
6B

Information/Action

Legislative Committee

Analyses of Bills

Executive Summary: Staff will present analyses of educator preparation and licensing bills introduced by Legislators. The analyses will summarize current law, describe the bill's provisions, estimate its costs and recommend amendments, if applicable.

Recommended Action: Staff will make recommendations in bill analyses submitted for the Commission's consideration. The Commission may vote to adopt a position or may choose not to take a position.

Presenter: Joshua Speaks, Legislative Representative, Office of Governmental Relations

Strategic Plan Goal

III Communication and Engagement

- e) Advise the Governor, Legislature, and other policy makers as appropriate regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.

Bill Analysis

Assembly Bill 2336 (Olsen)

Teacher Credentialing: Emergency Substitute Teaching Permits: Special Education

Recommended Position: none

Sponsor: Association of California School Administrators

Bill Version: Amended May 24, 2016

Summary

AB 2336 would require the Commission to authorize service as a special education substitute teacher for up to 40 days per vacancy during the school year, provided the employing agency has completed a Statement of Need and met other conditions, as specified. The bill would require the employing agency to report annually to the appropriate county office of education as part of the monitoring and review of certificated assignment practices. The bill contains a sunset date of January 1, 2022.

Background

School districts have a variety of tools at their disposal for staffing classrooms when a fully-credentialed teacher is unavailable. The most common options are an Emergency 30-Day Substitute Teaching Permit (30-Day Permit), Short-term Staffing Permits (STSPs), and Provisional Internship Permits. (Appendix A contains a full list of the permits offered.) Currently, most school districts and other local educational agencies rely on 30-Day Permit holders to cover the vast majority of short and medium term teacher vacancies and absences. However, present restrictions limit an Emergency Substitute Teaching Permit holder's service to no more than 20 cumulative days for any one teacher of record during the school year in special education classrooms [Education Code §56061(a)]. When a teacher is on an extended leave of absence or a position becomes vacant, needs can often extend beyond this 20 day service limitation, especially in light of the current teacher shortage, which makes filling vacant positions difficult and time-consuming. In such extended vacancy situations, schools must rely on a series of rotating substitute teachers to cover the assignments of the absent teacher or vacant position. While the Commission has recently begun rulemaking for a new Teaching Permit for Statutory Leave (TPSL), which would allow for a longer-term interim teacher of record in cases of statutory leave, the TPSL cannot be used in cases of non-statutory leaves or vacancies.

Analysis

To qualify for an Emergency Substitute Teaching Permit, a substitute must have a bachelor's degree, satisfy the basic skills requirement, and have fingerprint clearance through the California Department of Justice and the FBI. The holder of this permit may substitute for no more than 30 days for any one teacher per school year in a general education setting, and no more than 20

days for any one teacher per school year in a special education setting. The reason for this limitation is to minimize the length of time students are taught by a substitute with a short term credential, because they are the least-prepared teachers in the classroom. If a substitute teacher remains in a classroom, they must begin preparing lesson plans and undertaking other activities of a regular classroom teacher, but for which they have no training or preparation. If a substitute is needed for more than 20 days and no more appropriate candidate can be found, schools will replace the first substitute with another, rotating substitutes in order to remain in compliance with the terms of their permit. While this practice does avoid violating the “letter of the law”, it does not resolve the issues raised by having unprepared individuals performing long-term teaching duties such as lesson preparation and implementing IEP’s. In fact, it creates an additional problem by ensuring constant disruption as teachers are removed from a classroom just as they begin to develop relationships and routine with their students. These problems are particularly acute in special education settings where students may be less equipped to deal with disruption to their routines. Since special education teachers have historically been difficult to produce in sufficient numbers, these classrooms also have more need to fill long-term vacancies. This bill attempts to address that concern by creating a more stable substitute presence in special education classrooms.

Under this bill, the holder of a standard 30-Day Permit, currently limited to 20 days per classroom in a special education setting, would be authorized to remain in the classroom for an additional 20 days, provided specified conditions are met:

- The permit holder must be filling an immediate need due to a vacancy, not simply substituting for an absent teacher.
- The employer must complete and file a Statement of Need pursuant to Section 80025 of Title 5 of the California Code of Regulations.
- The employer has complied with the hiring hierarchy pursuant to Section 44225.7 of the Education Code.
- The employer has assigned a credentialed teacher to provide support.
- Before the 21st day, the employer has provided a minimum of 6 hours of training to the permit holder on classroom management, developing and implementing lesson plans, implementing each pupil’s individualized education program (IEP), and any other areas they deem necessary.

An employer who utilizes this provision must report annually to their county office of education, as part of their required assignment monitoring, the number of permit holders employed pursuant to this provision and the length of time they were employed.

This bill raises a number of issues that may benefit from Commission input. The bill requires 6 hours of training. In this time, the employer must provide a permit holder with instruction in classroom management, developing lesson plans – specifically lesson plans that will meet the diverse needs of a typical special education classroom, and implementing a pupil’s IEP. In recent years, the State of California has been attempting to make enhanced learning opportunities available to children who require extra support, including children in special education. Special education students require a multi-tiered system of supports that includes social-emotional

learning and positive behavioral strategies and supports. In addition, they require a high degree of coordination between their primary teacher, general education teachers who may be a part of their learning experience, and any other support staff who provide necessary services to facilitate their education. The wide array of supports available require an appropriately trained and equipped educator who can identify needs; and coordinate and educate students and caregivers about the available opportunities. Staff question whether 6 hours is sufficient time to address any one of these areas appropriately, much less to cover all of them in any meaningful detail.

Further, while employers are instructed to comply with the hiring hierarchy in Education Code section 44225.7, it is possible that creating a new method for filling unanticipated vacancies will provide a disincentive from aggressively pursuing preferred options such as interns, which may require greater efforts at recruitment and justification.

Finally, while the bill requires a school to assign a credentialed teacher for support, it gives no specifics as to the nature of the support they must provide. Districts are not required to allow the two to meet during working hours, provide any compensation or release time to the support teacher, or verify that the teacher is providing meaningful support.

Prior Legislation

None identified.

Fiscal Impact

None identified.

Relevant Commission Legislative Policies

The Commission has adopted a set of legislative policy guidelines in order to provide staff with a consistent framework for evaluating legislation and providing recommendations to the Commission.

Policy 1: The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.

Policy 3: The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.

Policy 6: The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.

Organizational Positions

Support

Association of California School Administrators (Sponsor), California Association of School Business Officials, California Catholic Conference, Kern County Superintendent of Schools, Los Angeles Unified School District, Riverside County Superintendent of Schools, Small School Districts Association (verified 4/25/16)

Opposition

Public Advocates (verified 4/25/16)

Reason for Suggested Position

This bill presents significant policy questions regarding the balance between providing a stable presence in special education settings and requiring appropriate preparation to serve in such a setting. Special education students require a multi-tiered system of supports that must be coordinated by their primary classroom instructor, whether or not that instructor is a properly-credentialed special education teacher or an emergency substitute serving on a longer term assignment. This is an area that has received significant focus, financial resources, and widespread attention in recent years, as the State attempts to create a coherent system in which all children receive the education and the supports they need to maximize their academic development.

For these reasons, staff is not recommending a position, but rather bringing these issues forward to the Commission for consideration.

Analyst: Joshua Speaks

Date of Analysis: May 27, 2016

Bill Analysis

Senate Bill 916 (Allen) Teacher Credentialing

Recommended Position: Support

Sponsor: California Alliance for Arts Education

Bill Version: Amended April 27, 2016

Summary

This bill would add theater and dance to the list of 13 single subject credentials the Commission on Teacher Credentialing (CTC) is authorized to issue. It would further specify that people issued single subject credentials in Physical Education (PE) and English prior to the establishment of these new single subject credentials would retain their authorization to teach dance and drama respectively, and that these educators may not be made subject to new requirements based on this legislation.

Background

The Commission is required to align its subject matter preparation requirements with the K-12 content standards adopted by the State Board of Education (Board). The Visual and Performing Arts (VAPA) Content Standards for California Public Schools were adopted by the Board in 2001, and define the knowledge, concepts and skills that students should acquire at each grade level. The VAPA Content Standards address art, music, theatre, and dance each as distinct artistic endeavors, with their own distinct body of knowledge and skills. Additionally, the PE and English content standards contain more limited sets of knowledge, concepts, and skills in dance and theater respectively, that address these subjects as they relate to the broader content area.

Education Code sections 51210 and 51220 specify that the adopted course of study in grades 1-12 must include VAPA. Additionally, Education Code section 51225.3 requires that one course in VAPA or foreign language must be completed while in grades 9 to 12 in order to graduate. One year of VAPA is also an A-G subject requirement for admission to both CSU and UC.

Currently, California only issues Music and Art single subject teaching credentials. Individuals who wish to teach theatre or dance must obtain a Single Subject teaching credential in English or PE, respectively. The current subject matter knowledge required for these credentials in Dance and Theatre is foundational only and not aligned with the VAPA K-12 content standards.

Education Code section 44257 specifies the 13 single subjects in which the Commission is authorized to issue teaching credentials. Because theatre and dance are not identified as content areas where the Commission may issue Single Subject teaching credentials, the Commission may not create single subject credentials in these areas without explicit statutory authorization,

despite the Commission's mandate to align subject matter preparation with the K-12 content standards.

Analysis

Current law creates several inequities surrounding the teaching of dance and theater. While the Board's adopted K-12 content standards treat the four VAPA areas equally, only two of the content areas are ones in which a person can earn a Single Subject teaching credential. Thus, while dance and theater are treated as discrete subjects in their content standards, teachers who wish to teach dance or theater are not prepared according to those VAPA content standards, and instead receive much more generalized preparation. This leads to a situation in which art and music teachers are prepared to address the VAPA content and pedagogy required for their fields while dance and theatre teachers are prepared to teach PE and English. Acquiring a PE or English credential does not ensure that candidates have the full range of content knowledge necessary to teach to the full VAPA content standards.

Further, this may create a disincentive for talented dance and theater candidates to enter the teaching profession. Their counterparts in art and music have the ability to specialize in their chosen subject area. Candidates in dance and theater however, must study a much broader array of topics in order to earn their credential. This may represent a daunting challenge for a person who majored in dance or theater, not PE or English, as an undergraduate. Once they have completed their preparation, they must also accept assignment to the full array of potential courses authorized by their credential, facing the possibility of teaching primarily outside their area of interest.

The Commission has attempted to address these concerns in the past. The Teacher Preparation Advisory Panel (TAP) recommended in 2013 that Single Subject teaching credentials should be developed in the content areas of Theatre and Dance. Based on this recommendation, and stakeholder concerns regarding the proliferation of credentials, staff developed a proposal that a single VAPA credential be created, with concentrations in each of the four VAPA disciplines. This would have addressed the equity concerns, while also allowing teachers in all four VAPA disciplines to be prepared to teach the full VAPA content standards. However, this proposal did not move forward due to stakeholder concerns.

Some employers have expressed concerns about staffing courses in theatre and dance if new Single Subject teaching credentials are developed and the English and PE credentials do not retain the current authorizations. The bill specifically addresses English and PE teachers who receive their credentials prior to the implementation of any new single subject credentials. Since the bill is silent on future English and PE credential holders, the Commission would have to address their continued scope of authorization at a later date. Since the English and PE content standards contain theater and dance content, the credentials would need to retain at least some authorization to deliver appropriate instruction in those areas. The PE standards, for example, require third grade students to be able to perform, "a line dance, a circle dance, and a folk dance with a partner." Broader authorization may also be determined to be appropriate by the Commission upon further study of the issue.

In addition, there are other options that would allow districts to staff theater and dance classes. Individuals holding teaching credentials in other subject areas have the option of obtaining additional supplementary or subject matter authorizations in Dance or Drama/Theatre for instruction in grades K-12. Local agencies also have flexibility through the use of local assignment options in the California Education Code. Education Code sections 44263, 44256(b), 44258.3, 44258.2, and 44258.7 (c) and (d) all provide different options for legally assigning educators outside of their authorized content areas, with their consent, if the criteria for the specific section of statute is met.

Prior Legislation

AB 752 (Davis, 1999) would have created an optional emphasis credential in theatre and dance for holders of English and physical education credentials. The bill also removed the word “drama” from the definition of visual and performing arts and instead described visual and performing arts as including theatre or dance in addition to art and music. This measure passed the Legislature and was enrolled to the Governor, but subsequently withdrawn at the author’s request.

AB 1052 (Davis, 1998), would have created a single subject credential in dance and theatre but was vetoed by Governor Wilson.

SCR 31 (Johnston, 1994) requested that the Commission review and assess the adequacy of the teaching of dance and theatre in California classrooms. The Commission was asked to recommend changes that would contribute most effectively to excellence in the teaching of dance and theatre for California K-12 students. The bill required the Commission to report its findings to the Senate Education Committee, Assembly Education Committee, and the Joint Legislative Committee on the Arts no later than November 1, 1995.

Fiscal Impact

Creating new credentials would require the Commission to develop new exams. The development process and associated activities are typically facilitated through the assistance of an external contractor who must bid on this work through a publicly-advertised Request for Proposals (RFP) process, be selected following a review of all bids received, and is then awarded a contract for this purpose. The contract (which would include all development costs-convening expert panels, defining content for examination, developing program standards, etc.) would likely be in the \$200-250,000 range for each exam (\$400-500k total). More details on the development process are available in [this](#) informational item provided to the Commission in 2009.

Relevant Commission Legislative Policies

The Commission has adopted a set of legislative policy guidelines in order to provide staff with a consistent framework for evaluating legislation and providing recommendations to the Commission.

Policy 1: The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.

Policy 3: The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.

Organizational Positions

Support

California Alliance for Arts Education (sponsor); Arts for LA; Arts Orange County; California Arts Advocates; California Association for Health, Physical Education, Recreation and Dance; California Educational Theatre Association; California Federation of Teachers; California Music Educators Association; California State PTA; California Teachers Association; City of Santa Monica; Common Sense Kids Action; Los Angeles County Board of Supervisors; Los Angeles Unified School District; National Art Education Association; National Association for Music Education; National Dance Education Organization; National Educational Theatre Association; Screen Actors Guild-American Federation of Television and Radio Artists; Teaching Artists Guild; United Teachers Los Angeles (verified 5/27/16)

Opposition

None identified (verified 5/27/16)

Reason for Suggested Position

By creating new single subject credentials that would allow greater focus on the appropriate content, SB 916 would rectify the current shortcomings in the preparation of teachers to teach dance and theater content. It also addresses stakeholder concerns regarding equitable treatment among all teachers of VAPA content.

For these reasons, staff is recommending a **“Support”** position on SB 916.

Analyst: Joshua Speaks

Date of Analysis: May 27, 2016

LEGISLATIVE GUIDELINES OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Adopted February 3, 1995

1. The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.
2. The Commission supports legislation that proposes to maintain or establish high standards of fitness and conduct for public school educators in California and opposes legislation that would lower standards of fitness or conduct for public school educators.
3. The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.
4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.
5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms that it previously has adopted and opposes legislation that would undermine initiatives or reforms that it previously has adopted.
6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.
7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.
8. The Commission supports legislation that affirms its role as an autonomous teacher standards board and opposes legislation that would erode the independence or authority of the Commission.

Possible Bill Positions for Commission Consideration

The Commission may adopt a position on each bill considered for action. The following chart describes the bill positions. The Commission may choose to change a position on a bill at any subsequent meeting.

Sponsor: Legislative concepts are adopted by the Commission and staff is directed to find an author for the bill and to aid the author's staff by providing background information and seeking support for the bill.

Support: The Commission votes to support a bill and directs staff to write letters of support to Legislative Committee members and to testify in support of the bill at Legislative Committee hearings. The Commission's support position will be recorded in the Legislative Committee's bill analysis. If the bill is successful in the Legislature, staff writes letters of support to the Governor.

Support if Amended: The Commission expresses support for the overall concept of a bill, but objects to one or more sections. The Commission votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, the Commission's position automatically becomes "Support."

Seek Amendments: The Commission expresses concern over one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Watch: The Commission expresses interest in the content of the bill but votes to direct staff to "watch" the bill for future amendments or for further movement through the Legislative process. Early in the Legislative session, the Commission may wish to adopt a "watch" position on bills that are not yet fully formed.

Oppose Unless Amended: The Commission objects strenuously to one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is not amended to reflect the Commission's recommendations, the Commission may vote to adopt an "Oppose" position at a subsequent meeting. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Oppose: The Commission expresses opposition to the overall concept of a bill and votes to direct staff to write letters of opposition to Legislative Committee members and to testify in opposition to the bill at Legislative Committee hearings. The Commission's "oppose" position will be recorded in the Legislative Committee bill analysis. If the bill is successful in the Legislature, staff writes letters of opposition to the Governor.

No Position: The Commission may choose to delay taking a position on a bill and may vote to direct staff to bring the bill forward at a subsequent meeting. The Commission may also choose to direct staff not to bring the bill forward for further consideration.

APPENDIX A

List of Emergency Permits issued by the California Commission on Teacher Credentialing

| Permit Name | Initial Requirements* | Authorization | Renewal Requirements |
|---|--|---|---|
| Emergency 30-Day Substitute Teaching Permit | Bachelor's degree and Basic Skills. | 30 days for any one teacher per school year, except in a special education classroom, where the holder may serve for no more than 20 days for any one teacher per school year. | Renewable annually |
| Emergency Career Substitute Teaching Permit | Bachelor's degree and Basic Skills. 3 consecutive years of at least 90 days per year day-to-day substitute teaching in the California school district or county substitute consortium requesting the permit. The 3-year period must immediately precede the date of the application. Staff development activities offered to the regular teaching staff will be made available to the applicant. | 60 days for any one teacher per school year, except in a special education classroom, where the holder may serve for no more than 20 days for any one teacher per school year. | Renewable annually with verification that staff development activities were made available to permit holder |
| Emergency Substitute Teaching Permit for Prospective Teachers | 90 semester units. Current enrollment in a regionally-accredited 4-year California college or university. Meet Basic Skills. | 30 days for any one teacher for a maximum of 90 days per school year. In a special education classroom the holder may serve for no more than 20 days for any one teacher per school year. | Valid for one year and may be renewed only once. |
| Emergency Designated Subjects CTE 30-day Substitute Permit | High school diploma. 3 years of work experience directly related to an industry sector. | Substitute teaching shall be part of a program of technical, trade, or vocational education. 30 days for any one teacher per school year. | Renewable annually |
| Provisional Internship Permit | Bachelor's degree and Basic Skills. Completion of course work for the permit type requested: Multiple or Single Subject; Education Specialist | Allows employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an intern program. | Non-renewable |

APPENDIX A

List of Emergency Permits issued by the California Commission on Teacher Credentialing

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| Short-Term Staff Permit | Bachelor's degree and Basic Skills. Completion of course work for the permit type requested: Multiple or Single Subject; Education Specialist | Allows employing agency to fill an <i>acute staffing need</i> when local recruitment efforts have been made but a fully-credentialed teacher cannot be found. | Non-renewable |
|-------------------------|---|---|---------------|

*Fingerprint clearance through the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required for every applicant as a prerequisite to the Commission's issuance of a credential, permit, or certificate.

| Permit Name | Initial Requirements* | Authorization | Renewal Requirements |
|--|--|---|---|
| (Proposed) Teaching Permit for Statutory Leave | Bachelor's degree and Basic Skills. Completion of course work for the authorization type(s) requested: Multiple Subjects, Single Subject; and/or Education Specialist. 45 hours of initial preparation that is locally designed and aligned with specified content areas of study as defined in regulations. Orientation, mentoring, and support provided by the local employing agency. | The proposed TPSL would authorize service as the interim teacher of record for the full length of leave for any contracted teacher on a statutory leave as defined in regulations. Service would be limited to the specific setting indicated in the document's authorization statement(s). | 1 st and 2 nd : 45 additional hours of locally-designed preparation. 3 rd and subsequent: Local employer's professional learning activities; mentoring and guidance. |

*Fingerprint clearance through the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required for every applicant as a prerequisite to the Commission's issuance of a credential, permit, or certificate.

EMERGENCY 30-DAY SUBSTITUTE TEACHING PERMIT - The Emergency 30-Day Substitute Teaching Permit authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including preschool, kindergarten, and grades 1-12 inclusive, or in classes organized primarily for adults. The holder may serve as a substitute for no more than 30 days for any one teacher during the school year, except in a special education classroom, where the holder may serve for no more than 20 days for any one teacher during the school year.

EMERGENCY CAREER SUBSTITUTE TEACHING PERMIT - The Emergency Career Substitute Permit authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including preschool, kindergarten, and grades 1-12 inclusive, or in classes organized primarily for adults. The holder may serve as a substitute for no more than 60 days for any one teacher during the school year, except in a special education classroom, where the holder may serve for no more than 20 days for any one teacher during the school year. The permit is valid for one year and is renewable.

EMERGENCY SUBSTITUTE TEACHING PERMIT FOR PROSPECTIVE TEACHERS - The Emergency Substitute Teaching Permit for Prospective Teachers authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including preschool, kindergarten, and grades 1-12 inclusive, or in classes organized primarily for adults. The holder may serve as a substitute for no more than 30 days for any one teacher and may only serve for a maximum of 90 days during the school year. In a special education classroom the holder may serve for no more than 20 days for any one teacher during the school year. The permit is valid for one year and may be renewed only once.

APPENDIX A

List of Emergency Permits issued by the California Commission on Teacher Credentialing

EMERGENCY DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION (CTE) 30-DAY SUBSTITUTE TEACHING PERMIT - Such substitute teaching shall be part of a program of technical, trade, or vocational education. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

PROVISIONAL INTERNSHIP PERMIT - The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits and became effective on July 1, 2005. It allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an intern program. Prior to requesting a PIP, the employing agency must verify that a diligent search has been made, and a fully-credentialed teacher cannot be found.

SHORT-TERM STAFF PERMIT - The Short-Term Staff Permit (STSP) became available on July 1, 2005. Created in response to the phasing out of emergency permits, it allows an employing agency to fill an *acute staffing need* when local recruitment efforts have been made but a fully-credentialed teacher cannot be found.

TEACHING PERMIT FOR STATUTORY LEAVE - Proposed regulations were approved by the Commission on Teacher Credentialing at its February 11-12, 2016, meeting for submittal to the Office of Administrative Law in order to schedule a public hearing following the required 45-day response period.