

WORKING DRAFT

**K-12 EDUCATOR
SUPPLY AND DEMAND:
SNAPSHOTS**

completed by the

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in cooperation with the

**Teacher Standards and Practices Commission
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and

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FOREWORD

The Teacher Standards and Practices Commission (TSPC), Oregon Department of Education (ODE), and Oregon University System (OUS) have collaborated for more than 20 years to produce periodic reports on K-12 educator supply and demand. Some years we have undertaken studies of specific specialities such as administrators, counselors, elementary teachers, secondary teachers, and foreign language teachers. Other years we have focused on ethnic/racial diversity, retirement projections, reserve pool, and lapsed-license studies. Most recently, we have focused on the adequacy of the supply of highly qualified teachers, particularly in Oregon school shortage areas. Many of these studies are maintained at the OUS website on teacher education (www.ous.edu/aca/studies).

This report highlights key factors that have impacted the supply and demand of educators for Oregon's public schools in the past couple of years. These include "demand" factors such as turnover within the profession from mobility, attrition, and retirements; and "supply" factors such as the production of new educators from Oregon's preparation programs and the in-migration of educators from other states. Other factors relate to the diversity of the educator workforce and the impacts of the state's recent school reforms on teacher preparation programs.

Oregon has experienced serious shortages of educators in a number of specialty areas over the last several years. Special attention is provided to updates, therefore, on the shortage areas in this report. Caution should be used to project future (short-term) demand for teachers in the specialty areas, however, in light of the state's recessionary environment. We expect school districts to exhibit varying capacity to meet staffing needs if this environment continues, even in shortage areas.

For example, in this environment there is the potential for Reductions in Force (RIFs) which typically create larger class sizes throughout the state. Many newly hired employees, who may be in the shortage areas, will have the least seniority if those RIFs are put into place. There may be ways to protect them, but some districts' collective bargaining agreements may specify the last hired/the first to be let go.

Another unknown is increased retirements due to recent PERS changes. Although a recession normally creates the need for potential retirees to stay longer in their current job position, the recent shift in PERS policy is expected to have the effect of increasing retirements by public employees, including educators, as did the strong stock market five years ago.

These and other factors may provide a disincentive for qualified people to enter the field of education knowing that job stability is questionable or that PERS benefits are being reduced. On the other hand, the private sector may not be thought to offer better alternatives to future educators. In light of these many potential impacts on supply and demand, we will monitor trends and issue future "snapshot" reports as warranted.

Finally, a word on the databases that contribute to these supply and demand studies and the role of the agencies that collaborate on these studies. The Chancellor's Office of Academic Affairs of the Oregon University System has historically led the development of supply and demand studies because of the complexities of collecting and analyzing multi-sector data. Data come from three

major sources: colleges/universities that prepare educators, TSPC that licenses educators, and ODE that maintains records on schools and school staffing assignments. More specifically:

- ▶ **Colleges/universities.** Information on educators who are in the pipeline comes from the colleges/universities that are approved by TSPC to prepare educators. Campuses submit this information to TSPC annually. Recently, TSPC instituted an online (web) process to facilitate campus data transmission.
- ▶ **TSPC.** Information on new licensees comes from TSPC. Individuals who complete an approved educator preparation program at an Oregon college/university and who wish to be licensed in Oregon, submit an application to TSPC. Also, individuals who move to Oregon from other states request licensure from TSPC.

TSPC has been working over the last few years to upgrade its database of licensed educators to take advantage of more cost-effective approaches made available by online (web-accessible) applications, and provide greater access to the database. Implementing these changes, however, has created some difficulty in accessing data during the transition. Also, data comparability is problematic since licensure has changed in significant ways over the same period of time. For example, since 1999 most candidates for licensure are authorized in two of four areas – early childhood/elementary, elementary/middle, and middle/high school. Previously, Oregon used a two-part system – elementary and secondary. The new system counts all endorsements/specialties the educator holds on his/her license (e.g., one teacher could be counted as middle and high school authorization plus language arts plus reading endorsement, and appear four times in the total counts). With this new counting method, we now have accurate information on which “specialties” are available to meet school staffing needs. However, interpreting “supply” data becomes more challenging since it is difficult to determine how many individuals are available to fill available positions versus specialties.

- ▶ **ODE.** Information is derived from ODE which maintains a database of the number of students and staff in Oregon schools, broken out by important factors such as age, gender, racial/ethnic status, and assignment (in the case of staff). To meet federal requirements under No Child Left Behind, TSPC’s database “talks to” ODE’s database, to match teacher assignments in classrooms with licensure information. This is the key way that the state will be able to know in the future how many teachers may be “misassigned” or not meeting the definitions of a “highly qualified teacher.”

The agencies that collaborate on this report add a cautionary note, that this effort is a “work in progress.” The working draft enables partners to review our conjoined data and indicate where we need to make improvements at various points in our collection efforts.

Finally, it should be noted that the tables in the report reflect the most recent data available, which in most cases is the 2002-03 year. Where 2002-03 data were not available, we have used 2001-02 data (or 2000-01 data in some cases).

SNAPSHOTS

CURRENT EMPLOYED EDUCATORS

There are 554,071 students enrolled in Oregon's 198 public schools, and another nearly 39,000 students enrolled in 343 private and parochial schools. The current teacher workforce employed in the public schools is 27,096; there are also an estimated 2,500 teachers employed in private/parochial schools. Other licensed staff in Oregon's public schools totals 5,955 (e.g., curriculum specialists, school librarians, counselors and psychologists, principals, superintendents, others).

DEMAND FROM TURNOVER

In 2002-03, 3,603 licensed educators left their current employment in an Oregon public school district (about a 10.9% turnover rate). This number can be used as a "demand" estimate, since it is expected districts will replace these positions, though not necessarily in the same staffing patterns. This number does not account for K-12 student enrollment increases or efforts to reduce class size, which could increase districts' demand for teachers.

SUPPLY POOL

The estimated size of the pool from which school districts may replace these educators is 6,835+, made up from the following sources:

- ▶ 460 changing their employment within Oregon schools (mobility)
- ▶ 3,435 newly licensed educators in 2002-03 from other states
- ▶ 2,940 who were licensed from Oregon institutions in 2002-03
- ▶ some number from the reserve pool (previously licensed educators who are not employed in schools but are seeking employment).

ATTRITION AMONG STAFF IN YEARS 1-3

Attrition rates for all licensed staff in Oregon's public schools vary from year to year, with the 2002-03 rate at 9.5% (3,143 of 33,051 left their current school employment, not including those who left to take a position in another Oregon district). If the number of staff taking a leave of absence/sabbatical or who are on family leave are reduced from this total (since many are expected to return to their positions), the attrition rate is closer to 8.3%. Oregon's rate then is close to national annual attrition estimates of 7- 8%.

The attrition rate for "new inexperienced teachers" in Oregon schools (in their first three years of employment) also varies from year to year but is viewed increasingly as a serious problem in school staffing. A recent review of the national literature on teacher attrition/retention found that "30-50% of all teachers leave the profession within their first 3-5 years of teaching; 75% of potential teachers who begin in undergraduate teaching programs leave the profession before their first year of teaching; 15-18% of all new teachers leave by the end of their second year, and as many as one-third leave by the end of their fifth year; and bright college graduates are less likely to enter the K-12 teaching profession, and even if they do, they leave in a fairly short period of time." [Ankeny, Oregon Research Report for Oregon Quality Assurance in Teaching, 4/02]

Oregon's most recent study on attrition of new, inexperienced teachers found that the state's rate is similar to national rates. Over an 11-year period, Oregon's average attrition rate was as follows: leave after 1 year of experience, 9.90%; after 2 years, 20.51%; after

3 years, 26.84%; after 4 years, 32.65%; and after 5 years, 36.74%. The top five factors that new, inexperienced teachers gave in the study for leaving Oregon schools were: “high demands of teaching; lack of planning time; lack of time to attend to students needs; lack of support by school administrators; and level of rigor demanded of teachers.” [Ankeny & Zanville, Oregon Research Report, for Oregon Quality Assurance in Teaching, 7/02]

To put teacher attrition into perspective with other professions, a national study looked at retention of 1992-93 college graduates from various occupations. Retention rates of new teachers were found to be somewhat better than new hires in many other occupations. For example, 82% of graduates who taught in elementary/secondary schools in 1994 were still teaching in 1997. This percentage was similar to graduates working as health occupation professionals (83%); in law enforcement/military (73%); and engineers, scientists, and lab/research assistants (71%). Graduates in several other categories were less likely than K-12 teachers to remain in their same occupation category three years after employment, with retention rates for business support/financial services workers (66%); editors, writers, and artists (61%); legal occupations (57%); human services (55%); computer/technical (53%); sales/service (45%); business owners/other managers (41%); blue collar occupations (39%); and clerical occupations (25%). [Henke, Zahn & Carroll, 2001]

SHORTAGES

There has been a shortage of educators in Oregon schools in key specialties over the past several years, and there continue to be shortages in some districts despite the state’s recessionary environment. The most recent Oregon School Personnel Association survey identified the following shortage areas in rank order: 1) special education; 2) mathematics; 3) counselors; 4) speech pathologists, foreign languages (Spanish); 5) high school principals, technology education; 6) library media, science (physics), superintendents; and 7) English as a second language and bilingual education. (Most years, chemistry has been on the shortage list but it did not appear on the most recent OSPA list.)

There is not a statewide shortage of elementary teachers in Oregon school districts. However, some rural areas continue to experience difficulties recruiting teachers despite the size of the state’s supply pool.

PRODUCTION OF NEW EDUCATORS

Production of newly licensed educators prepared at Oregon institutions in the specialties is up considerably – in all areas. Increases in several specialties is due, in large part, to stepped-up recruitment of students in several campus programs assisted by federal grants obtained by partnerships such as the Oregon Quality Assurance in Teaching (O-QAT), managed by the Oregon University System in collaboration with an Interagency Management team representing the Teacher Standards and Practices Commission, Oregon Department of Education, Governor’s Office, colleges/universities, and professional organizations.

With grant funds, several universities added and/or expanded cohort programs in various locations in Oregon, contracted with school districts to retrain teachers to high-need content areas, and offered tuition assistance to those who would prepare for certification in shortage areas.

Also, enhanced efforts by campuses to better publicize the need for K-12 teachers in shortage areas have helped increase the production of teachers in high-need areas over the past year (e.g., newly developed advising guides to assist students and advisors to plan the proper course sequence for admission to teacher preparation; revised web pages and print materials at campuses; better articulation between community colleges and teacher preparation programs; and initiatives to better link education and arts/sciences at colleges/universities throughout the state).

Production in Specialty Areas, 1997-98 to 2002-03

<i>Production in Specialty Areas</i>	<i>1997-98</i>	<i>1998-99</i>	<i>2000-01</i>	<i>2002-03</i>
Fine Arts	40	67	52	117
Language Arts	107	185	154	430
Foreign Languages	49	88	64	123
Professional/Technical	26	38	25	80
Physical Education, Health	75	170	90	167
Mathematics	42	91	63	281
Sciences	67	143	156	301
Social Studies	94	73	149	378
Library/Educational Media	0	3	2	31
Special Education	117	209	166	517
Administrators	187	178	208	429

Increases in production in key shortage areas occurred in both the public universities and the independent institutions.

Production in Shortage Areas, by Public and Independent Institutions

<i>Shortage Areas</i>	<i>OUS Institutions</i>			<i>Independent Institutions</i>		
	<i>1998-99</i>	<i>2000-01</i>	<i>2002-03</i>	<i>1998-99</i>	<i>2000-01</i>	<i>2002-03</i>
Mathematics	51	34	126	40	29	155
Chemistry	10	10	17	12	7	8
Physics	5	2	11	6	2	8
Spanish	38	33	58	22	11	20
Special Educ	196	159	428	13	7	89
Administrator	101	152	250	77	56	179
ESOL/Bilingual	n/a	93	239	n/a	10	44
Reading	n/a	12	29	n/a	2	17
Technology Ed	n/a	5	7	n/a	0	7
Libr/Ed Media	n/a	2	16	n/a	0	19
Speech Pathalo	n/a	19	17	n/a	0	0

**RECRUITING
OUTSIDE
OREGON**

For many years, inadequate production of educators in shortage areas has impacted Oregon school districts' capacity to meet staffing needs. Although Oregon historically imports each year about half of its new K-12 educators from other states, this fact alone does not necessarily result in an adequate supply pool; i.e., teachers moving to Oregon may not be prepared in the most-needed areas.

Therefore, school districts began stepping up recruitment of out-of-state educators in specific shortage areas over the last several years, making use of improved recruitment tools made available by the web (e.g., websites listing available openings, online application processes), and collaborative teacher fairs within the region and nation.

Recent increases in production by Oregon colleges/universities in shortage areas may have begun to reduce district needs to recruit outside the state, since fewer out-of-state teachers did move to Oregon in shortage areas in 2002-03 compared to the previous year. The data, however, also raise questions about Oregon's capacity to continue to attract out-of-state teachers in high-need specialties in light of stepped-up recruitment and attractive incentives offered by districts in other states.

Newly Oregon Licensed Educators from Other States, Selected Specialties

	<i>Number Licensed from Outside Oregon</i>		<i>Percent of the Total New Licenses Issued in Specialty</i>	
	<i>2000-01</i>	<i>2002-03</i>	<i>2000-01</i>	<i>2002-03</i>
Physics	18	10	82%	34%
Chemistry	33	21	66%	46%
Speech Pathology	29	16	57%	48%
Language Arts	184	72	54%	14%
Mathematics	76	64	53%	28%
Social Studies	167	77	53%	17%
Special Education	181	113	52%	18%
Professional/Technical	26	28	51%	26%
Spanish	40	39	48%	33%
Counseling/Psychologists	44	6	46%	4%
Physical Education/Health	62	64	41%	28%
Administrators	79	42	28%	9%

DIVERSITY

Campuses have made some gains in contributing to a more diverse educator workforce since the mid-1990s, but these are modest. There are growing disparities between the ethnicity of K-12 public school students, current public school teachers, and new licensees prepared at Oregon institutions and recruited from outside Oregon. [*Minority Teacher Report to 2003 Oregon Legislative Assembly, Response to Minority Teacher Act of 1991*]

K-12 public school students	21.4% ethnic minority (2001-02)
K-12 public school classroom teachers	4.1% ethnic minority (2000-01)
Newly licensed educators from Oregon preparation programs	6.9% ethnic minority (2000-01)
Newly licensed educators from outside Oregon	8.3% ethnic minority (2000-01)

A survey of Oregon schools (*Oregon School Principals' Study 2000: Teacher Preparation and Shortages*) found that half of the responding school principals experienced difficulty recruiting teachers in the past two years in categories such as ethnic minorities, gender diversity, and/or native speakers. Areas of the state reporting the most difficulty recruiting diversity candidates were: the north coast (74% of principals), eastern Oregon (67%), Salem metro area (62%), and Columbia Gorge/Central Oregon area (56%).

RETIREMENT ISSUES

Implications for K-12 Staffing and Retirement Projections: Age Analysis of Oregon's Educator Workforce, 1994-2005 and Update to 1994 Retirement Study on Oregon's Educator Workforce (1994 and 1998, respectively) projected a relatively even flow of retirements between 1994-1999, with peak retirement years projected to occur between 1999-2004. The studies found the average age of educator retirements is 61. Many educators also retire one or two years sooner upon completing 30 years of service at 58 or 59.

In 1993-94, there were 36,431 educators in Oregon public schools, of whom 4,586 (13%) were 55 years or older. By 2001, these educators were at least 62 years of age. The majority were expected to have retired, or be preparing to retire. (Studies have shown significant educator retirements occur between 61-62, and between 59-60. Only 670 or 1.8% of educators in 1994 were 62 or older.) In 1993-94, another 4,636 educators (13%) were in the 51-54 age group. By 2001, these educators were between 57-61. The majority of these individuals were expected to be planning for retirement.

School Librarians/Educational Media, Administrators, and Counselors/Psychologists were projected to reach higher-than-average retirement levels first among the educator categories. More than 20% of the administrators in 1994 were projected to retire by 2000. Counselors/psychologists were expected to reach the 20+ % retirement level by 2001. K-8 and Secondary teachers were expected to reach the 20+% level by 2003.

Oregon schools have, in fact, been responding to these retirements (the shortages of school librarians, principals and counselors experienced in recent years was related, in part, to the higher-than-average retirements among these categories). ODE reported retirements in 1998-99 for licensed personnel at 1,284. The retirement number in 1999-00 was 1,026; the number in 2000-01 was 979; and the number in 2002-03 was 1,464. These retirement

numbers equate to about 3% to 4% annually. The 2002-03 year was 4.4%, and is thought to have exceeded recent years due primarily to PERS policy changes. Even though a recession normally creates the need for potential retirees to stay longer in their current position, the shift in PERS policy (calculating the increased life expectancy by moving to updated actuary tables) is thought to have had the same effect on increasing retirements as the robust stock market did in previous years.

**SCHOOL
REFORM**

Regardless of the number of new educators available for employment consideration, not all educators in the supply pool will likely be well versed in state and federal school reform requirements (No Child Left Behind). This is placing continuing pressure on school districts to provide professional development for both their new and continuing teachers (e.g., implementing standards-based reforms, meeting the requirements of highly qualified teachers under No Child Left Behind).

**IMPACTS OF
REDESIGNED
PROGRAMS
ON QUALITY**

A study of Oregon schools (*Oregon School Principals' Study 2000: Teacher Preparation and Shortages*) found that school principals were seeing improvements in the preparation of newly licensed teachers, compared to the teachers prepared in the two years previous to the study. Of those principals who had hired new initially licensed teachers in the past two years, 92% of elementary principals, 94% of middle school principals, and 91% of high school principals rated their newly prepared teachers as “very well prepared” or “fairly well prepared.” Nearly twice as many of the new initially licensed teachers were reported to be “very well prepared” than was the case in the two years previous to the study (before upgraded standards were implemented in Oregon’s initial licensure programs).

A study of cooperating (supervising) teachers of student teachers in Oregon public schools during 2000-01 (*Oregon Research Report: Cooperating Teacher Study 2000*) found that the overall preparation of Oregon’s student teachers (new teachers in the pipeline) was rated as “excellent” or “good” by 92% of the 758 responding cooperating teachers. Overall, teacher preservice programs appear to be doing a very good job preparing student teachers based on the cooperating teachers’ ratings. However, there were several areas noted for improvements. These data have been shared with the teacher preparation programs to assist them in making continued improvements in their programs.

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18 Snapshot of Newly Licensed Teachers in Oregon’s Key Shortage Areas

Table 1
Oregon Schools/Enrollments
2002-03

- ✓ **1,219 public schools:**
 - 730 elementary schools**
 - 202 middle/junior**
 - 204 high schools**
 - 27 combined**
 - 35 alternative/special**
 - 21 charter**

- ✓ **554,071 students**

- ✓ **198 public school districts**

- ✓ **343 private and parochial schools enrolling 38,894 students:**
 - 9,626 in preschool**
 - 22,177 in kindergarten-8**
 - 7,091 in grades 9-12**

Source: Oregon Department of Education

Table 2
FTE of Public School Personnel
2002-03

Licensed Personnel	
Classroom Teachers	22,171
Other Teachers	4,925
Curriculum Specialists	434
Library/Media Specialists	510
Guidance/Counseling Personnel	1,172
Principals and Assistants	1,597
District Administrators	701
Other Professional Personnel	1,541
Total	33,051
 Non-licensed Personnel	
Teacher Aide/Interns	8,313
Office/Clerical	4,697
Others	8,132
Total	21,142
 Total All Staff	 54,193
 <i>Source: Oregon Department of Education</i>	

Table 3
**National Areas of Greatest Need
in Rank Order**

- 1. special education**
- 2. bilingual education**
- 3. science (physics)**
- 4. mathematics, speech pathologists, science (chemistry)**
- 5. computer education**
- 6. foreign language (Spanish), technology education**
- 7. English as a second language**

Source: American Association for Employment in Education Survey

Table 4
**Projected Oregon Educator Shortage Areas
in Rank Order**

- 1. special education**
- 2. mathematics**
- 3. counselors**
- 4. speech pathologists, foreign language (Spanish)**
- 5. high school principals, technology education**
- 6. library media, science (physics), superintendents**
- 7. English as a second language and bilingual education**

Source: Oregon School Personnel Association

Table 5
Licensed Educators Leaving Their Current
Oregon K-12 School Employment
1999-00, 2000-01, and 2002-03

Reasons for Leaving	1999-00	2000-01	2002-03
To take a position in another Oregon district	782	840	460
To take a position in another district outside state	218	293	180
To take a position outside the field of education	94	141	63
To continue education	24	38	20
No plans to seek other employment (not retired)	211	161	85
Leave of absence or sabbatical	377	517	378
Pregnancy	48	57	20
Retired	1,026	979	1,464
Deceased	27	28	20
Other known reason	476	666	742
Unknown reason	152	180	171
Total	3,435	3,900	3,603

Source: Oregon Department of Education

Table 6
Newly Prepared TSPC-Licensed Educators from
Oregon Colleges/Universities and Other States
1995-96 through 2002-03

<i>Year</i>	<i>New Licensees from Oregon Institutions</i>		<i>New Licensees from Other States</i>		<i>Total New Licensees from Oregon/Outside</i>
	<i>No.</i>	<i>% of Total</i>	<i>No.</i>	<i>% of Total</i>	
2002-03	2,940	46%	3,435	54%	6,375
2001-02	2,732	40%	4,070	60%	6,802
2000-01	2,477	61%	3,656	39%	6,133
1998-00	1,950*	55%	1,570	45%	3,520
1997-98	1,568	57%	1,182	43%	2,750
1996-97	1,070	56%	842	44%	1,912
1995-96	1,124	47%	1,247	53%	2,371

* 1998-99 was a transition year from TSCP's old to new computer system, compounded by a transition from the state's old licensure system to new licensure system. Counts within the 1998-99 cohort, were very close estimates (between 1900-2000) which include some new educators coming through the new Initial license programs along with completers of the old Basic programs.

Note: Because of computer transition problems continuing during 1999, TSPC is unable to provide data on the 1999-00 new licensees.

Source: Teacher Standards and Practices Commission

Table 7
Production of Newly Prepared TSPC-Licensed Educators
from Oregon Colleges/Universities, Selected Years
1970s through 2003

<u>2000s</u>		<u>1990s</u>		<u>1980s</u>		<u>1970s</u>	
2002-03	2,940	1998-99	1,950*	1982-83	1,239	1979-80	1,571
2001-02	2,732	1997-98	1,568	1981-82	1,398	1978-79	1,735
2000-01	2,477	1996-97	1,070	1980-81	1,414	1977-78	1,788
		1995-96	1,124				
		1994-95	1,248				

* 1998-99 was a transition year from TSPC's old to new computer system, compounded by a transition from old licensure system to new licensure system. Counts within the 1998-99 cohort, therefore, were close estimates based on counting individuals from two different licensure systems.

Source: Teacher Standards and Practices Commission

Table 8
Comparison of Number of Authorizations on Licenses Issued
by TSPC and Approved by Oregon Institutions
2000-01 and 2002-03

[includes teachers, counselors and psychologists; excludes administrators]

<i>Institution</i>	<i>Early Childhood</i>		<i>Elementary</i>		<i>Middle</i>		<i>High School</i>		<i>Total Authorizations</i>	
	<i>2000-01</i>	<i>2002-03</i>	<i>2000-01</i>	<i>2002-03</i>	<i>2000-01</i>	<i>2002-03</i>	<i>2000-01</i>	<i>2002-03</i>	<i>2000-01</i>	<i>2002-03</i>
<i>Public (OUS) Institutions</i>										
Eastern Oregon University	83	87	91	106	48	121	53	75	275	389
Oregon State University	35	78	61	101	50	89	68	97	214	365
Portland State University	146	197	151	214	75	132	123	160	495	703
Southern Oregon University	51	67	63	79	38	70	43	70	195	286
University of Oregon	64	139	64	118	80	141	83	125	291	523
Western Oregon University	94	134	112	157	49	149	64	161	319	601
Total OUS	473	702	542	775	340	702	434	688	1,789	2,867
<i>Independent Institutions</i>										
Concordia University	53	55	60	63	27	77	28	66	168	261
George Fox University	47	81	69	128	32	155	32	78	180	442
Lewis and Clark College	58	56	60	52	60	62	63	63	241	233
Linfield College	19	31	27	33	10	11	13	14	69	89
Northwest Christian College	16	24	17	31	5	9	5	0	43	64
Pacific University	64	78	80	113	40	179	60	102	244	472
University of Portland	47	60	59	68	29	82	23	48	158	258
Warner Pacific College	20	14	22	14	5	6	8	9	55	43
Western Baptist College	9	10	9	10	4	6	5	4	27	30
Willamette University	27	38	51	58	28	71	37	45	143	212
Total Independent	360	447	454	570	240	658	274	429	1,328	2,104
Total All Institutions	833	1,149	996	1,345	580	1,360	708	1,117	3,117*	4,971

* The number of individuals receiving an Initial License is about half of this number. TSPC introduced a new licensure system, effective January 15, 1999. The Initial License aligns levels of licensure with developmental levels of students. Licenses are issued for four levels of authorization: Early Childhood (3 years - grade 4); Elementary (grade 3-8, teaching in elementary school); Middle (grade 5-10, teaching in middle school); High School (grade 7-12, teaching in high school). Preservice students completing a TSPC-approved college/university teacher preparation program typically complete 2 of 4 authorizations (and they complete student teaching in two areas): Early Childhood/Elementary; Elementary/Middle; or Middle/High School.

Table 9

Newly Licensed Educators by Endorsement (Specialty), 2002-03*

<u>Authorization/ Endorsements</u>	<u>OUS Institutions</u>						<u>OUS Total</u>	<u>Independent Institutions</u>									<u>Indep Inst Total</u>	<u>Total Other States</u>	<u>Total OR/ Other</u>	
	<u>EOU</u>	<u>OSU</u>	<u>PSU</u>	<u>SOU</u>	<u>UO</u>	<u>WOU</u>		<u>CU</u>	<u>GFU</u>	<u>L&C</u>	<u>LC</u>	<u>NCC</u>	<u>PU</u>	<u>UP</u>	<u>WPC</u>	<u>WBC</u>				<u>WU</u>
Fine Art: Art, Drama, Music	3	10	33	10	18	9	83	-	5	7	-	-	9	9	1	-	3	34	76	193
Language Arts	40	13	43	29	79	32	236	27	40	33	2	-	16	47	3	2	24	194	72	502
Foreign Languages: French, Spanish, German, Russian, Japanese.	9	3	33	7	25	9	86	-	3	-	-	-	26	8	-	-	-	37	55	178
Prof/Technical: Agriculture, Business, Home Economics, Marketing, Technology Ed.	4	31	1	8	-	15	59	1	13	-	-	-	5	2	-	-	-	21	28	108
Physical Education & Health Education	19	34	11	23	-	40	127	28	11	-	-	-	-	1	-	-	-	40	64	231
Math: Basic & Advanced Sciences: Biology, Physics, Chemistry, Integrated Sciences	14	27	9	3	29	44	126	26	42	13	4	-	44	11	-	6	9	155	64	345
Social Studies	35	46	55	13	29	22	200	10	24	10	2	-	36	10	1	-	8	101	91	392
Educational Media	34	-	38	25	63	33	193	36	29	46	-	-	27	30	-	-	17	185	77	455
Multiple Subjects Self- Contained: Early Child/Elem.	-	-	15	-	-	1	16	-	3	-	3	-	-	-	9	-	-	15	4	35
Multiple Subjects: Middle School Level**	199	125	278	129	162	264	1,157	132	204	86	62	39	173	114	26	20	75	931	193	2,281
ESOL/Bilingual	38	10	8	43	28	59	186	13	85	-	-	6	102	31	-	2	47	286	30	502
Reading	4	24	80	18	18	95	239	1	3	32	-	-	-	-	-	-	-	36	45	320
Special Education: Hearing Impaired, Communication Disorder, Early Intervention I/II, Visually Impaired	11	-	6	-	-	1	18	-	2	4	-	-	2	1	-	-	7	16	14	48
Administrators: Principal/ Superintendent	12	-	176	33	128	79	428	-	-	31	-	-	48	10	-	-	-	89	113	630
Counselors/Psychologists	-	-	177	-	73	-	250	8	24	147	-	-	-	-	-	-	-	179	42	471
Total	422	358	990	341	652	703	3,466	282	488	464	73	55	519	274	40	30	190	2,415	974	6,855

OUS Institutions: 3,466 Independent Institutions: 2,360 Total Prepared in Oregon: 5,881 Prepared in Other States: 974

* Since many educators are endorsed in multiple areas, number of endorsements/specialties exceeds the actual number of new educators annually. The preparation programs prepared more than the number account for since table includes only endorsements for those requesting an Oregon license; those who left the state or did not seek a career in teaching would not likely request an Oregon license.
 ** Some universities are not reporting all middle-level authorization completers under Multiple Subjects so counts by individual institutions may not be comparative (e.g., PSU has more middle level people than reflected in the data; many are being counted under subject area endorsements only at this time).

Table 10

Comparison of Number of Endorsements in Math/Science Issued to New Teachers Licensed by TSPC, Prepared in Oregon Institutions and Other States, 2000-01 and 2002-03*

Institution	Math (Basic & Advanced)			Biology			Chemistry			Integrated Sciences			Physics			Total Math/Science		
	01	03	Percent + or -	01	03	Percent + or -	01	03	Percent + or -	01	03	Percent + or -	01	03	Percent + or -	01	03	Percent + or -
Public (OUS) Institutions																		
Eastern Oregon Univ	5	14	180%	3	20	567%	1	4	300%	9	8	-11%	-	3	na	18	49	172%
Oregon State Univ	12	27	125%	9	18	100%	2	9	350%	11	17	55%	1	2	100%	35	73	109%
Portland State Univ	4	9	125%	8	25	213%	3	1	-200%	6	23	283%	-	6	na	21	64	205%
Southern Oregon Univ	5	3	-40%	-	7	na	1	1	--	3	5	67%	-	-	na	9	16	78%
University of Oregon	2	29	1350%	6	25	317%	2	2	--	1	2	100%	1	-	-100%	21	58	176%
Western Oregon Univ	6	44	633%	2	6	200%	1	-	-100%	4	15	275%	-0	-	--	13	65	400%
Total OUS	34	126	270%	28	101	261%	10	17	70%	34	70	106%	2	11	450%	117	325	178%
Independent Institutions																		
Concordia University	-	26	na	1	4	300%	-	4	na	-	2	na	-	-	-	1	36	350%
George Fox University	4	42	950%	4	14	250%	2	3	50%	3	7	14%	-	-	-	13	66	408%
Lewis & Clark College	5	13	160%	8	6	-25%	1	-	-100%	12	4	-67%	-	-	-	26	23	-12%
Linfield College	3	4	33%	1	2	100%	-	-	-	-	-	-	-	-	-	4	6	50%
Northwest Christian	-	-	-	0	2	na	-	-	-	-	-	-	-	-	-	-	2	na
Pacific University	6	44	633%	11	13	18%	-	1	na	10	16	60%	2	6	200%	28	80	186%
University of Portland	8	11	38%	2	8	300%	1	-	-100%	2	-	-100%	-	2	na	13	21	62%
Warner Pacific College	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1	--
Western Baptist Coll	-	6	-	-	-	-	-	-	-	-	-	-	-	-	--	-	6	na
Willamette University	3	9	200%	6	5	-17%	3	-	-100%	4	3	-25%	-	-	-	16	17	6%
Total Independent	29	155	434%	34	55	85%	7	8	14%	31	32	3%	2	8	300%	102	258	153%
Total Prepared at Oregon Institutions	63	281	346%	62	156	152%	17	25	47%	65	102	57%	4	19	375%	219	583	166%
Total Prepared in Other States	17	64	276%	8	41	413%	4	21	425%	8	19	138%	4	10	150%	41	155	278%
Total from Oregon or Other States	80	345	331%	70	197	156%	21	46	119%	73	121	66%	8	29	263%	260	738	184%

* Teachers may be endorsed in multiple areas so the number of endorsements may exceed actual number of new teachers annually. Since school districts may employ teachers to teach in any of their endorsement areas, the number of endorsements does reflect the number of new teachers able to teach in these endorsement areas.

Table 11

Comparison of Number of Endorsements in Foreign Languages Issued to New Teachers Licensed by TSPC, Prepared in Oregon Institutions and Other States, 2000-01 and 2002-03*

Institution	French		German		Japanese		Russian		Spanish		Total	
	2000-01	2002-03	2000-01	2002-03	2000-01	2002-03	2000-01	2002-03	2000-01	2002-03	2000-01	2002-03
<i>OUS Institutions</i>												
Eastern Oregon University	-	2	-	-	-	-	-	-	1	7	1	9
Oregon State University	-	1	-	-	-	-	-	-	5	2	5	3
Portland State University	2	4	1	3	2	6	-	1	9	19	14	33
Southern Oregon University	-	1	-	-	-	-	-	-	3	6	3	7
University of Oregon	5	4	6	-	1	4	-	-	11	17	20	25
Western Oregon University	-	-	-	-	-	1	-	1	4	7	4	9
Total OUS	7	12	7	3	3	11	-	2	33	58	47	86
<i>Independent Institutions</i>												
Concordia University	-	-	-	-	-	-	-	-	-	-	-	-
George Fox University	-	-	-	-	-	1	-	-	-	2	-	3
Lewis & Clark College	1	-	1	-	-	-	-	-	3	-	5	-
Linfield College	-	-	-	-	-	-	-	-	2	-	2	-
Northwest Christian College	-	-	-	-	-	-	-	-	-	-	-	-
Pacific University	1	10	-	2	1	2	-	-	3	12	5	26
University of Portland	-	2	-	-	-	-	-	-	2	6	2	8
Warner Pacific College	-	-	-	-	-	-	-	-	-	-	-	-
Western Baptist College	-	-	-	-	-	-	-	-	-	-	-	-
Willamette University	-	-	1	-	1	-	-	-	1	-	3	-
Total Independent	2	12	2	2	2	3	-	-	11	20	17	37
Total Oregon Institutions	9	24	9	5	5	14	-	2	35	78	64	12
Total Other States (plus 2 in Latin)	2	9	1	4	1	1	-	-	4	39	8	55
Oregon + Other States	11	33	10	9	6	15	-	2	39	117	72	178

* Teachers may be endorsed in multiple areas so number of endorsements may exceed the actual number of new teachers annually. Since school districts may employ teachers to teach in any of their endorsement areas, the number of endorsements does reflect the number of new teachers able to teach in these endorsement areas. From 2000-01 to 2002-03, 83% increase in teachers prepared at Oregon public institutions, 117% increase from independent institutions, for 92% increase from Oregon institutions.

Source: Teacher Standards and Practices Commission

Table 12

Comparison of Number of Endorsements in Oregon Shortage Areas (other than math, sciences, foreign languages) Issued to New Teachers Licensed by TSPC, Prepared in Oregon Institutions and Other States, 2000-01 and 2002-03*

Institution	Special Education*		Speech Pathology		ESOL/Bilingual		Reading		Technology Education		Library/ Educ Media	
	2000-01	2002-03	2000-01	2002-03	2000-01	2002-03	2000-01	2002-03	2000-01	2002-03	2000-01	2002-03
<i>OUS Institutions</i>												
Eastern Oregon University	1	12	-	-	10	4	6	11	-	-	-	-
Oregon State University	-	-	-	-	14	24	-	-	5	4	-	-
Portland State University	75	176	12	11	22	80	-	6	-	-	2	15
Southern Oregon Univ	11	33	-	-	8	18	1	-	-	-	-	-
University of Oregon	37	128	7	6	10	18	-	-	-	-	-	-
Western Oregon University	45	79	-	-	29	95	5	12	-	3	-	1
Total OUS	169	428	19	17	93	239	12	29	5	7	2	16
<i>Independent Institutions</i>												
Concordia University	-	-	-	-	-	1	-	-	-	-	-	-
George Fox University	-	-	-	-	2	3	-	2	-	-	-	3
Lewis & Clark College	6	31	-	-	-	32	-	4	-	-	-	-
Linfield College	-	-	-	-	-	-	-	-	-	-	-	-
Northwest Christian Coll	-	-	-	-	7	-	-	-	-	-	-	-
Pacific University	-	48	-	-	-	1	-	2	-	-	-	-
University of Portland	3	10	-	-	-	-	2	1	-	-	-	-
Warner Pacific College	-	-	-	-	-	-	-	1	-	-	-	-
Western Baptist College	-	-	-	-	-	-	-	-	-	-	-	-
Willamette University	-	-	-	-	1	7	-	7	-	-	-	-
Total Independent	7	89	-	-	10	44	2	17	-	7	-	3
Total Oregon Institutions	176	517	19	17	103	283	16	46	5	7	2	19
From Other States	25	113	4	16	8	45	6	14	2	7	-	4
Oregon + Other States	201	630	23	33	111	328	22	60	7	14	2	23

* Includes special education, hearing-impaired, handicapped learner, early intervention/special education I/II, visually-impaired, and communication disorders (although communication disorders appears in next column as speech pathology).

Source: Teacher Standards and Practices Commission

Table 13
Newly Licensed Educators by Ethnicity, Licensed by
TSPC from Oregon Institutions and Other States
2000-01

<i>Institution</i>	<i>Amer. Indian</i>	<i>Asian/Pac Islander</i>	<i>Black</i>	<i>Hispanic</i>	<i>Not Specified</i>	<i>Brazilian/ Portuguese</i>	<i>White</i>	<i>Total</i>
<i>Public (OUS) Institutions</i>								
Eastern Oregon University	0	1	1	0	18	1	118	139
Oregon State University	2	3	2	4	15	0	103	129
Portland State University	1	10	5	5	39	0	354	414
Southern Oregon University	1	0	0	6	8	0	88	103
University of Oregon	3	5	1	3	20	6	174	212
Western Oregon University	1	3	0	7	25	0	140	176
Total OUS	8	22	9	25	125	7	977	1,173
<i>Independent Institutions</i>								
Concordia University	0	0	0	6	16	0	68	90
George Fox University	0	1	0	2	14	0	111	128
Lewis & Clark College	1	5	2	2	24	1	159	194
Linfield College	0	3	0	0	1	0	45	49
Northwest Christian College	1	1	0	0	3	0	24	29
Pacific University	0	2	1	3	11	1	136	154
University of Portland	1	5	0	3	5	0	68	82

Warner Pacific College	0	1	0	0	2	0	27	30
Western Baptist College	0	0	0	0	0	0	10	10
Willamette University	0	1	0	3	4	0	69	77
Total Independent	3	19	3	19	80	2	717	843
Total OUS + Independent	11	41	12	44	205	9	1,694	2,016
From Other States	7	18	13	53	135	36	1,284	1,546
Total Oregon/Other States	18	59	25	97	340	45	2,978	3,562

Source: Teacher Standards and Practices Commission

Table 14
Oregon K-12 Public School Students, by Ethnicity
1975 to 2002

<i>Year</i>	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Asian/Pacific Islander</i>	<i>American Indian</i>	<i>Total Minority</i>	<i>Unknown</i>	<i>Total Students</i>
1975	445,908 (94%)	8,342 (1.8%)	9,091 (1.9%)	4,220 (.09%)	5,081 (0.1%)	26,734 (5.7%)	n/a	472,642
1985	404,570 (90%)	10,190 (2.2%)	13,424 (3.0%)	11,859 (2.6%)	7,484 (1.7%)	42,957 (9.6%)	n/a	447,527
1995	449,373 (85%)	13,542 (2.6%)	35,944 (6.8%)	17,692 (3.3%)	10,288 (1.9%)	77,467 (14.7%)	n/a	527,914
1997	453,088 (83.6%)	14,143 (2.6%)	43,741 (8.0%)	19,209 (3.5%)	11,165 (2.0%)	88,258 (16.3%)	n/a	541,346
1998	450,063 (82.9%)	14,754 (2.7%)	47,027 (8.7%)	19,831 (3.7%)	11,140 (2.1%)	92,746 (17.1%)	n/a	542,809
1999	446,434 (81.9%)	15,061 (2.8%)	51,543 (9.5%)	20,607 (3.8%)	11,388 (2.1%)	98,599 (18.1%)	n/a	545,033
2000	431,686 (79.1%)	15,461 (2.8%)	56,436 (10.3%)	21,581 (4.0%)	11,393 (2.1%)	113,228 (20.9%)	n/a	545,914
2001	426,991 (77.6%)	16,049 (2.9%)	62,321 (11.3%)	22,626 (4.1%)	11,701 (2.1%)	123,358 (22.4%)	n/a	550,349
2002	422,468 (76.3%)	16,462 (3%)	67,591 (12.2%)	22,742 (4.1%)	12,005 (2.2%)	118,800 (21.4%)	12,787 (2.3%)	554,055

Source: Oregon Department of Education

Table 15
Oregon K-12 Public School Licensed Staff, by Ethnicity
2001-02

<i>Staff</i>	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Asian/Pacific Islander</i>	<i>American Indian</i>	<i>Total Minority</i>	<i>Total Staffing</i>
Superintendent	164.7	1.0	1.0	.5	0	2.5 (1.5%)	167.2
Assistant Superintendent	51.0	1.0	1.0	0	0	2.0 (3.8%)	53.0
Principal	977.5	21.0	16.0	14.2	8.0	59.2 (6.1%)	1,036.7
Assistant Principal	449.1	10.0	9.5	11.5	5.0	36.0 (7.4%)	485.1
Classroom Teachers	27,348.8	228.2	519.6	397.8	106.6	1,252.2 (4.4%)	28,601.0
Librarian	506.4	6.5	2.8	9.0	1.0	19.3 (3.7%)	525.7
Curriculum Director	852.9	9.8	12.4	2.5	5.5	30.2 (3.4%)	883.1
Guidance Counselor	1,079.9	19.0	23.8	7.5	1.0	51.3 (4.5%)	1,131.2
Psychology Staff	281.9	1.0	6.5	3.5	1.0	12.0 (4.1%)	293.9
Other	384.9	7.5	8.2	6.2	1.5	23.4 (5.7%)	408.3
Total	32,097.1	305.0	600.8	452.7	129.6	1,488.1 (4.4%)	33,585.2

Source: Oregon Department of Education

Table 16

**Original Licenses Issued by TSPC for New Educators Completing
Programs at Oregon Institutions, by Ethnicity
1995-96 and 2000-01**

	9/1/1995 to 8/31/1996					9/1/2000 to 8/31/2001				
	<u>OUS</u>		<u>Independent Institutions</u>		<u>Total</u>	<u>OUS</u>		<u>Independent Institutions</u>		<u>Total</u>
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	
Hispanic	11	58	8	42	19	25	57	19	43	44
White	501	56	386	44	887	977	58	717	42	1,694
Portuguese/Brazilian	<i>not a data category in 1995-96</i>					7	78	2	22	9
Asian/Pacific Islander	11	52	10	48	21	22	54	19	46	41
American Native	5	83	1	17	6	8	73	3	27	11
African American	3	75	1	25	4	9	75	3	25	12
Not Specified/Other	77	64	43	35	120	125	61	80	39	205
Total	608	57	449	42	1,057	1,173	56	843	44	2,016

Summary Notes

1995-96: Oregon colleges/universities contributed 50 ethnic minorities out of 937 (not including those in the Not Specified category, or 5.3%). New licensees from Oregon institutions are 94.7% white. OUS's minority percentage was 5.6%. Independent institution's percentage was 4.9%.

2000-01: Oregon colleges/universities contributed 117 ethnic minorities out of 1,811 (not including those in the Not Specified category), or 6.5%. New licensees from Oregon institutions are 94% white. OUS's minority percentage is 6.8%. Independent institution's percentage is 6.0%.

Source: Teacher Standards and Practices Commission

Table 17

**Retention of New, Inexperienced Teachers in Oregon Public Schools
1990 through 2001**

	1st Year	2nd Year		3rd Year		4th Year		5th Year		6th Year	
	<i>No.</i>	<i>No.</i>	<i>% retain</i>	<i>No.</i>	<i>% retain</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>% retain</i>	<i>No.</i>	<i>% retain</i>
1990-91	1,060	977	92.17	881	83.11	828	78.11	785	74.06	751	70.85
1991-92	1,169	931	79.64	829	79.92	766	65.53	713	60.99	663	56.72
1992-93	1,054	993	94.21	833	79.03	762	72.30	712	67.55	631	59.87
1993-94	729	656	89.99	557	76.41	522	71.60	443	60.77	472	64.75
1994-95	910	815	89.56	723	79.45	604	66.37	618	67.91	558	61.32
1995-96	969	916	94.53	738	76.16	748	77.19	689	71.10	646	66.67
1996-97	963	781	81.10	789	81.93	736	76.43	665	69.06		
1997-98	1,122	1,080	96.26	952	84.85	872	77.72				
1998-99	1,632	1,530	93.75	1,364	83.58						
1999-00	1,656	1,487	89.79								
2000-01	1,590										
Average Retention			90%		79%		73%		67%		63%
Average Attrition			10%		21%		27%		33%		37%

Note: The number of new teachers for each cohort year appears in the 1st Year column.

Source: Oregon Department of Education

Table 18

**Snapshot of Newly Licensed Teachers
in Oregon's Key Shortage Areas**

<i>Areas</i>	<i>Comparison Years</i>	<i>Prepared at Oregon Institutions</i>	<i>Prepared in Other States</i>	<i>Total</i>
Special Education	2000-01	176	25	201
	2002-03	517	113	630
	% change	194%	352%	213%
Math	2000-01	63	17	80
	2002-03	281	64	345
	% change	345%	276%	331%
Physics	2000-01	4	4	8
	2002-03	19	10	29
	% change	375%	150%	263%
Spanish	2000-01	35	4	39
	2002-03	78	39	117
	% change	129%	879%	200%
Chemistry	2000-01	17	4	21
	2002-03	25	21	46
	% change	47%	425%	119%
Technology Education	2000-01	5	2	7
	2002-03	7	7	14
	% change	40%	250%	100%
Reading	2000-01	16	6	22
	2002-03	46	14	60
	% change	188%	133%	173%
ESOL/Bilingual	2000-01	103	8	111
	2002-03	283	45	328
	% change	175%	462%	195%

Source: Teacher Standards and Practices Commission