

# **EDUCATOR SUPPLY AND DEMAND: IMPLICATIONS FOR STAFFING OREGON SCHOOLS**

*Completed by*

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**In cooperation with the**

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## Introduction

This report provides information about educator supply and demand in Oregon to assist policymakers to better plan for staffing schools with highly qualified teachers. Data are drawn from three key sources: colleges and universities that prepare educators; the Teacher Standards and Practices Commission (TSPC), the agency that licenses educators; and the Oregon Department of Education (ODE), the agency that maintains records on schools and school staffing assignments.

- **Colleges/universities.** Information on educators in the pipeline comes from colleges and universities approved by TSPC to prepare educators. Campuses submit this information to TSPC annually. Recently, TSPC instituted an online 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.
- **ODE.** ODE maintains a database of the number of students and staff in Oregon schools, broken out by 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 the state identifies how many teachers may be “misassigned” or not meeting the definitions of a “highly qualified teacher.”

The report reflects the most recent data available; in most cases this is 2005-06. Several tables (11) are attached for background information.

## Overview

**Employed workforce.** There are 552,320 students enrolled in Oregon’s 198 public schools, and about 48,517 students enrolled in 421 private and parochial schools. The teacher workforce employed in the public schools is 27,145. There are also an estimated 3,230 teachers employed in private and parochial schools. Other licensed staff in Oregon’s public schools total 8,810 (e.g., curriculum specialists, librarians, counselors/psychologists, principals, superintendents). Oregon’s current school personnel total about 55,756. [2005-06 Oregon School Directory]

**Demand from turnover.** In 2005-06, 3,368 licensed educators left their current employment in an Oregon public school district (9.4% turnover rate). This number can be used as a demand” estimate, since it is expected districts will replace these positions, though not necessarily in identical staffing patterns. This demand estimate does not account factor in K-12 student enrollment increases or efforts to reduce class size, which could increase districts’ demand for teachers. [Table 11]

**Supply pool.** The estimated size of the pool from which schools may replace educators is 7,686+ made up from the following:

- 824 changing their employment within Oregon schools (mobility) [Table 11]
- 3,407 newly licensed educators (individuals) in 2005-06 from other states [Table 8]
- 3,455 who were licensed from Oregon educator preparation programs in 2005-06 [Table 8]
- some number from the reserve pool (previously licensed educators who are not employed in schools but are seeking school employment).

**Attrition.** Attrition rates for licensed staff in Oregon’s public schools vary from year to year. In 2005-06, the attrition rate is estimated at 7.1% (2,544 of 35,955 left their 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 is reduced from this total (since many are expected to return to their position), the attrition rate is closer to 6.2%. Oregon’s rate then is close to (and somewhat less than) recent national annual attrition estimates of 7-8%. By comparison, Oregon’s attrition rate in 2002-03 was 9.5% (3,143 of 33,051 left their school employment not including those who left to take a position in another Oregon school district); this larger rate is thought to reflect higher retirement rates of school staff in the early years of the decade. [Table 11]

**Attrition of new teachers.** The attrition rate for “new inexperienced teachers” in Oregon schools (in first three years of employment) varies from year to year and is viewed increasingly as a serious problem in school staffing. A recent review of the national literature found that “30-50% of all teachers leave the profession within their first three to five 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 2002 study on attrition of new, inexperienced teachers found that the state’s rate is similar to national rates, with about 37% leaving teaching after five years. Over an 11-year period, Oregon’s average new teacher attrition rate was as follows:

- left after one year of experience, 9.90%
- after two years, 20.51%
- after three years, 26.84%
- after four years, 32.65%
- after five years, 36.74%.

The top five factors that new, inexperienced teachers gave in the study for leaving Oregon schools were: 1) high demands of teaching; 2) lack of planning time; 3) lack of time to attend to students needs; 4) lack of support by school administrators; and 5) level of rigor demanded of teachers. [Ankeny & Zanville, Oregon Research Report, for Oregon Quality Assurance in Teaching, 7/02]

**Shortages.** Oregon has experienced shortages of educators in a number of specialty areas over the last several years. There continue to be shortages in some school districts despite increased production of new teachers by many Oregon colleges and universities, and stepped-up recruitment by schools of teachers from other states.

A 2003 Oregon School Personnel Association survey of school districts identified several shortage areas. These are listed below in their 2003-04 rank order<sup>1</sup> (#1 = greatest shortage area):

- #1 special education
- #2 mathematics
- #3 counselors
- #4 speech pathologists, foreign languages (Spanish)
- #5 high school principals, technology education

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<sup>1</sup> These rankings are expected to have shifted some by 2006-07 although all these fields still are thought to continue to be shortage areas in schools throughout Oregon.

- #6 library media, science (physics), superintendents
- #7 English as a second language and bilingual education.

There is not perceived generally to be a 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.

The American Association for Employment in Education (AAEE) has studied the education job market for nearly three decades. AAEE mails a survey instrument to all U.S. institutions of higher education that prepare teachers. The survey asks about each field in which the institutions prepare educators and 40 factors affecting the supply of and demand for educators in their states and locales. AAEE then divides respondents into geographic regions for analysis and reporting.

Oregon is included in Region 1 with Washington and Idaho. AEE reports results by educator fields in five categories; there is a "considerable shortage," "some shortage," "balanced," "some surplus," or "considerable surplus." For 2005, Region 1 does report both "considerable shortages" and "some shortages." These are in special education fields, science (chemistry, physics), mathematics, English as a Second Language (ESL), Spanish, and professional areas such as school nurse, psychologist, and speech pathologist. [Table 1]

**Production of new educators.** Production of newly licensed educators prepared at Oregon institutions in the specialties have increased in most fields over the past decade. For example, between 2000-01 and 2005-06, new teachers prepared in Oregon institutions in mathematics increased 401% (from 63 to 316); in social studies, 153% (from 149 to 378); in Language Arts, 104% (154 to 314); in special education, 93% (166 to 320); in foreign languages, 64% (64 to 105); and in sciences, 34% (156 to 288). [Table 2]

Increases in several specialties are thought to be due, in large part, to stepped-up recruitment of students to several campus programs assisted by federal grants obtained by interinstitutional/intersector partnerships. For example, in the early 2000s, several colleges/universities added and/or expanded their 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. Some of these efforts continue.

Also, enhanced efforts by campuses to better publicize the need for K-12 teachers in shortage areas has helped increase the production of teachers in high-need areas over the past decade. These have included the development and wide-scale dissemination of advising guides to assist students and advisors to plan the proper course sequence for admission to teacher preparation programs; revised web pages and print materials at campuses; better articulation between community colleges and teacher preparation programs, especially new Teacher Education Pathways programs; and initiatives to better link education and arts/sciences at colleges/universities to recruit more students from the liberal arts content areas (e.g., math, science). A successful initiative at Oregon State University is targeting recruitment of students in engineering and sciences to participate in a double major program wherein students can be prepared in their first major and add teacher preparation leading to licensure.

Production in the last few years appears to have leveled off in some fields. It will be important to plot these production data longitudinally since variations in the size and completion rates of cohorts in college/university programs are expected from year to year.

**Recruiting teachers from other states.** For many years, inadequate production of educators in shortage areas impacted Oregon's capacity to meet school staffing needs. Although Oregon has historically imported annually about half of its new K-12 educators from other states, this fact alone does not necessarily result in an adequate supply pool since 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 targeted 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.

There is no sign that school districts have cut back on their recruitment of applicant from other states. However, there is concern about Oregon's continuing capacity to attract out-of-state teachers, especially in shortage areas. in light of stepped-up recruitment and attractive incentive packages offered by districts in many other states (e.g., signing bonuses, paying down student loans, higher salaries).

**Retirements.** Previous Oregon studies projected a relatively even flow of K-12 educator retirements between 1994-99, with peak retirement years to occur between 1999-2004. The majority of these projected retirements did in fact occur by 2004, as demonstrated in the state's annual turnover data. [*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, 1998, respectively*] Oregon schools are thought to have already replaced the majority of these positions although not necessarily in identical staffing patterns.

**Diversity.** Oregon's public K-12 student population is increasingly diverse and this fact has significant implications for staffing the state's schools. In fall 2004, the student population was 24% students of color (4.8% Asian/Pacific Islander, 3.2% Black/African American, 13.9% Hispanic/Latino, and 2.2% American Indian; 3.4% multi-ethnic; 2.7% unknown, and 72.5% Caucasian. The Hispanic/Latino population has and continues to grow dramatically. It is projected that public K-12 Hispanic/Latino students will increase to 27% by 2020. During 2003-04, approximately 11% (60,000) of students spoke at least one of 138 different languages other than English; about 13% (71,000) were special education students; and as one measure of socioeconomic status, approximately 40% qualified for free or reduced lunches. High school dropout rates are of great concern, with a total of 7,923 dropouts reported during 2003-04. Disproportionate rates by race/ethnicity exist with dropout rates of 0.8% Hispanic/Latino, 8.3% Asian/Pacific Islander, and 3.8% Caucasian. Males also represent nearly 56% of dropouts. [Oregon Department of Education]

School districts have made some gains in diversifying the educator workforce since the mid-1990s, but these are modest. There are growing disparities, therefore, between the race/ethnicity of K-12 public school students, current public school teachers, and new licensees prepared at Oregon institutions and recruited from outside Oregon. [Tables 8 and 9]

## Highlights/Implications

- ✓ The current production of new teachers from both Oregon and other states appears adequate to meet the state's needs for teachers in most fields and in most locations. With an estimated demand of some 3,368 licensed educators per year and a supply pool of 7,000+, the state appears able to meet its needs for educators generally in the near future.
- ✓ However, Oregon is expected to face several challenges in staffing schools in the future. The Oregon School Personnel Association recently analyzed data from 66 of the state's 198 districts, revealing that 45% of secondary teachers failed to meet federal Highly Qualified Teaching (HQT) requirements because they lack preparation in core content. Many of these teachers are thought to be assigned in math and science. This raises significant issues for professional development of the current teacher workforce.
- ✓ Oregon's shortages in key areas will likely continue despite recent increases in the production of newly licensed teachers as a result of stepped-up recruitment of students in several Oregon

college/university preparation programs. For example, in 2001 Oregon produced only 57 newly licensed math teachers and 119 science teachers. By 2006, Oregon produced 331 newly licensed math teachers and 289 science teachers. Unfortunately, these substantial increases did not occur in the greatest need specialties. Many of the math endorsements were in “basic” math which does not permit teachers to teach higher level high school math. And among the 289 new science endorsements, 79% of the new science endorsements were in biology and integrated science (115 in biology, 114 in integrated sciences), which are not shortage areas. By contrast, only 7% of new science endorsements were in physics (20) and 14% were in chemistry (40), which are key shortage areas.

There is evidence that school districts have successfully recruited additional teachers they need from other states in key shortage fields. For example, 29% of the new licensees in Oregon from other states in 2006 in the sciences were in chemistry and physics, compared to 21% prepared in Oregon in the sciences in these fields. Likewise, 84% of the new licensees from other states in foreign languages were in Spanish, compared to 62% prepared in Oregon in foreign languages. However, continued successful out of state recruitment by Oregon schools is questionable given the attractive incentives available now to teachers in shortage areas in many other states.

- ✓ Exacerbating the state’s shortage problems in some specialty areas is turnover of newly prepared teachers. Unfortunately, again the state mirrors national statistics with about one-third of new teachers leaving the profession within five years. Schools have had to counteract shortages and this “revolving door” phenomenon by stepped-up recruitment of teachers from outside the state (and nation). Despite many successes in attracting new teachers to Oregon in recent years, schools are expected to face increasing challenges with the out-of-state recruitment strategy given stepped-up recruitment and incentive programs recently instituted by many other states facing their own shortages.
- ✓ For a period of time, Oregon’s math teacher shortage may be intensified by recent legislative action (2005) to raise high school graduation requirements to include at least 3 Carnegie units of math through Algebra II, up from a 2-unit requirement; and by a move to small high schools, in which fewer teachers are responsible for broader curriculum areas. Also, as the State Board of Education considers increasing high school graduation requirements for all students, with greater emphasis in science, social science, foreign languages, and math, there will likely be increasing challenges to staff Oregon schools with high quality teachers in these content areas over the next several years.
- ✓ Policymakers are encouraged to consider strategies which will facilitate new teachers to remain in the classroom, to improve on the state’s attrition rate of new teachers within their first five years in the classroom. Many states have instituted and found very successful induction and mentoring programs for new teachers. Oregon has piloted these models in the past with great success, and would benefit from a statewide approach.
- ✓ Within this context, Oregon colleges, universities, and school districts will be challenged to develop strategies to address persisting shortages of teachers in core content areas like math and science, and address significant professional development needs of current teachers.
- ✓ Careful and continuing study should be given to the multiple factors that impact teacher supply and demand to ensure that schools have the capacity to staff a high quality workforce. It will be especially important to follow educator retirement rates over the next decade as another large group of the current workforce reaches retirement age. It will also be important to follow the impact on school staffing by increased high school graduation requirements, and the continuing diversity of the state’s school-age population.

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**Table 1**  
**Results from American Association for Employment in Education's**  
**2005 Executive Summary of Educator Supply and Demand in the United States**

**Region I Northwest – Washington, Idaho, Oregon**  
(fields do not align precisely with Oregon licensure areas)

<b>Considerable Shortage 5.00-4.21</b>	<b>Some Shortage 4.20-3.41</b>	<b>Balanced 3.40-2.61</b>	<b>Some Surplus 2.60-1.81</b>	<b>Considerable Surplus 1.80-1.00</b>
4.40 special education	4.20 physics	3.38 counselor	2.50 middle	
4.33 school psychologist	4.20 early childhood special education	3.33 family/consumer science	2.50 drama	
4.29 mild/moderate disabilities	4.20 mental retardation	3.33 music	2.50 curriculum director	
4.22 chemistry	4.11 math	3.33 technology education	2.27 kindergarten	
	3.90 English as Second Language	3.29 principal (middle)	2.25 physical education	
	3.88 earth/physical sciences	3.25 superintendent	2.17 primary grades	
	3.86 bilingual education	3.10 reading	2.13 health education	
	3.75 business education	3.00 principal (elementary)		
	3.75 hearing impaired	3.00 agriculture		
	3.67 special ed/severe, profound disabil	3.00 visually impaired		
	3.50 biology	3.00 dance		
	3.50 school nurse	3.00 French		
	3.50 speech pathologist	3.00 German		
	3.50 school psychologist	3.00 Japanese		
	3.44 Spanish	3.00 speech		
		3.00 business manager		
		3.00 human resources director		
		3.00 audiologist		
		3.00 library media		
		3.00 gifted & talented ed		
		2.91 Language Arts		
		2.90 social studies		
		2.75 preKindergarten		
		2.55 art		
		2.55 intermediate grades		



**Table 2**  
**Comparison of Production in Oregon Institutions,**  
**Key Specialty Areas, 1997-98 to 2005-06**

<b>Specialty Areas</b>	<b>1997-98</b>	<b>1998-99</b>	<b>2000-01</b>	<b>2002-03</b>	<b>2005-06</b>
Fine Arts	40	67	52	117	125
Language Arts	107	185	154	430	314
Foreign Languages	49	88	64	123	105
Professional/Technical	26	38	25	80	54
Physical Education, Health	75	170	90	167	198
Mathematics	42	91	63	281	316
Sciences	67	143	156	301	288
Social Studies	94	73	149	378	378
Library/Educational Media	0	3	2	31	5
Special Education	117	209	166	517	320
Administrators	187	178	208	429	244

Source: Teacher Standards and Practices Commission

<p style="text-align: center;"><b>Table 3</b> <b>Oregon Schools/Enrollments, 2004-05</b></p>	<p style="text-align: center;"><b>Table 4</b> <b>FTE of Public School Personnel, 2004-05</b></p>																																
<p>1,290 Public Schools:            729 elementary schools            203 middle-junior            215 high schools            26 combined            55 alternative/special            62 charter</p> <p>552,320 students</p> <p>198 public school districts</p> <p>421 private and parochial schools enrollment            48,517 students:                8,145 in preschool                29,012 in kindergarten-8                11,360 in grades 9-12</p>	<table> <tr><td>Pre-Kindergarten Teachers</td><td style="text-align: right;">54</td></tr> <tr><td>Kindergarten Teachers</td><td style="text-align: right;">1,073</td></tr> <tr><td>Elementary &amp; Secondary Teachers</td><td style="text-align: right;">20,805</td></tr> <tr><td>Unclassified Teachers</td><td style="text-align: right;">5,213</td></tr> <tr><td>Curriculum Specialists</td><td style="text-align: right;">488</td></tr> <tr><td>Library/Media Specialists &amp; Assistants</td><td style="text-align: right;">1,227</td></tr> <tr><td>Elementary &amp; Secondary Counselors</td><td style="text-align: right;">1,201</td></tr> <tr><td>District Administrators</td><td style="text-align: right;">637</td></tr> <tr><td>District Administrators Support</td><td style="text-align: right;">1,537</td></tr> <tr><td>School Administrators</td><td style="text-align: right;">1,570</td></tr> <tr><td>School Administrator Support</td><td style="text-align: right;">2,948</td></tr> <tr><td>Other Professional Personnel</td><td style="text-align: right;">1,897</td></tr> <tr><td>Other Support</td><td style="text-align: right;">7,973</td></tr> <tr><td>Teacher Aide/Interns</td><td style="text-align: right;">9,136</td></tr> <tr><td> </td><td></td></tr> <tr><td>Total All Staff</td><td style="text-align: right;">55,756</td></tr> </table>	Pre-Kindergarten Teachers	54	Kindergarten Teachers	1,073	Elementary & Secondary Teachers	20,805	Unclassified Teachers	5,213	Curriculum Specialists	488	Library/Media Specialists & Assistants	1,227	Elementary & Secondary Counselors	1,201	District Administrators	637	District Administrators Support	1,537	School Administrators	1,570	School Administrator Support	2,948	Other Professional Personnel	1,897	Other Support	7,973	Teacher Aide/Interns	9,136	 		Total All Staff	55,756
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Source: 2005-06 Oregon School Directory, Oregon Department of Education

**Table 5  
Newly Licensed Educators by Program Completion Areas/Endorsements (Specialties), 2005-06**

Authorization/ Endorsement (grouped in many instances)	Public Institutions							Independent Institutions													Other	Total
	EOU	OSU	PSU	SOU	UO	WOU	Public Total	Cascade	Concordia	Corban	George Fox	Lewis & Clark	Linfield	NW Christian	Pacific	U of Phoenix	U of Portland	Warner Pacific	Willamette	Indep Insti Total	Total Other States	Total OR + Other
Fine Art: Art, Drama, Music	9	4	43	4	7	5	72		5	2	4	7			19		5	5	6	53	165	290
Language Arts	8	11	39	14	46	30	148		4	4	25	45	2	2	31		25	3	25	166	264	578
Social Studies	17	2	38	15	64	36	172		36	6	40	24	1	4	39		37	1	18	206	290	668
For Lang: Spanish, French, German, Russian, Japanese			29	1	23	10	63				6		1		15		6		14	42	112	217
Prof/Tech: Agric, Business, Fam Consumer Sci, Marketg, Tech Ed		11	5			4	20		8		13				5		4		4	34	50	104
Physical Education, Health Education, PE Adapted	29	22	5	16		45	117		16	6	18		6		10		3	2	20	81	168	366
Math: Basic & Advanced	7	9	18	9	45	43	131		37	5	29	2	9		31		42		30	185	173	489
Sciences: Biology, Physics, Chemistry, Integrated Science	13	42	24	8	57	29	173		21	1	18	27			15		12	1	20	115	240	528
Educational Media			2				2				3									3	7	12
Multiple Subjects Self-contained Early Childhood, Elemen, Middle	228	64	245	120	156	274	1087	18	250	55	307	118	75	55	282		183	34	134	1,511	1,383	3,981
ESOL/Bilingual	5	10	34		10	55	114			1	1			6	5		1		7	21	277	412
Reading																1				1	88	89
Special Education: Hearing Imp, Speech, Communication Disorder, Early Interven I/II, Visual Imp			108	33	97	36	274					4			37		5			46	275	595
Administrator			97	2	39		138		6		25	61	1		3	6		4		106	90	334
Counselors/Psychologists							na													na	119	235
<b>TOTAL</b>	<b>316</b>	<b>175</b>	<b>687</b>	<b>222</b>	<b>544</b>	<b>567</b>	<b>2,511</b>	<b>18</b>	<b>383</b>	<b>80</b>	<b>489</b>	<b>288</b>	<b>95</b>	<b>67</b>	<b>489</b>	<b>3</b>	<b>330</b>	<b>46</b>	<b>282</b>	<b>2,570</b>	<b>3,701</b>	<b>8,898</b>

**Public Institutions: 2,511**

**Independent Institutions: 2,570**

**Total Prepared in Oregon: 5,197\*\***

**Prepared in Other States: 3,701**

\* Since many educators are endorsed in multiple areas, the number of endorsements/specialties exceeds actual number of new educators annually. Preparation programs prepared more than 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.

\*\*Total prepared in Oregon = 5,081 + 116 counselors/psychologists prepared in Oregon = 5,197 (breakouts by Oregon sectors not available)

Source: Teacher Standards and Practices Commission.

**Table 6**  
**Endorsements in Math/Science Issued to New Teachers Licensed**  
**by TSPC, Prepared in Oregon Institutions and Others States\***

Institution	Math (Basic & Advanced)				Biology				Chemistry				Integrated Science				Physics				Total Math/Science			
	01	03	05	06	01	03	05	06	01	03	05	06	01	03	05	06	01	03	05	06	01	03	05	06
<b>Public Institutions</b>																								
Eastern Oregon University	7	14	3	7	4	20	5	4	4	4	3		7	8	9	5	1	3		1	19	49	21	20
Oregon State University	3	27	19	9	2	18	20	14	7	6	4		6	15	23	23	2	6	1		11	69	74	51
Portland State University	2	5	17	18	7	12	9	3	4	1	3	4	5	8	12		2	6		5	15	29	37	42
Southern Oregon University	4	3	10	9	5	5	2		3	1		2	2	5		4					9	14	15	17
University of Oregon	3	27	42	45	13	23	8	24	1	2	6	9	2	2	12	19			5		19	54	68	102
Western Oregon University	4	25	40	43	2	5	5	8	1		6	4	3	10	10	15		2	2		10	40	63	72
<b>Total Public:</b>	<b>23</b>	<b>101</b>	<b>131</b>	<b>131</b>	<b>28</b>	<b>83</b>	<b>52</b>	<b>55</b>	<b>9</b>	<b>15</b>	<b>25</b>	<b>26</b>	<b>20</b>	<b>45</b>	<b>62</b>	<b>78</b>	<b>3</b>	<b>11</b>	<b>8</b>	<b>14</b>	<b>83</b>	<b>255</b>	<b>278</b>	<b>304</b>
<b>Independent Institutions</b>																								
Cascade College																								
Concordia University	6	20	38	52	2	4	4	8			2				13						8	24	44	73
Corban College		6		5				1													6			6
George Fox University	9	34	40	29	7	16	8	11	1	3	8	6	7	7	10		1		2	1	25	60	68	47
Lewis and Clark College	3	13	21	2	3	6	14	19			10	3			2	3	6	2	2	3	12	21	49	30
Linfield College	3	6	3	9	1	2															4	8	3	9
Northwest Christian College						2																2		
Pacific University	10	23	36	31	12	12	14	6	2	1	7		11	12	13	9	2	7	2		37	55	72	46
University of Portland	2	8	40	42	2	8	12	4				4			2	2	2		2		4	18	54	54
Warner Pacific College			3				4	1														7		1
Willamette University	1	9	12	30		5	4	10			1	1	2	3	3	9					3	17	20	50
<b>Total Independent:</b>	<b>34</b>	<b>119</b>	<b>193</b>	<b>200</b>	<b>27</b>	<b>55</b>	<b>60</b>	<b>60</b>	<b>3</b>	<b>4</b>	<b>28</b>	<b>14</b>	<b>20</b>	<b>22</b>	<b>30</b>	<b>36</b>	<b>9</b>	<b>11</b>	<b>6</b>	<b>6</b>	<b>93</b>	<b>211</b>	<b>317</b>	<b>316</b>
<b>Total Prepared in Oregon:</b>	<b>57</b>	<b>220</b>	<b>324</b>	<b>331</b>	<b>55</b>	<b>138</b>	<b>112</b>	<b>115</b>	<b>12</b>	<b>19</b>	<b>53</b>	<b>40</b>	<b>40</b>	<b>67</b>	<b>92</b>	<b>114</b>	<b>12</b>	<b>22</b>	<b>14</b>	<b>20</b>	<b>176</b>	<b>466</b>	<b>595</b>	<b>620</b>
<b>Prepared in Other States:</b>			<b>173</b>				<b>91</b>				<b>36</b>				<b>79</b>				<b>34</b>				<b>413</b>	
<b>Total Oregon/Other States:</b>			<b>504</b>				<b>206</b>				<b>76</b>				<b>193</b>				<b>54</b>				<b>1,033</b>	

\* Teachers may be endorsed in multiple areas so the number of endorsements may exceed actual numbers of new teachers annually (e.g., many teachers receive both Basic and Advanced Math endorsement). 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.

Source: Teacher Standards and Practices Commission

**Table 7**  
**Endorsements in Foreign Languages Issued to New Teachers Licensed by TSPC,**  
**Prepared in Oregon Institutions and Others States, 2000-01, 2002-03, 2004-05, and 2005-06**

Institution	French				German				Japanese				Russian				Spanish				Total			
	01	03	05	06	01	03	05	06	01	03	05	06	01	03	05	06	01	03	05	06	01	03	05	06
<b>Public Institutions</b>																								
Eastern Oregon University		2					1										1	7	6		1	9	7	
Oregon State University		1	1														5	2	3		5	3	4	
Portland State University	2	4		10	1	3	3	3	2	6		1		1	1	1	9	18	29	14	14	32	33	29
Southern Oregon University		1					2										3	6	2		3	7	4	1
University of Oregon	5	4	10	12	6		2	4	1	4	4						11	17	20		23	25	36	23
Western Oregon University										1				1			4	7	4	10	4	9	4	10
<b>Total Public:</b>	<b>7</b>	<b>12</b>	<b>11</b>	<b>22</b>	<b>7</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>33</b>	<b>57</b>	<b>64</b>	<b>32</b>	<b>50</b>	<b>85</b>	<b>88</b>	<b>63</b>
<b>Independent Institutions</b>																								
Cascade College																								
Concordia University																								
Corban College																								
George Fox University										1	2				1			2	5	6		3	8	6
Lewis and Clark College	1			1 1	1																2		1	1
Linfield College																	3		1		3		1	
Northwest Christian College																	2				2			
Pacific University	1	10	2			2	2		1	2		4					3	12	7	11	5	26	11	15
University of Portland		2	3														2	6	6	6	2	8	9	6
Warner Pacific College																								
Willamette University						1		1		1		1							3	10	2		4	14
<b>Total Independent:</b>	<b>2</b>	<b>12</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>		<b>10</b>	<b>20</b>	<b>22</b>	<b>33</b>	<b>16</b>	<b>37</b>	<b>34</b>	<b>42</b>
<b>Total Prepared in Oregon:</b>	<b>9</b>	<b>24</b>	<b>17</b>	<b>24</b>	<b>9</b>	<b>5</b>	<b>11</b>	<b>7</b>	<b>5</b>	<b>14</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>43</b>	<b>77</b>	<b>86</b>	<b>65</b>	<b>66</b>	<b>122</b>	<b>122</b>	<b>105</b>
<b>Total Prepared In Other States ( + 3 Latin):</b>				<b>22</b>				<b>8</b>				<b>7</b>				<b>7</b>				<b>63</b>				<b>110</b>
<b>Total from Oregon + Other States:</b>				<b>156</b>				<b>15</b>				<b>13</b>				<b>8</b>				<b>128</b>				<b>215</b>

Source: Teacher Standards and Practices Commission

**Table 8**  
**Race/Ethnic Breakout by Newly Licensed Educators (Individuals)**  
**Prepared in Oregon and in Other States, 2005-06**

	Prepared in Oregon	Prepared in Other States	Total
American Indian and Alaska Native	11	4	15
Asian	35	22	57
Native Hawaiian or other Pacific Islander	2		2
Black or African American	27	15	42
Hispanic	139	51	190
Multi-ethnic	17	3	20
White	2,045	1,357	3,402
Not Identified or Not Available	1,179	1,955	3,134
<b>TOTAL</b>	<b>3,455</b>	<b>3,407</b>	<b>6,862</b>

Source: Teacher Standards and Practices Commission

**Table 9**  
**Diversity in Newly Employed Teachers and Administrator, 2003-04**

2003-04 Newly Employed (FTE) in Public Schools	Black/ African American	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic/ Latino	Total People of Color	Total All Ethnicities
<b>Teachers</b>						
Newly employed teachers	8.8	0.0	32.4	50.2	91.3	1,495.5
All teachers	204.0	88.0	395.0	586.0	1,273.0	27,314.0
<b>Percent of new teachers in category</b>	<b>4.3%</b>	<b>0.0%</b>	<b>8.2%</b>	<b>8.6%</b>	<b>7.2%</b>	<b>5.5%</b>
<b>Administrators</b>						
Newly employed administrators	1.0	0.0	1.0	2.0	4.0	17.5
All administrators	34.0	8.5	24.0	31.0	97.5	1,637.9
<b>Percent of new administrators in category</b>	<b>2.9%</b>	<b>0.0%</b>	<b>4.2%</b>	<b>6.5%</b>	<b>4.1%</b>	<b>1.1%</b>

Source: Oregon Department of Education

**Table 10**  
**Top 14 Originating States of New Licensees to Oregon**

States	Number of Licensees
California	380
Washington	179
Idaho	75
Arizona	61
Utah	54
New York	48
Illinois	46
Texas	36
Colorado	35
Ohio	30
Montana, Michigan	29
Wisconsin	28
Indiana	25

Source: Teacher Standards and Practices Commission

**Table 11**  
**Licensed Educators Leaving Their Current Oregon K-12 School**  
**Employment 1999-00 through 2005-06**

<b>Reasons for Leaving</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06*</b>
Take a position in another Oregon school District	782	838	707	474	650	592	824
Take a position in a district outside Oregon	218	293	237	256	255	205	181
Take a position outside the field of education	94	141	74	73	78	59	74
To continue education	24	38	29	20	23	15	27
No plans to seek other employment (not retired)	211	161	100	82	107	106	71
Leave of absence of sabbatical	377	517	406	337	427	455	311
Pregnancy	48	57	45	25	28	33	21
Retired	1,026	973	1,000	1,303	1,871	1,118	811
Deceased	27	28	24	24	27	18	28
Other known reason	476	665	672	874	835	1,015	856
Unknown reason	152	177	296	232	210	161	164
<b>TOTAL</b>	<b>3,435</b>	<b>3,888</b>	<b>3,590</b>	<b>3,700</b>	<b>4,511</b>	<b>3,777</b>	<b>3,368</b>

\* Total licensed staffing for 2005-06 = 35,955

Source: Oregon Department of Education, Office of Analysis and Reporting, 5/16/06