	72.4%
Desig Science: Biology	111	80	72.1%
Desig Science: Earth Science	33	23	69.7%
DWL: Spanish	70	48	68.6%
Mathematics	117	80	68.4%
Des CTE: Business Ed	22	15	68.2%
Desig Arts: Music: Choral	34	23	67.6%
Des CTE: Marketing Ed	9	6	66.7%
English-as-a-2d Language	86	56	65.1%
DWL: French	11	7	63.6%
Desig Science: Chemistry	38	24	63.2%

<b><u>Endorsement Area</u></b>	<b><u>Endors. Reported</u></b>	<b><u># Employed in School Districts</u></b>	<b><u>% Employed in School Districts</u></b>
Bilingual Education	13	8	61.5%
Desig Arts: Visual Arts	62	38	61.3%
Desig Arts: Theatre Arts	22	13	59.1%
Desig Science: Physics	24	14	58.3%
English Language Arts	317	176	55.5%
Elementary Education	2033	1096	53.9%
Des CTE: Fam/Cons Sci Ed	15	8	53.3%
Early Childhood Education	139	73	52.5%
DWL: Japanese	2	1	50.0%
Library Media	4	2	50.0%
Middle Level: Humanities	6	3	50.0%
Reading	237	118	49.8%
History	218	87	39.9%
Social Studies	231	91	39.4%
Health/Fitness	109	39	35.8%
Des CTE: Technology Ed	3	1	33.3%
Traffic Safety	6	2	33.3%
DWL: German	10	3	30.0%
<i>Totals:</i>	<i>4550</i>	<i>1841</i>	<i>40%</i>

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 for two or more endorsements are reported more than once.

**Table P. Percent of Persons Employed in the Endorsement Area, 2003-04**

<b><u>Endorsement Area</u></b>	<b><u>Endors. Reported</u></b>	<b><u># Employed in Endorsement</u></b>	<b><u>% Employed in Endorsement</u></b>
Desig Arts: Dance	1	1	100.0%
Des CTE: Agriculture Ed	11	8	72.7%
Special Education	217	143	65.9%
Middle Level: Math/Science	25	16	64.0%
Mathematics	117	66	56.4%
Science	97	50	51.5%
DWL: Japanese	2	1	50.0%
Des CTE: Business Ed	22	10	45.5%
Elementary Education	2033	919	45.2%

<u>Endorsement Area</u>	<u>Endors. Reported</u>	<u># Employed in Endorsement</u>	<u>% Employed in Endorsement</u>
Desig Arts: Music: General	45	19	42.2%
DWL: French	11	4	36.4%
English Language Arts	317	101	31.9%
DWL: Spanish	70	20	28.6%
Desig Arts: Theatre Arts	22	6	27.3%
Early Childhood Special Ed	11	3	27.3%
English-as-a-2d Language	86	22	25.6%
Library Media	4	1	25.0%
Desig Arts: Visual Arts	62	15	24.2%
Desig Science: Earth Science	33	7	21.2%
Desig Arts: Music: Instrum	29	6	20.7%
Health/Fitness	109	22	20.2%
Des CTE: Fam/Cons Sci Ed	15	3	20.0%
Desig Science: Chemistry	38	7	18.4%
Social Studies	231	42	18.2%
Desig Science: Biology	111	19	17.1%
Desig Science: Physics	24	4	16.7%
Middle Level: Humanities	6	1	16.7%
Desig Arts: Music: Choral	34	5	14.7%
Des CTE: Marketing Ed	9	1	11.1%
DWL: German	10	1	10.0%
History	218	20	9.2%
Early Childhood Education	139	8	5.8%
Reading	237	11	4.6%
Traffic Safety	6	0	0.0%
Bilingual Education	13	0	0.0%
Des CTE: Technology Ed	3	0	0.0%
<i>Totals:</i>	<i>4550</i>	<i>1841</i>	<i>40%</i>

### **Placement Statistics by Racial/Ethnic Group**

Based on the available data, 416 candidates (14 percent of the total) who earned their first teaching certificates in Washington during the year 2002-03 reported membership in a minority group. This was a 23 percent decrease from last year's total of 537. Of these, 268 or 64 percent were employed as teachers, compared to 61 percent of the state's newly certificated teachers as a whole. Fifty-five Asian American, 48 African American, 64 Hispanic American, 26 Native American, and 75 Other teachers who earned certificates through Washington institutions in 2002-03 were employed full-time



as teachers. Twenty-five percent of newly certificated teachers were male, a small decrease from last year's 26 percent. Table Q shows detailed information on new teacher certification and employment by sex and race/ethnic group for those who completed programs during 2002-03.

**Table Q. Contracted and Substitute Employment in 2003-04, by Racial/Ethnic Group, of Persons Certificated in 2002-03**

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	37	12	27	318	1084	13	45	8	15	28	36	1632
2 – Employed as a Teacher out-of-state	3	6	4	5	50	138	2	4	0	3	4	7	226
3 – Employed as a Substitute teacher	4	11	3	6	163	466	4	12	0	9	7	27	712
4-11 – Nonteaching	3	12	3	4	98	293	4	4	3	9	12	11	456
Totals:	19	66	22	42	629	1981	23	65	11	36	51	81	3026

Table R provides numerical data on a generally positive growth trend for the past ten years in the number of minority group members receiving certificates.

**Table R. Trends in Teacher Certification of Minority Group Members**

	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Asian	41	48	64	102	<u>66</u>	110	<u>82</u>	91	<u>83</u>	<u>79</u>	85
African American	20	<u>19</u>	42	75	<u>34</u>	46	58	<u>49</u>	57	155	<u>64</u>
Hispanic	44	58	<u>49</u>	<u>44</u>	77	85	107	<u>94</u>	<u>90</u>	97	<u>88</u>
Native American	26	31	<u>23</u>	44	48	<u>39</u>	<u>30</u>	45	53	<u>49</u>	<u>47</u>
Other	0	0	0	34	115	<u>76</u>	241	<u>86</u>	<u>74</u>	157	<u>132</u>
<b>Total Minority</b>	<b>131</b>	<b>156</b>	<b>178</b>	<b>299</b>	<b>330</b>	<b>356</b>	<b>518</b>	<b><u>365</u></b>	<b><u>357</u></b>	<b>537</b>	<b><u>416</u></b>
% Increase	17%	19%	14%	68%	10.4%	7.9%	45.5%	-30%	-2.2%	50.4%	-22.5%

Underlined numbers indicate a decrease from the previous year.

Figure 5 presents data on newly certificated teachers who were members of minority groups as a percentage of total teaching certificates issued. This percentage has risen from 1.8 percent of the total number certificated in 1987-88 to a high of over 19 percent in 2001-2002, then 13.7 percent last year (the eighth year in a row in which more than ten percent of program completers were members of an ethnic minority).

**Figure 5. Percentage of Teaching Certificates Issued to Minorities**

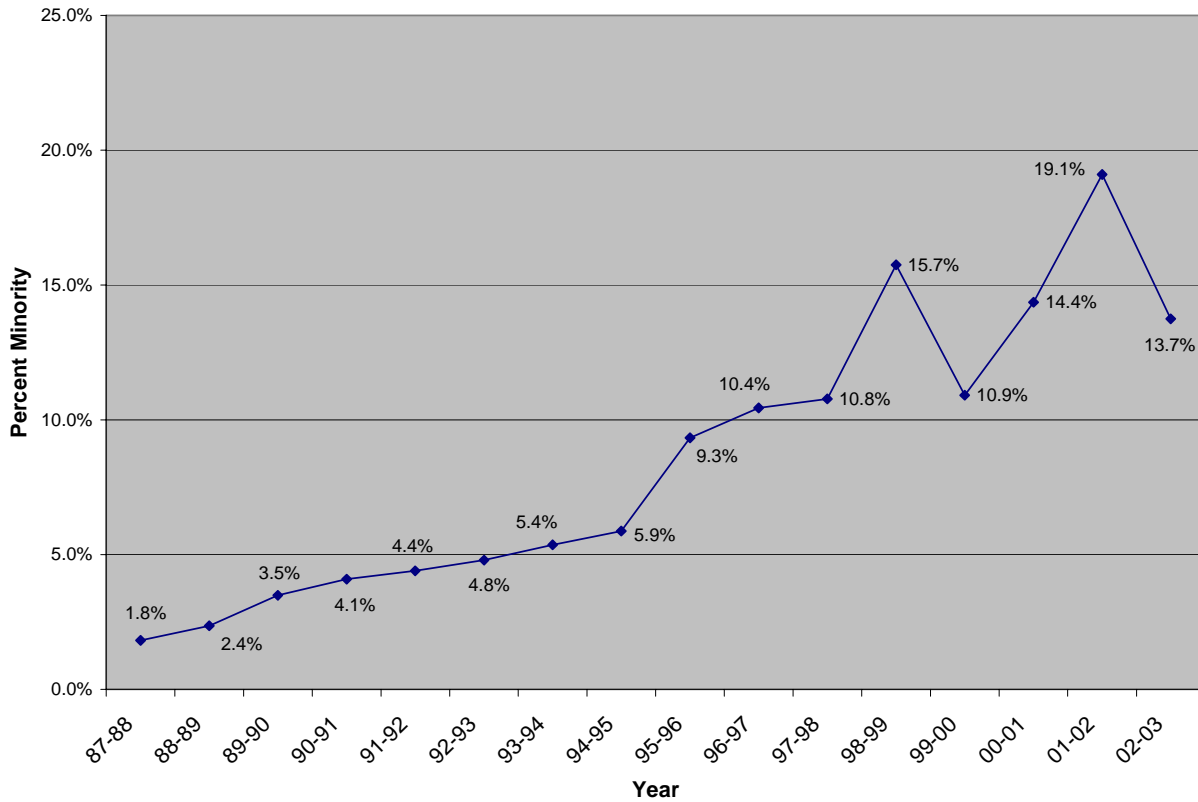


Figure 6 shows a proportional view of the number of members of specific minority groups earning certificates over the last sixteen years. The eight years since 1995 demonstrate a sustained and significant growth in the certification of minority group members over previous years.

**Figure 6. Number of Minority Group Members Earning Certificates**

