

levels by 2012. Looking again at Figure 9, one can see the negative effect of a pupil-teacher ratio increasing to 23:1, assuming a 5% attrition rate. In fact, such a scenario would result in a serious drop in teacher demand, thrusting teacher demand back into late 1990s levels.

Investigating other scenarios, it becomes obvious that a higher attrition rate (teachers leaving the field) results in a greater teacher demand. The lower the pupil-teacher ratio, the higher the demand. This can best be seen in Table 2, which presents the number of needed (or surplus) teachers in California given each of the nine scenarios.

Discussion

The teacher demand model presented here does not offer the reader a simple yes/no response to the question of teacher demand in California over the next decade. Rather, it does something much more vital. The model offers the reader a framework for decision-making about California's future demand for credentialed teachers. The answer to the question we posed earlier in this article, "What is the future demand for credentialed teachers in California?" becomes a relative response. It is relative to how many teachers leave the profession due to dissatisfaction, which is an

Figure 9.

Credentials issued from CSU, UC, and independents (1982-2002) and demand for credentialed teachers (2003-12), assuming a 5% attrition rate. Source: Actual credentials (1982-2002) from CCTC. Projected credentials (2003-12) equals total change in demand (Figure 7) x 80%. 20% is estimated to be filled by out-of-state (15%) and teachers reentering (5%).

Teachers

