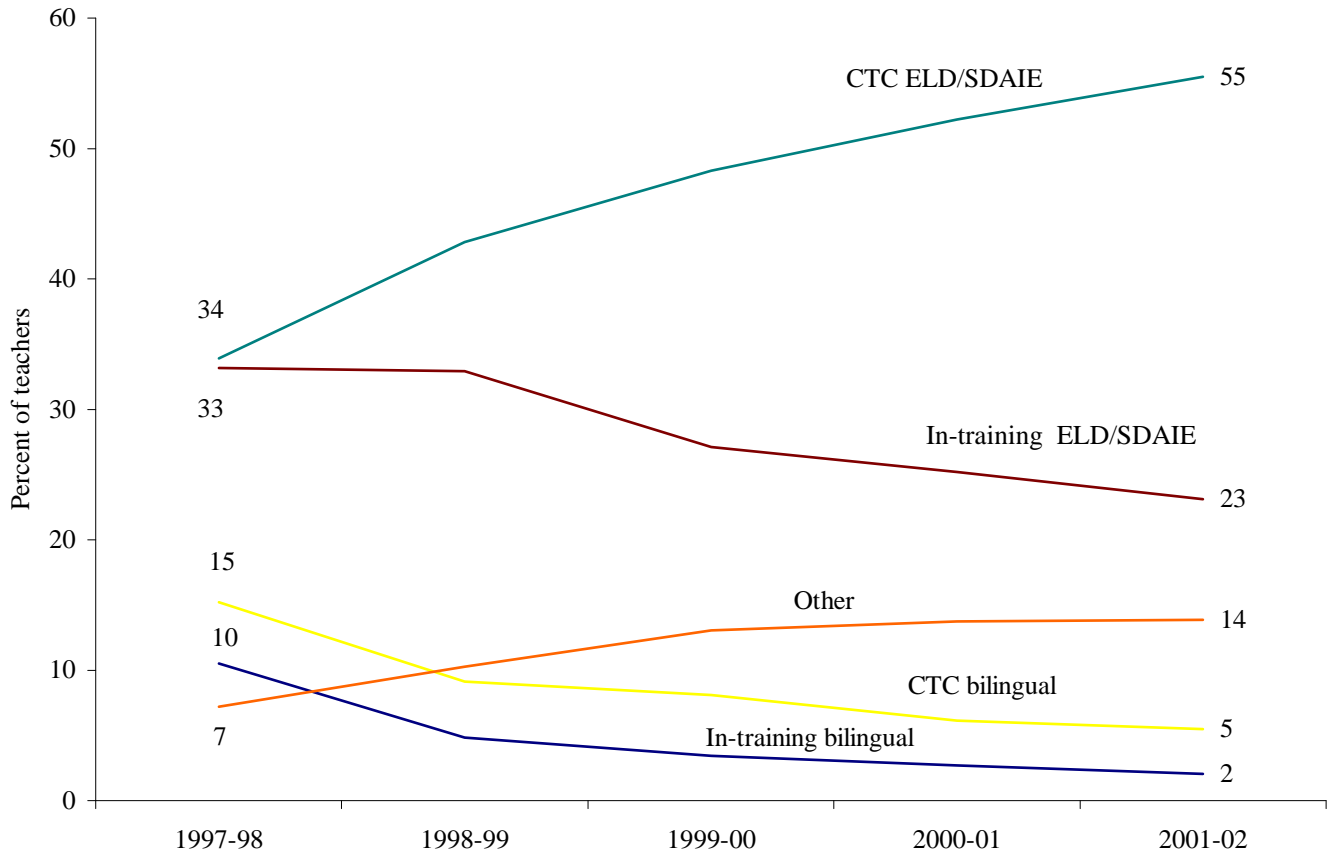


Certification of California Teachers Providing Instructional Services to English Learners, 1997-98 to 2001-02



SOURCE: California Department of Education, DataQuest. Retrieved November 21, 2002 from: <http://data1.cde.ca.gov/dataquest/dataquest.asp>.

Although the passage of Proposition 227 reduced the demand for bilingual teachers, an acute shortage of teachers qualified to deliver needed instructional services to English learners remains. In 1998, prior to the passage of 227, 43 percent of the teachers providing instructional services to English learners were not fully certified to provide those services—33 percent of teachers were in training to provide English language development (ELD) or Specially Designed Academic Instruction in English (SDAIE) and 10 percent were in training to provide primary language instruction. By 2001-02, 25 percent of teachers providing instructional services to English learners were not fully certified. Statewide, almost 14 percent of all teachers do not hold a full credential. So English learners are almost twice as likely as students generally to be taught by a teacher who is not fully certified. That figure is even higher if you include another 14 percent of teachers who have other than a California Teacher Commission (CTC) authorization, which can be obtained with less rigorous training through a SB1969 certificate or a district designation.

The acute shortages of teachers with proper certification are just one of several disadvantages faced by English learners in California. UC LMRI will soon publish a report documenting seven major inequities facing English learners in the state.