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# 2A

## Information

### *Professional Services Committee*

#### **Report of Services Credentials Issued in California, 2008-2009 to 2012-2013**

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**Executive Summary:** This agenda item presents data, trends and patterns in the numbers of services credentials, permits and waivers issued in the past five years. In addition, statewide and regional demand data for school-site administrators in California will be presented by WestEd.

**Policy Question:** Does this report provide sufficient information and data about services credentials issued in California to inform Commission policy discussions?

**Recommended Action:** For information only

**Presenters:** Roxann Purdue and Marjorie Suckow, Consultants, Professional Services Division

**Strategic Plan Goal:**

**II. Program Quality and Accountability**

- ◆ Track current trends and research in learning theory, educator preparation, and certification and disseminate information about high quality programs, models, and outcomes.

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## Report of Services Credentials Issued in California, 2008-09 to 2012-13

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### Introduction

This agenda item provides a report on the number of services credentials that were issued during the previous five year period (2008-09 to 2012-13). Services credentials authorize prepared educators to provide non-teaching services in the public schools that support student learning. This item also reports the number of waivers and permits issued for these service areas and identifies possible trends in the number of credentials, waivers, and permits issued.

The services credentials addressed in this report are provided in the chart below along with an abbreviated description of the services each credential authorizes in California public schools. Detailed information on the authorizations and requirements for each services credential noted below may be accessed in the *References* section at the end of this report.

<b>Credential Title</b>	<b>Services Authorized in the Public Schools</b>
Administrative Services	Serve as a school site principal, assistant principal, or district/county administrator
Pupil Personnel Services (PPS)	Provide services in one or more of the following positions: <ul style="list-style-type: none"><li>• School Counselor</li><li>• School Psychologist</li><li>• School Social Worker</li><li>• School Child Welfare and Attendance Worker</li></ul>
Speech-Language Pathology (SLP) Services	Provide language, speech and hearing services
Clinical or Rehabilitative Services	Provide audiology or orientation and mobility services
Health Services: School Nurse	Serve as a school nurse
Teacher Librarian Services	Serve as a school librarian

This report does not include data on teaching credentials (e.g., Multiple Subject, Single Subject, Education Specialist, Career Technical Education, or Adult Education).

### Caveats about the Data

It is important to note that the data presented in this report reflect the actual count of credential documents issued by the Commission, not the number of separate individuals who were granted these credentials. However, additional steps were taken to eliminate data duplication across credential holders in the same service area. For example, it is possible that an individual was granted a Certificate of Eligibility and a Preliminary Credential for

Administrative Services in the same or following year based on when the educator secures employment in an administrative position. In these cases, the data identify only the initial document issued for that individual in the total count of new Administrative Services Credentials issued for that year as well as following years in order to avoid duplication in the number of new individuals prepared. Traditionally, for the annual reports (e.g., teacher supply), data was provided for only the preliminary credentials granted. In this report, for some of the services credentials, data on clear credentials is also provided. In some cases (e.g., Pupil Personnel Services) the credential is only issued as a Clear document with no initial preliminary credential issued. In other cases, the preliminary credential is issued based on specific criteria (e.g., a School Nurse Services candidate must hold a Registered Nurse license) but the candidate completes the preparation program to earn the clear credential. Clear credential data in these instances is provided to identify the number of individuals completing Commission-approved preparation programs for the full credential.

When available, data for currently employed service credential holders in California public schools along with staff/pupil ratios are presented to give a statewide context. Aggregate and summary data are provided within the narrative of this report; however, more detailed data tables are also available within the *Appendix* <http://www.ctc.ca.gov/commission/agendas/2014-06/2014-06-2A-appendix.pdf> as follows:

Table 1	New Administrative Services Credentials Issued by Institution, 2012-13
Table 2	Administrative Services Intern Credentials Issued by LEA, 2012-13
Table 3	Administrative Services Credential Waivers Issued by LEA, 2012-13
Table 4	New Pupil Personnel Services Credentials Issued by Institution, 2012-13
Table 5	Pupil Personnel Services Intern Credentials Issued by LEA, 2012-13
Table 6	Pupil Personnel Services Credential Waivers Issued by LEA, 2012-13
Table 7	New Speech-Language Pathology Services Credentials Issued by Institution, 2012-13
Table 8	Speech-Language Pathology Services Credential Waivers Issued by LEA, 2012-13
Table 9	New School Nurse Services Credentials Issued by Institution, 2012-13
Table 10	Teacher Librarian Services Permits and Waivers Issued by LEA, 2012-13

### **Background**

The Commission approves all educator preparation programs in California, including programs to prepare school administrators, school counselors, school psychologists, school social workers, school nurses, teacher librarians, rehabilitation specialists, and speech-language pathologists to provide services in California public schools. The number of new teaching credentials issued each year is reported in April in the annual teacher supply report to the Governor and Legislature. The new teaching credentials and program completers information is reported in the annual institutional and program report card to the U.S. Department of Education every October. A report on the number of services credentials issued annually is not a state or federal government mandate but serves a similar purpose in providing the supply data necessary to inform potential policy decisions regarding the requirements and preparation

for these credentials. This item presents data on the services credentials issued in the past five years to provide a statewide perspective on the services credentials issued in California.

### **Administrative Services Credential**

California has a two-tier credential structure for the Administrative Services Credential. A five-year preliminary credential is the first credential issued after an individual meets basic credential requirements, if the individual has secured an administrative position in California. A Clear credential is issued when a Commission-approved program and the experience requirement for the Administrative Services Credential have been completed.

The Administrative Services Credential authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructional programs
- Evaluate certificated and classified personnel
- Provide student discipline, including but not limited to suspension and expulsion
- Provide certificated and classified employee discipline, including but not limited to suspension, dismissal, and reinstatement
- Supervise certificated and classified personnel
- Manage school site, district, or county level fiscal services
- Recruit, employ, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services

An individual **must** hold an Administrative Services Credential to provide the following services in grades preschool, K-12 and adults:

- Evaluate the quality and effectiveness of instructional services at the school site level
- Evaluate certificated personnel employed at the school site level, with the exception of the site administrator
- Student and certificated personnel employee discipline services at the school site level

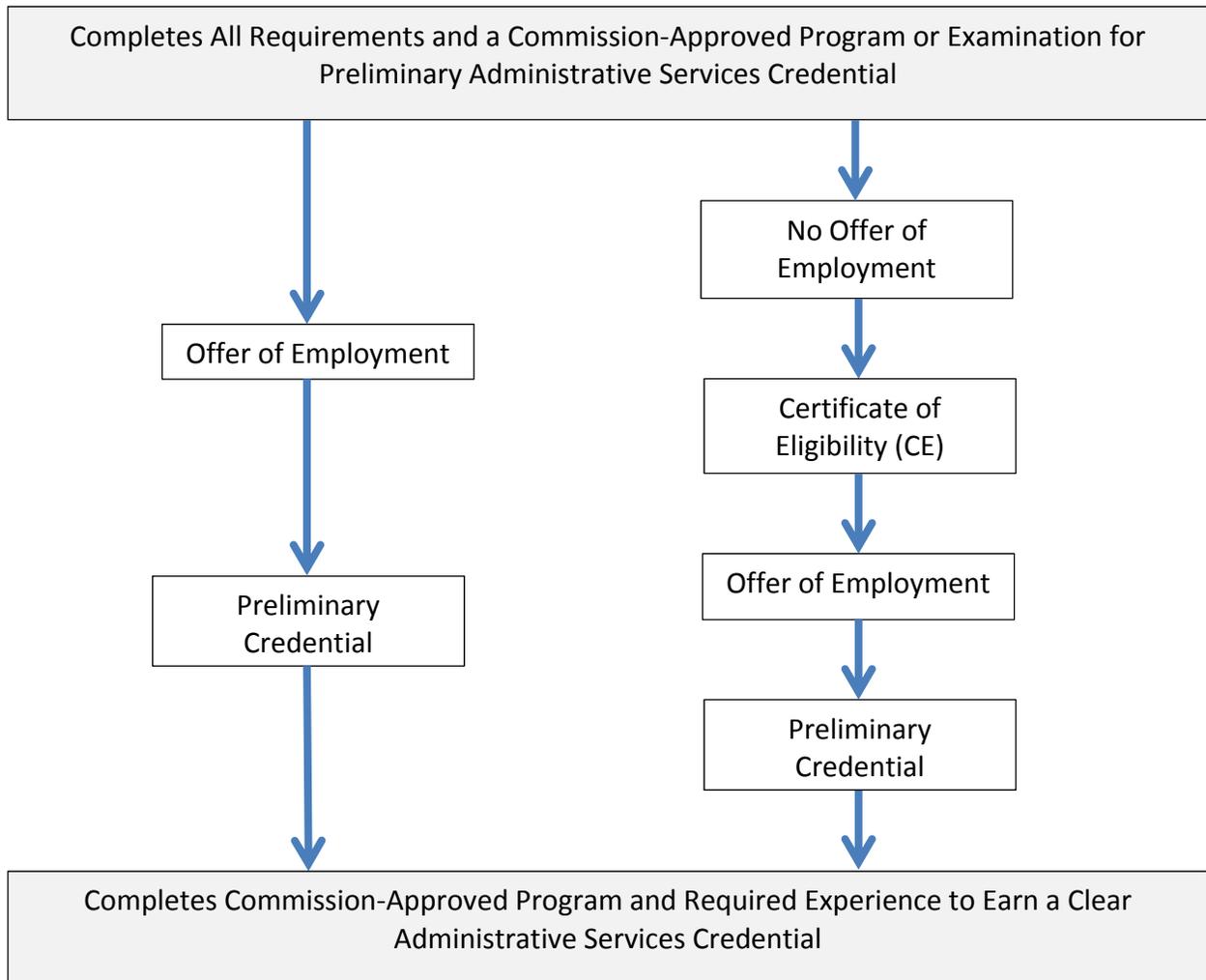
### **Administrative Services Credential Terms**

- *Intern Credentials* - issued to candidates employed as administrators in California public schools. The intern holder is provided with supervised in-service preparation that results in a formal recommendation by a Commission-approved program sponsor for the Preliminary Administrative Services Credential if the individual has retained or secured an administrative position in California.
- *Certificate of Eligibility (CE)* - candidates who have completed all requirements for the Preliminary Administrative Services Credential, but who do not yet have an offer of employment as an administrator, are issued this certificate. The CE allows an individual to seek employment as an administrator in the public schools. The CE has no expiration date and is valid indefinitely. Once an offer of employment as an administrator is

secured, the CE holder may apply directly to the Commission for the preliminary credential by submitting an application and verification of an employment offer as an administrator.

- *Preliminary Credential* – issued to candidates who have satisfied all initial requirements including a Commission-approved preparation program or examination and have secured an offer of employment as an administrator in California. Once a Preliminary Administrative Services Credential is issued, the credential holder has five years to complete the additional requirements for the Clear Administrative Services Credential.
- *Direct Application* – describes three different types of applications submitted directly to the Commission by the applicant or employing agency for Administrative Services Credentials as follows:
  - Preliminary Administrative Services Credentials are issued based on direct application from individuals holding a Certificate of Eligibility (CE) once they secure employment in an administrative position in California. (Data presented in this report does not include duplicate data for individuals who earned their initial CE and were subsequently issued a Preliminary credential based on securing employment in an administrative position.)
  - Out-of-State (OOS) prepared school administrators
  - Individuals who achieve a passing score on a Commission-approved examination and meet all other requirements for the Preliminary Administrative Services Credential.

The CE was developed to allow applicants time to secure an administrative position prior to issuance of the initial five-year Preliminary Credential in order to provide the job-embedded experience necessary for the Clear credential. In some cases individuals move very quickly (less than 30 days) from the CE to the Preliminary while others may never pursue or obtain an administrative position in California public schools. The flow chart that follows provides a graphic representation of the steps involved in these two possibilities.



California candidates for an initial Administrative Services Credential have three preparation pathways:

1. Commission-approved traditional preparation program
2. Commission-approved alternative (Intern) preparation program
3. Commission-approved examination

For individuals completing a Commission–approved preparation program through either a traditional or an intern program, there are 62 Commission-approved programs [53 Institution of Higher Education (IHEs) and 9 non-IHEs]. Among the 53 IHEs, 33 IHEs offer intern programs in addition to a traditional program pathway.

Table 1a reports the number of Administrative Services Credentials issued based on recommendation by a Commission-approved preparation program. Each year, more than 1,500 CE and approximately 300 Preliminary credentials were issued. Approximately 100 individuals come through the intern pathway each year. Between 2008-09 and 2012-13, the number of CE increased by 22.2 percent, while intern credentials and preliminary credentials decreased (9.6

percent and 34.8 percent, respectively). Overall, there was an increase of 8 percent for the approved program route.

**Table 1a. Administrative Services Credentials Issued – Program Pathway, 2008-09 to 2012-13**

	2008 - 09	2009 - 10	2010 - 11	2011 - 12	2012 - 13	5-year Change (%) from 2008-09 to 2012-13
Certificate of Eligibility	1,690	1,591	1,395	1,535	2,065	22.2%
Intern Credential	125	92	67	79	113	-9.6%
Preliminary Credential	509	346	297	295	332	-34.8%
Total Approved Programs Route	2,324	2,029	1,759	1,909	2,510	8.0%

*Note – Data include new credentials only; do not include renewals or duplicates between CE and Preliminary.*

For candidates completing the examination pathway, individuals must have achieved a passing score on the previous School Leaders Licensure Assessment (SLLA) or on the current California Preliminary Administrative Credential Examination (CPACE). From 2002-2011 the SLLA was used as the Commission-adopted examination option for a Preliminary Administrative Services Credential. In 2008, the Commission approved the development of a California-specific examination to replace the SLLA, and in 2011, the newly developed CPACE replaced the SLLA. The initial CPACE administration was held in June 2011.

Table 1b provides data on the number of Administrative Services Credentials issued based on the examination pathway. The number of credentials earned by passing the examination increased in 2010-11 and then declined in recent years. This increase of credentials issued via the examination pathway in 2010-11 and decrease in recent years is attributed to the phasing out of the SLLA and introduction of the CPACE in 2011. Between 2008-09 and 2012-13, the number of individuals who were issued a CE based on the examination pathway declined by 56.5 percent. There was a decline of 49.6 percent for individuals who were issued initial Preliminary Credentials based on the examination pathway.

**Table 1b. Administrative Services Credentials Issued - Exam Pathway, 2008-09 to 2012-13**

	2008 - 09	2009 - 10	2010 - 11	2011 - 12	2012 - 13	5-year Change (%) from 2008-09 to 2012-13
Certificate of Eligibility	283	279	461	184	123	-56.5%
Preliminary	238	201	328	191	120	-49.6%
Total Exam Route	521	480	789	375	243	-53.4%

*Note – Data include SLLA and CPACE exams. SLLA was replaced by CPACE in 2011. Data include new credentials only; do not include renewals or duplicates between CE and Preliminary.*

In analyzing the data for individuals prepared in all pathways, candidates who earned their Administrative Services Credential via the exam pathway account for approximately one-fourth of the total new credentials issued in most years. However, in 2010-11 the percentage of candidates earning the credential via the examination pathway was more than half (52 percent). In contrast, exam pathway candidates only accounted only for 15 percent of the total in 2012-13.

Tables 1c and 1d provide data on the number of candidates electing to complete the examination pathway each year as well as the number and percentage of those candidates who pass these examinations.

**Table 1c. SLLA #1010 Annual Passing Rate, 2008 – 2011**

Testing Year	N Completed	N Passed	% Passed
2008-2009	1,229	998	81%
2009-2010	1,336	1,124	84%
2010-2011	1,492	1,221	82%

**Table 1d. CPACE Cumulative Passing Rates (Since Inception), June 2011 to July 2013**

CPACE Written			CPACE Video			Total CPACE		
N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
1,791	708	39.5%	1,187	997	84.0%	1,148	577	50.3%

In comparing the examination passage and credential issuance data for 2010-11, there is a peak in the number of candidates passing the SLLA at 1,221 along with a total of 789 (65%) new Administrative Services Credentials issued based on the examination pathway in that same year. Examinations remain valid for certification purposes for five years. Candidates successfully passing the SLLA or CPACE may delay applying for the credential for a variety of reasons including but not limited to securing employment, completing prerequisite credential requirements, and/or completing the necessary five years of experience on their prerequisite credential required for the Preliminary Administrative Services Credential.

The number of new Administrative Services Credentials issued via the examination pathway dropped in 2011-12 to a total of 375 and further to a total of 243 in 2012-13. In comparing those totals with examination passage during those same two years, there was a cumulative passage on CPACE of 577 between June 2011 and July 2013. There was a combined total of 618 new Administrative Services Credentials issued via the examination pathway during the same corresponding two years. The total number of new credentials issued via this pathway exceeded the number of individuals that passed the CPACE during those same two years as some of the candidates that previously passed the SLLA in 2010-11 applied for their Administrative Services Credential in subsequent years.

In addition to the pathways for California candidates, individuals may apply directly to the Commission for a CE, Preliminary, or Clear Administrative Services Credential based on preparation and experience from another state. Table 1e reports data on Administrative Services Credentials issued to administrators who were prepared out-of-state. Between 2008-09 and 2012-13, the number of CE increased by 4.8 percent while the number of Preliminary Credentials issued based on out-of-state preparation increased by 8.2 percent with a 7.3% overall increase in out-of-state prepared administrators issued either a CE or Preliminary.

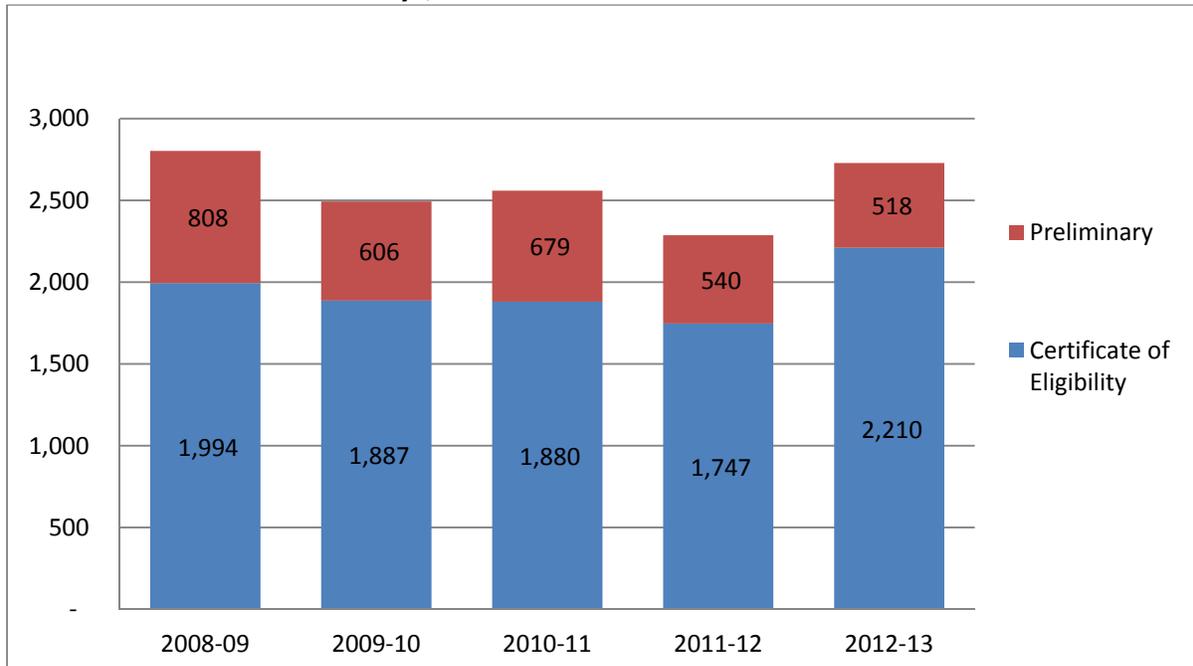
**Table 1e. Administrative Services Credentials Issued – Preparation Completed Out-of-State (OOS), 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 to 2012-13
Certificate of Eligibility	21	17	24	28	22	4.8%
Preliminary	61	59	54	54	66	8.2%
Total OOS Pathway	82	76	78	82	88	7.3%

*Note – Data include new credentials only; do not include renewals or duplicates between CE and Preliminary.*

Figure 1 depicts the total number of CE and Preliminary Credentials issued for the past five years. In the past five years, a total of approximately 2,000 CEs and 500 to 800 preliminary credentials were issued each year. With respect to the relative proportion of the CEs and Preliminary Credentials issued, in 2008-2009 the CEs accounted for more than two-thirds (71 percent) of the initial administrative documents issued while less than one-third (29 percent) were issued as Preliminary Credentials. In contrast, in 2012-13 the proportions of CEs and Preliminary Credentials were 81 percent and 19 percent, respectively. The number and proportion of CEs issued has increased steadily in the past five years.

**Figure 1. Total Number of Certificates of Eligibility and Preliminary Administrative Services Credentials Issued – All Pathways, 2008-09 to 2012-13**



*Note – Data include new credentials only; do not include renewals or duplicates between CE and Preliminary Credentials Data includes new administrative credentials issued to individuals who came through the Commission-approved program pathway, exam pathway, and out-of-state prepared pathway.*

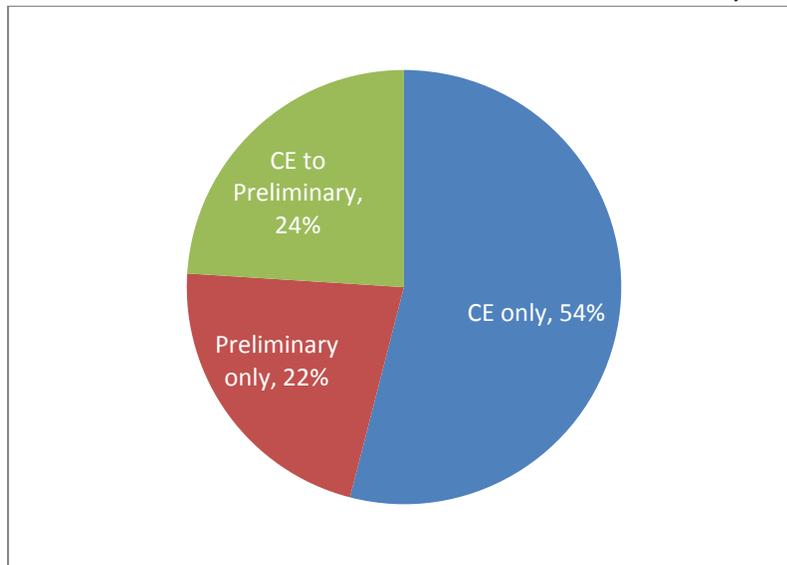
### **CE to Preliminary Credential Conversion**

An initial analysis of the 2008-09 data was completed to answer two primary questions:

1. How many CE holders obtained employment as an administrator in California allowing them to convert their CE to a Preliminary Credential?
2. How long on average does it take for CE holders to obtain employment as an administrator in California? (Data identified by direct applications from CE holders to convert to a Preliminary Credential which only requires verification of employment as an administrator)?

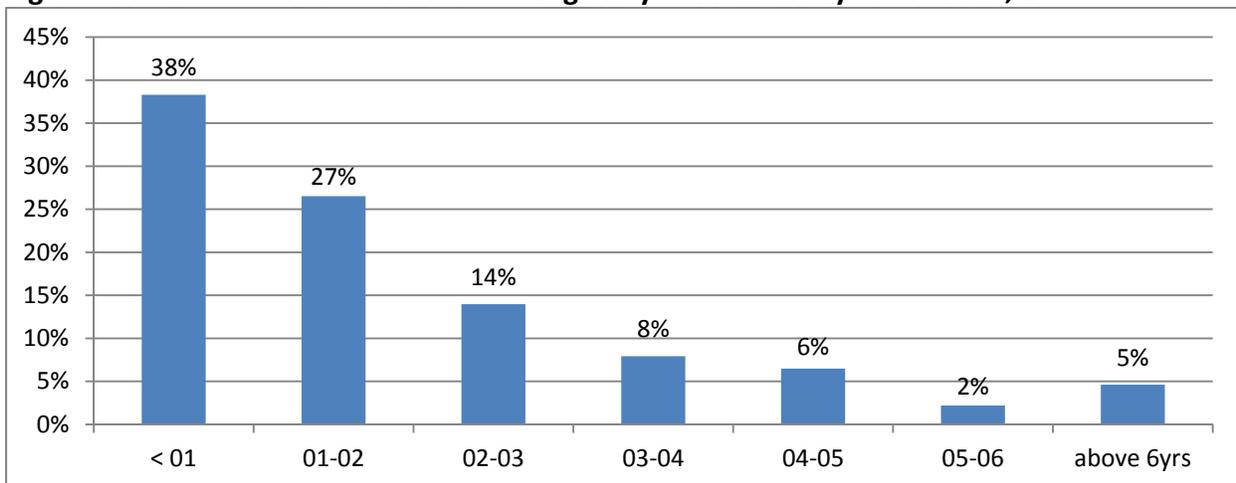
The data for individuals who were issued a CE in 2008-09 shows that more than half had not converted to a Preliminary Credential by 2012-13. Approximately one-fourth (24 percent) of all CE holders from the 2008-09 data obtained employment as an administrator and converted to a Preliminary Credential. Additionally, about 22 percent of individuals in 2008-09 were never issued a CE but instead were issued an initial Preliminary Credential as they had an offer of employment as an administrator in a California public school at the time all requirements for the credential were satisfied and the initial application submitted. In reviewing subsequent years of data, the trend for conversion of a CE to a Preliminary Credential appears consistent with the data analysis completed for 2008-09.

**Figure 2. Distribution of Initial Administrative Services Credential Issued, 2008-09**



With regard to the second question, the CE to Preliminary Credential conversion data was analyzed to determine the number of years it took for these document holders to obtain employment as an administrator in California following initial preparation. For the 24 percent of applicants in 2008-09 that converted from a CE to a Preliminary Credential the following pattern was observed: more than one-third (38 percent) converted their CE to a Preliminary Credential within a year while another one-fourth (27 percent) converted within 1 to 2 years. Fourteen percent of the individuals took between 2 to 3 years to convert; 8 percent between 3 to 4 years; and 6 percent between 4 to 5 years. The remaining 7 percent took more than 5 years to obtain employment as an administrator in California and convert their CE to a Preliminary Credential.

**Figure 3. Years to Convert Certificate of Eligibility to Preliminary Credentials, 2008-09**



*Note – Data only includes the twenty-four percent of individuals who held a CE in 2008-09 and then converted to a Preliminary credential. Fifty-four percent of CE holders issued in 2008-09 have yet to convert to a Preliminary credential and another twenty-two percent were issued a Preliminary credential initially without first holding a CE.*

### Variable-Term Waivers

The Variable-Term Waiver is a document issued for employers who meet the waiver criteria when a fully credentialed educator is not available for the assignment. It allows the employer to fill the assignment while searching for a fully credentialed educator and gives the waiver holder additional time to complete requirements. Waiver Criteria are set by the Commission and include specific requirements including verification of recruitment efforts, evidence of qualifications for the assignment and a commitment to meet the credentialing goals. Variable-Term Waivers are restricted to service with the local education agency that is granted the Waiver and are generally issued for one school year with specific criteria set for a subsequent Waiver.

Table 1f displays the number of Variable-Term Waivers that were issued for Preliminary Administrative Service Credentials over a five-year span. Very few waivers for administrators were issued in the last five years. The Commission does not issue emergency permits for administrators in California.

**Table 1f. Waivers Issued for Administrative Services Credentials, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 to 2012-13
Waivers	7	3	2	4	10	42.9%

*Note – Waiver data include both initial issuance and subsequent reissuances. The number of waivers is small over time; caution should be exercised when discussing trend patterns.*

Table 1g compares K-12 student enrollment and the number of administrators in the public schools, between 2008-09 and 2012-13, as reported by California Department of Education (CDE). The K-12 student enrollment has decreased by 0.4 percent between 2008-09 and 2012-13 and the number of school administrators also decreased by 18 percent.

**Table 1g. Number of Administrators Serving in Public Schools, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 to 2012- 13
K-12 Enrollment	6,252,011	6,190,425	6,217,002	6,220,993	6,226,989	-0.4%
Number of Administrators	27,959	24,727	25,534	23,140	22,926	-18.0%
FTE Administrators	25,094.9	23,158.6	21,602.1	22,275.9	22,439.6	-10.6%
Per Pupil Ratio	223.6	250.4	243.5	268.8	Data Not Available	Data Not Available

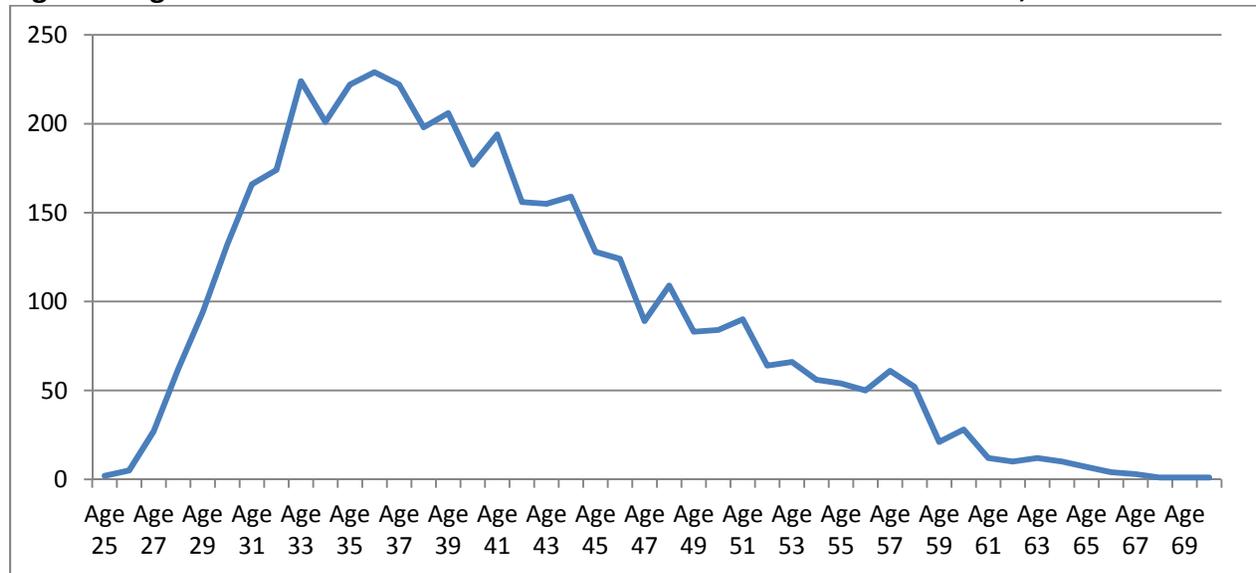
*Source: CDE's Dataquest, 2008-09 to 2012-13 data*

According to EdSource (2009-10), California ranked 45<sup>th</sup> in the country in the School Principals and Assistant Principals-Per-Pupil ratio.

**Age Distribution of New Administrative Services Credential Holders**

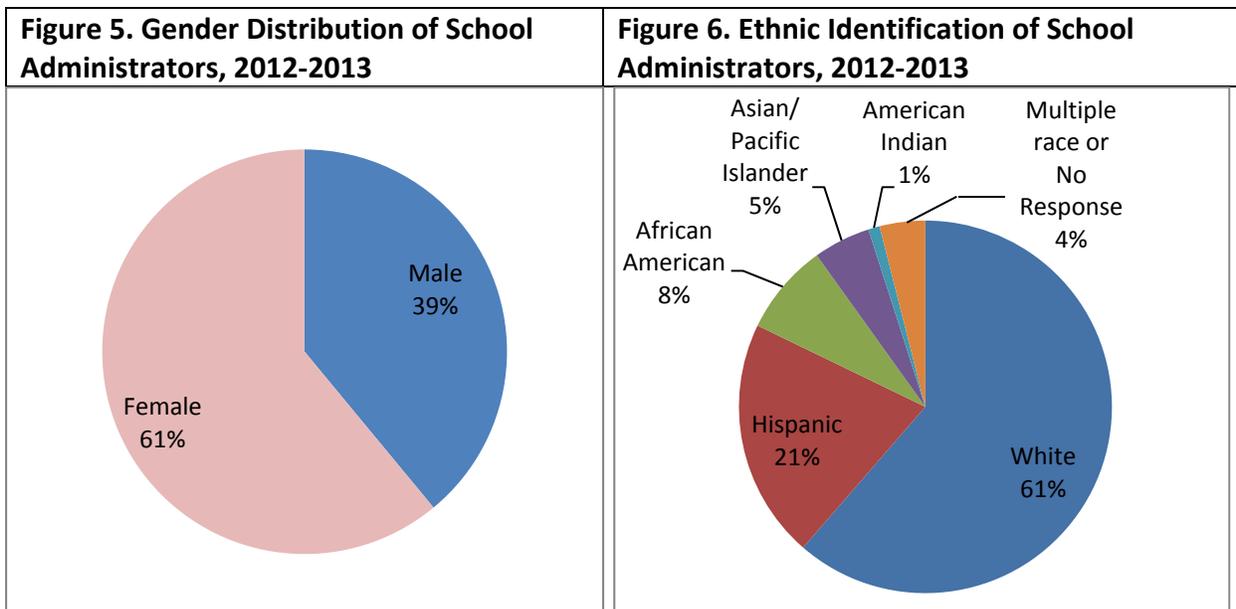
Figure 4 shows the age distribution of new Preliminary and CE Administrative Services Credential holders for 2012-13. The average age of the new credential holders of administrative services credentials in 2012-13 was 40.7 years.

**Figure 4. Age Distribution of New Administrative Services Credential Holders, 2012-13**



**School Administrators by Gender and Ethnicity**

Figures 5 and 6 display the gender and ethnicity of school administrators serving in California in 2012-13. As depicted in Figure 5, nearly two-thirds of the administrators were female (61 percent). Figure 6 indicates that 61 percent of administrators were White with 21 percent identified as Hispanic/Latino and 8 percent as African American. There is an increase in the number of school administrators who identified as Hispanic/Latino in the past five years – 18 percent in 2008-09 and 21 percent in 2012-13.



Source: California Department of Education's Data Quest; *Certificated Staff by Ethnicity for 2012-13. State Summary, Number of school administrators by ethnicity. Asian/Pacific Islander category includes Filipino also.*

Data from these tables and figures suggest several possible trends:

- The majority of administrative services credential candidates continue to use the traditional approved program pathway.
- The number of individuals issued an initial CE or Preliminary Administrative Services Credential through the examination pathway declined likely due to a recent transition in examinations.
- The number of credentials issued to administrators prepared out-of-state is increasing.
- The overall number of new Administrative Services Credentials (CE or Preliminary Credentials) declined in the past four years but showed an increase in the most recent year.
- In spite of the decrease in the past four years, the proportion of individuals issued a CE without an offer of employment as an administrator in California is relatively high compared to those individuals issued a Preliminary Credential with an offer of employment in California.
- The number of administrative positions in California decreased over the five-year time period.

### **Pupil Personnel Services Credential**

The Pupil Personnel Services (PPS) PPS Credential authorizes four specializations: School Counseling, School Social Work, School Psychology, and Child Welfare and Attendance Services. The authorization, preparation program, and requirements for each specialization are distinct. An individual earning a PPS Credential in California must earn one of the first three specializations provided below but may also add the fourth specialization, Child Welfare and Attendance, in conjunction with any of the first three specializations.

**School Counseling** authorizes the holder to develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students' needs; and supervise a district-approved advisory program as described in EC §49600.

**School Social Work** authorizes the holder to assess home, school, personal and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention; consult with teachers, administrators and other school staff regarding social and emotional needs of students; and coordinate family, school and community resources on behalf of students.

**School Psychology** authorizes the holder to provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development, behavioral and academic difficulties; conduct psycho-educational assessments for purposes of identifying special needs; provide psychological counseling; and coordinate intervention strategies for management of individual and school-wide crises.

**Child Welfare and Attendance** authorizes the holder to access appropriate services from both public and private providers; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations. The Child Welfare and Attendance certificate is an additional authorization that must be added to a PPS credential in school counseling, school psychology, or school social work.

The PPS Credential is issued initially as a Clear Credential. There are 42 Commission-approved program sponsors offering PPS credential preparation programs. Like the Administrative Services Credentials, PPS also has an alternative preparation (intern) pathway option. The intern pathway for a PPS credential differs from an intern program for teachers or school administrators. For the PPS credentials, there are a specified number of hours of clinical practice that must be completed before an individual is eligible for the Clear credential (School Psychology 1,200 hours; School Counseling 600 hours; and School Social Work 1000 hours). In most cases, an individual completes all program coursework and practica prior to serving on a PPS Intern for their fieldwork component. In addition, the institution and employer must certify that the interns do not displace certificated employees. This intern credential allows the individual to be employed as he or she completes the required hours of field experience, under the supervision of an individual holding the credential. PPS Intern credentials are only issued in

the areas of School Psychology and School Counseling. In addition, there are individuals prepared out-of-state as a PPS provider who may also be issued a PPS Credential in California.

Table 2a provides data on PPS credentials issued by various pathways. While there was a decrease in the IHE traditional pathway and PPS intern pathway (9.4 percent and 50 percent, respectively) there was an increase (by 44.3 percent) for the Out-of-State Prepared. Overall, there was a decline of 14 percent in the new PPS credentials issued in the past five years.

**Table 2a. Pupil Personnel Services Credentials Issued by Pathway, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 and 2012-13
IHE Traditional Pathway	1,582	1,557	1,486	1,476	1,433	-9.4%
IHE Intern Pathway	374	228	218	170	187	-50.0%
Out-of-State Prepared	106	83	106	157	153	44.3%
Totals	2,062	1,868	1,810	1,803	1,773	-14.0%

*Note – Data include new credentials only; do not include renewals.*

Table 2b shows that there was an increase in the number of new PPS Credentials in School Psychology (49.1 percent) and School Social Work (25.8 percent), but a decrease for School Counseling (17.3 percent) and Child Welfare and Attendance (37.7 percent). Overall, the number of authorizations issued in PPS decreased by 6 percent between 2008-09 and 2012-13.

**Table 2b. Pupil Personnel Services Credentials Issued by Type, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 and 2012-13
School Counseling	1,181	1,184	1,166	1,085	977	-17.3%
School Psychology	291	279	288	389	434	49.1%
School Social Work	66	74	77	61	83	25.8%
Child Welfare and Attendance*	154	111	68	100	96	-37.7%
Totals	1,692	1,648	1,599	1,635	1,590	-6.0%

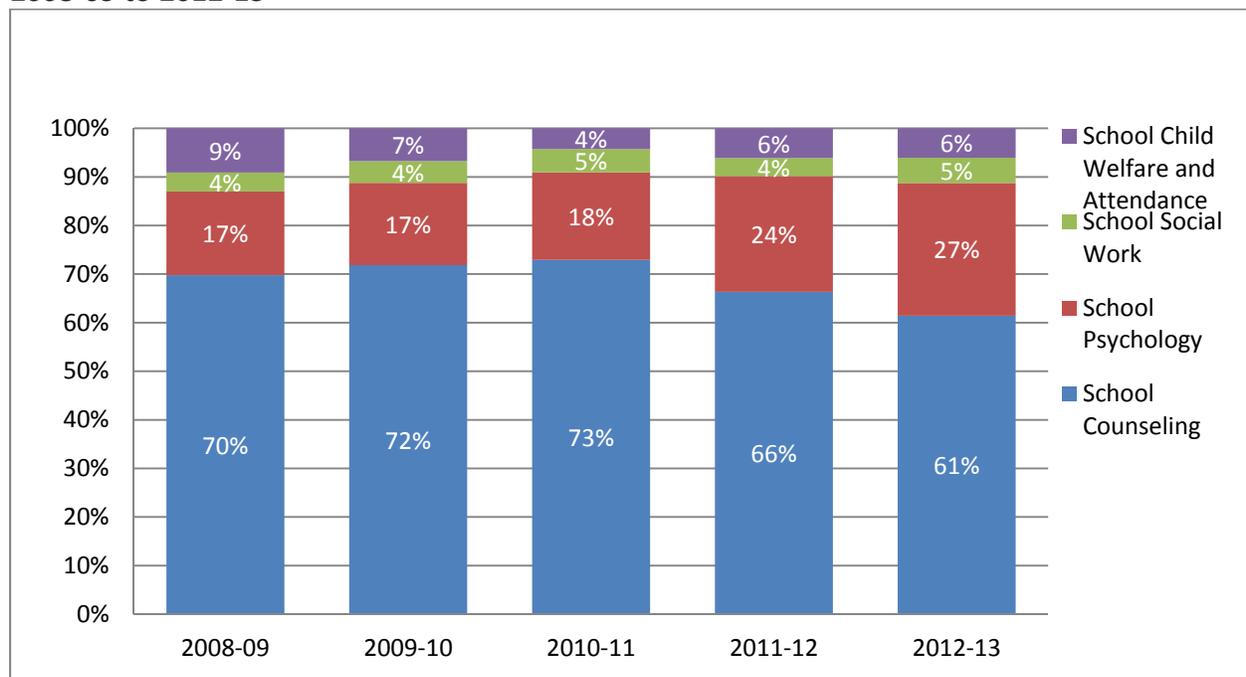
*Note – Data include new credentials only; do not include renewals. Numbers do not include Interns or Waivers.*

*\*Child Welfare and Attendance is an additional authorization that may be added to a PPS credential in school counseling, school psychology, or school social work.*

Figure 7 shows the total number of PPS authorizations issued, by specialization, between 2008-09 and 2012-13. As shown in Figure 7, between 60 and 70 percent of the PPS authorizations issued were in School Counseling. School Psychology credentials ranged from 17 to 27 percent

of the total number of PPS credentials issued. School Social Work and Child Welfare and Attendance credentials made up the remaining 11 percent of the total number of PPS credentials issued and remained fairly steady over the past five years.

**Figure 7. Distribution of Pupil Personnel Services Credentials Issued, by Specialization areas, 2008-09 to 2012-13**



While there are no Emergency Permits available for PPS Credentials, the Commission may issue Variable-Term Waivers for these credentials. The total number of waivers issued for PPS Credentials remains small and has continued to decrease over the last five years. Table 2c shows that the number of PPS Variable-Term Waivers decreased by 76.7 percent between 2008-09 and 2012-13 but also that the total number decreased from 30 in 2008-09 to only 7 in 2012-13.

**Table 2c. Pupil Personnel Services Credential Waivers Issued, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 and 2012-13
Waivers	30	10	8	10	7	-76.7%

*Note – Waiver data include both initial issuance and subsequent reissuances. The number of waivers is small over time; caution should be exercised when discussing trend patterns.*

Table 2d provides data on PPS credentials by specialty area employed in California public schools. The number of school social workers increased by 5.6 percent while the number of school counselors and school psychologist declined (18.4 percent and 3.5 percent, respectively).

Overall, there was a decrease (12.8 percent) in the number of individuals providing PPS services in the public schools between 2008-09 and 2012-13.

**Table 2d. Number of PPS Providers Serving in Public Schools, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 and 2012-13
School Counselors	9,435	Data Not available	8,201	7,809	7,702	-18.4%
School Psychologists	4,843		4,585	4,490	4,675	-3.5%
School Social Workers	412		417	430	435	5.6%
Totals	14,690		13,203	12,729	12,812	-12.8%

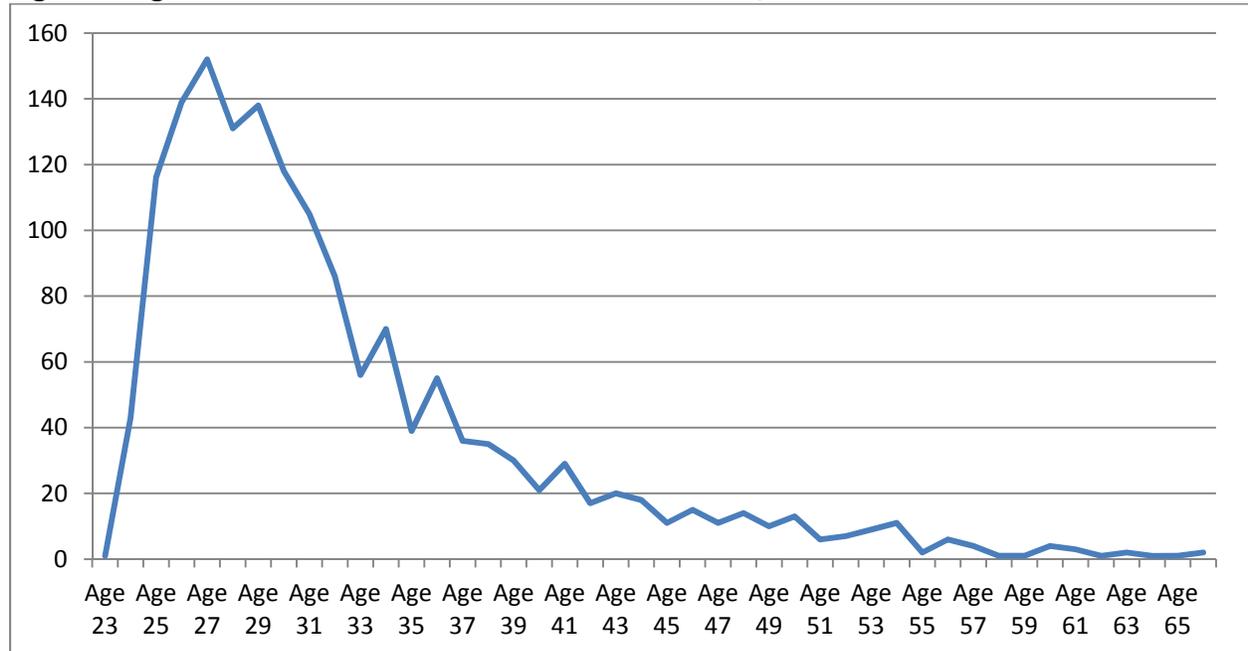
Source: <http://www.ed-data.k12.ca.us/>. Data not collected for 2009-10 school year.

According to EdSource (2009-10), California ranked 50<sup>th</sup> in the country in the Guidance Counselors-Per-Pupil ratio.

**Age Distribution of New PPS Credential Holders**

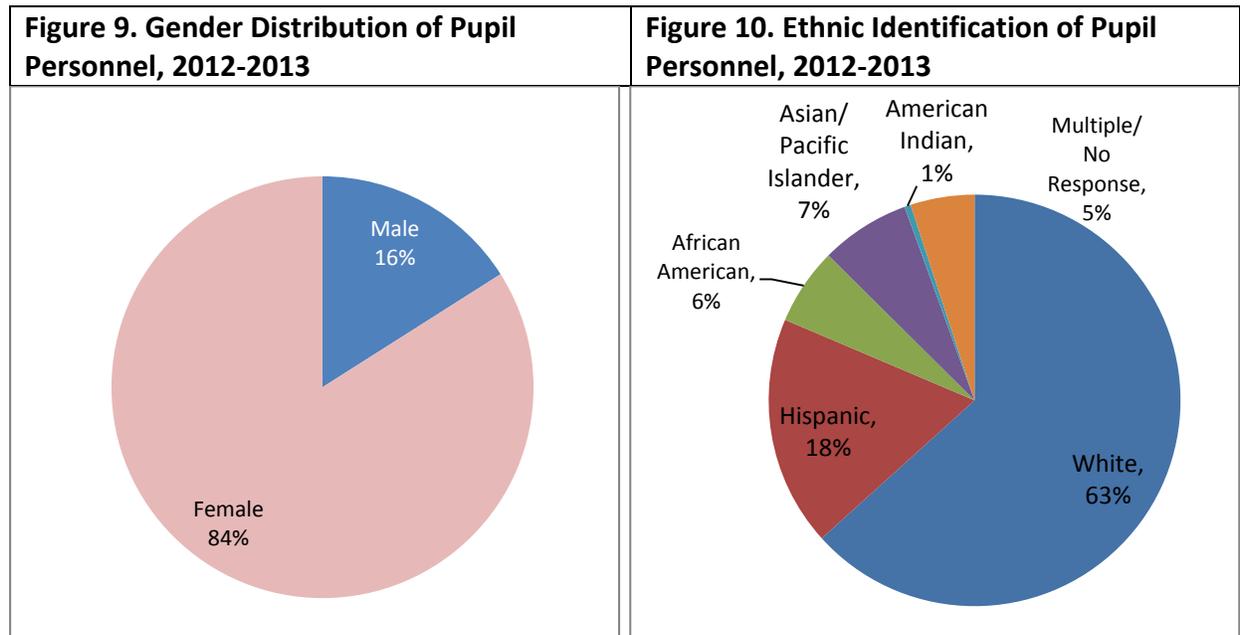
Figure 8 shows the age distribution of the new PPS credential holders in California in 2012-13. The average age of the new credential holder of PPS in 2012-13 was 32.5 years.

**Figure 8. Age Distribution of New PPS Credential Holders, 2012-13**



**School Pupil Personnel Service Staff by Gender and Ethnicity**

More than four-fifths (84 percent) of the PPS service providers employed in California public schools in 2012-13 were female. Nearly two-thirds (63 percent) identified themselves as White and about one-fourth (18 percent) as Hispanic. African American, Asian/Pacific Islander or Filipino, and American Indian together constituted another one-sixth of all PPS staff in California public schools (6 percent, 7 percent, and 1 percent, respectively) during 2012-13.



Source: California Department of Education’s Data Quest; *Certificated Staff by Ethnicity for 2012-13. State Summary, Number of school administrators by ethnicity. Asian/Pacific Islander category includes Filipino also.*

**Speech-Language Pathology Services and Clinical or Rehabilitative Services Credentials**

Speech-Language Pathology and Clinical or Rehabilitative Services Credentials authorize the holders to perform services in one of the following designated areas: Language, Speech, and Hearing; Audiology; or Orientation and Mobility. The services may be provided to students from birth to age 22.

AB 2837 (Chap. 581, Stats. 2006) established the Speech-Language Pathology (SLP) Services Credential as a two-tiered credential, Preliminary and Clear. The two-year Preliminary Credential is the first document issued after an individual completes a Commission-approved program and meets additional specific requirements. Individuals issued the Preliminary Credential are making a commitment to complete the additional requirements to earn a Clear Credential.

The SLP Services Credential authorizes the holder to perform the following services: Conduct Language, Speech, and Hearing Assessments including the screening, evaluation, and interpretation of test results and referrals for further evaluation for treatment and provide Educational Services including the development of speech and language goals and objectives and the delivery of speech and language services; provide specific learning disability area

services related to speech and language; and special education services to individuals with language and speech impairments across the special education disability areas, to students from birth through age 22 in services across the continuum of program options available.

There are 24 Commission-approved program sponsors that offer SLP credential programs. Table 3a shows a steady increase in the number of SLP credentials issued in the past five years for both California and out-of-state prepared individuals. IHE recommendations showed an increase of 41.6 percent and Direct (out-of-state) applications an increase of 55.9 percent. Overall, the number of SLP Services Credentials issued increased by 44.8 percent between 2008-09 and 2012-13.

**Table 3a. Speech-Language Pathology Services Credentials Issued, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 and 2012-13
Direct Applications	102	114	125	130	159	55.9%
IHE Recommendations	344	395	379	428	487	41.6%
Totals	446	509	504	558	646	44.8%

*Note: Data include new credentials only; do not include renewals. SLP authorization became effective 1/1/2007.*

Despite the large increase in new SLP credentials, the number of Variable-Term Waivers for positions requiring these authorizations continues to be relatively high in comparison with other Variable-Term Waivers issued by the Commission. Table 3b reports the number of SLP Waivers issued between 2008-09 and 2012-13. The number of Waivers increased slightly between 2008-09 and 2009-10 and then declined in the past three years. Overall, there was a decrease of Waivers by 19.1 percent in the past five years. There are no emergency permits issued for SLP.

**Table 3b. Speech-Language Pathology Services Credential Waivers Issued, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 to 2012-13
Waivers	493	498	436	415	399	-19.1%

*Note – Waiver data include both initial issuance and subsequent reissuances. Data include previously issued Clinical and Rehabilitative Services Credential Waivers in Language, Speech and Hearing.*

Figure 11 shows that the total number of SLP Services Credentials issued increased steadily in the past five years while there was a downward trend in the number of SLP waivers issued.

**Figure 11. Comparison of SLP Credentials and Waivers Issued, 2008-09 to 2012-13**

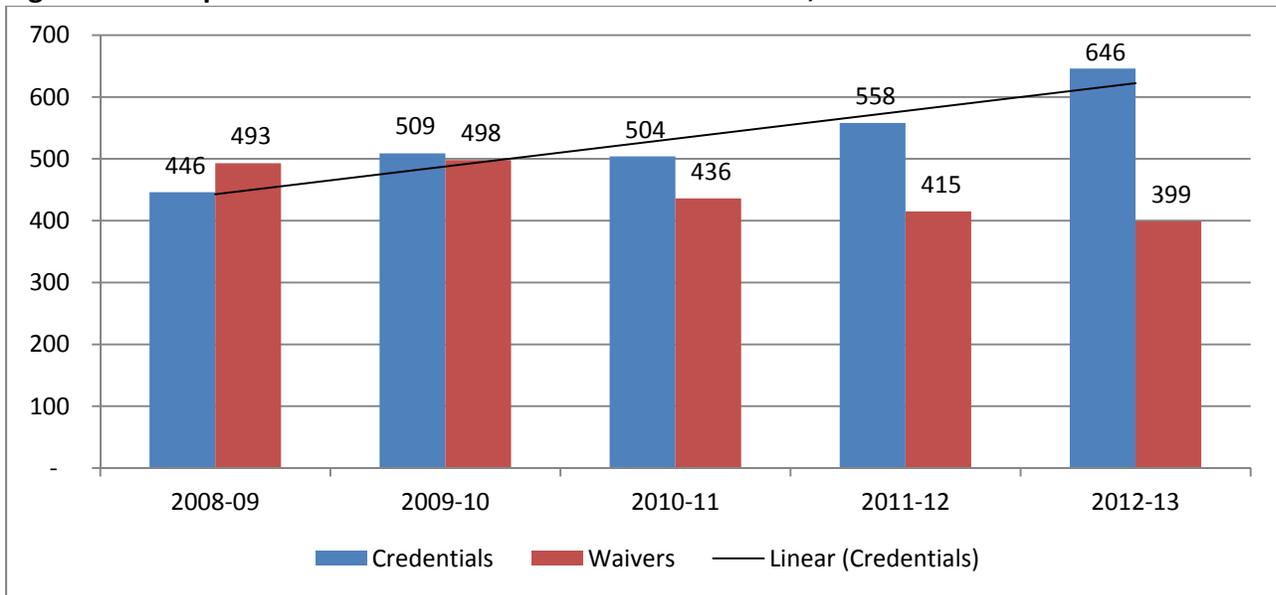


Table 3c shows that there has been a decrease (by 6.1 percent) between 2008-09 and 2012-13 in the number of individuals providing language, speech, and hearing services in the public schools.

**Table 3c. Number of SLPs Serving in Public Schools, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 and 2012-13
Totals	5,211	Not available	4,646	4,608	4,893	-6.1%

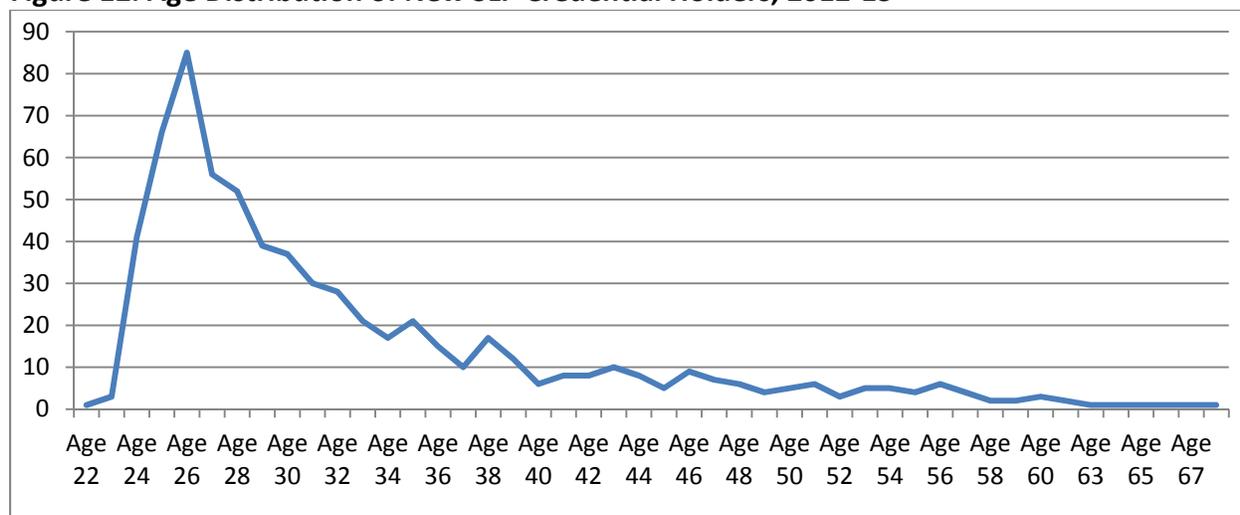
Source: <http://www.ed-data.k12.ca.us/>

Note: CDE data does not disaggregate information into the specializations within the SLP and Clinical or Rehabilitative Services (Audiology and Orientation and Mobility) credential areas.

### Age Distribution of New SLP Services Credentials in California

Figure 12 shows the age distribution of the new SLP Services Credential holders in California. The average age of the new SLP Services Credential holder in 2012-13 was 32.7 years.

**Figure 12. Age Distribution of New SLP Credential Holders, 2012-13**



### **Speech Language Pathology Services Credential Special Class Authorization**

The Special Class Authorization (SCA) is a teaching authorization that may be added to a credential that authorizes providing speech services. The SCA authorizes the holder to provide instructional services to special need students in the area of autism and speech and language impairment who are identified through the local level special education assessment, and to conduct Educational Assessments related to students' access to the academic core curriculum and Special Education Support, from birth through age 22 across the continuum of program options available.

Since the SCA is a teaching rather than service authorization, requirements were updated effective July 1, 2012 to include satisfying subject-matter competence, reading, and English learner requirements to align with other special education teaching authorizations on the Education Specialist Teaching Credential as well as ensure compliance with federal No Child Left Behind (NCLB) provisions concerning highly qualified teachers.

### **Clinical or Rehabilitative Services Credentials**

A Clinical or Rehabilitative Services Credential in Audiology authorizes the holder to perform the following services: Provide services to individuals with a disability of deaf or hard of hearing, deaf-blind, and a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy; conduct audiologic assessments; and instruction and management of individual and classroom amplification and assistive listening devices, central auditory processing testing.

A Clinical or Rehabilitative Services Credential in Orientation and Mobility authorizes the holder to perform the following services: Authorizes services to students who are blind, visually impaired, and deaf-blind with age-appropriate, hands-on experiences; allows individuals to learn how to navigate their natural travel settings including home, school and community; and provides individuals to become independent travelers and assist in the development of a conceptual understanding of the environment.

As shown in Table 3d, about 20 to 40 Clinical or Rehabilitative Services Credentials were issued each year. There are two pathways to a Clinical or Rehabilitative Services Credential: direct applications to the Commission (i.e., individuals prepared out-of-state), and recommendation by an IHE. The data show that the number of credentials issued increased by 75 percent in the past five years though the relatively low number overall should be considered when looking at the percent of increase. There are currently no Commission-approved programs for Clinical or Rehabilitative Services Credential in Audiology.

**Table 3d. Clinical or Rehabilitative Services Credentials Issued by Type, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 to 2012-13
Audiology	4	4	4	6	8	100.0%
Orientation and Mobility	20	20	25	16	34	70.0%
Totals	24	24	29	22	42	75.0%

*Note: Data include new credentials only; do not include renewals. The number of credentials is small over time; caution should be exercised when discussing trend patterns.*

### **Health Services: School Nurse Services Credential**

A School Nurse Services Credential authorizes the holder to perform the following services:

- Conduct immunization programs pursuant to Education Code section 49403
- Assess and evaluate the health and developmental status of pupils
- Interpret the health and developmental assessment to parents, teachers, administrators, and other professionals directly concerned with the pupil
- Design and implement individual student health maintenance plans, incorporating plans directed by a physician
- Refer the pupil and parent or guardian to appropriate community resources for necessary services
- Maintain communication with parents and all involved community practitioners and agencies to promote needed treatment and secure reports of findings pertinent to educational planning
- Interpret medical and nursing findings appropriate to the student's individualized education program and make recommendations to professional personnel directly involved
- Consult with, conduct in-service training for, and serve as a resource person to teachers and administrators
- Develop and implement the health education curriculum
- Act as a participant in implementing a comprehensive health instruction curriculum for students
- Counsel and assist pupils and parents in health-related and school adjustment services
- Teach health-related subjects under the supervision of a classroom teacher

School Nurse Services Credentials in California are issued initially as a Preliminary Credential prior to the individual completing a Commission-approved preparation program. The Preliminary Credential is issued based on holding a baccalaureate or higher degree from a

regionally-accredited college or university and a valid California Registered Nurse (RN) License. In order to earn the Clear Credential, individuals must complete both a Commission-approved school nurse preparation program and two years of successful experience as a school nurse. For this reason, the data in Table 4a provides both the initially-issued Preliminary Credential data as well as the Clear Credential data in order to provide information on the number of individuals coming into the profession as well as those who continue on to complete a Commission-approved School Nurse Services Credential program. The Commission does not issue emergency permits or waivers for school nurses.

There are 6 Commission-approved program sponsors that offer School Nurse Services Credential programs. As seen in Table 4a, the number of Preliminary Credentials issued to school nurses declined from 210 in 2008-09 to 161 in 2009-10. In recent years, there was an upward trend, with more than 260 credentials in 2012-13. The number of Preliminary Credentials issued increased by 27.1 percent between 2008-09 and 2012-13. The number of Clear Credentials issued is relatively low but increased significantly in 2012-13.

**Table 4a. School Nurse Services Credentials Issued, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 to 2012-13
Preliminary	210	161	205	198	267	27.1%
Clear	21	7	4	14	92	338.1%

*Note: Data include new credentials only; do not include renewals. The number of credentials is small over time; caution should be exercised when discussing trend patterns.*

Figure 13 displays the changes over time in the number of nurses who were issued Preliminary and Clear School Nurse Services Credentials.

**Figure 13. Comparison of Preliminary and Clear School Nurse Services Credentials Issued, 2008-09 to 2012-13**

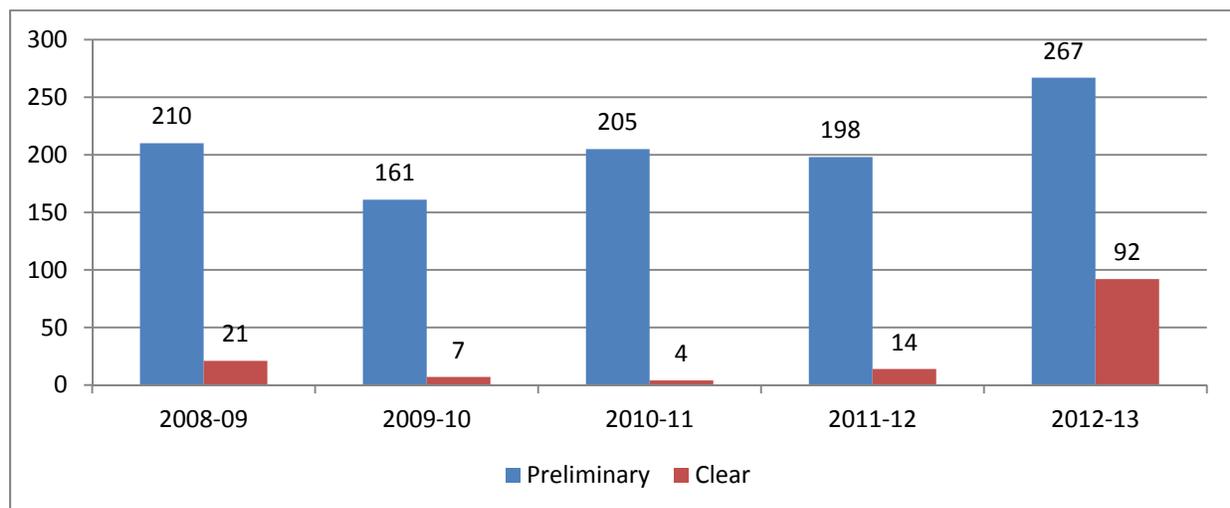


Table 4b shows the total number of school nurses in the public schools. There has been a steady decrease in the past five years. There was a decline of 21.2 percent between 2008-09 and 2012-13.

**Table 4b. Number of School Nurses Serving in Public Schools, 2008-09 to 2012-13**

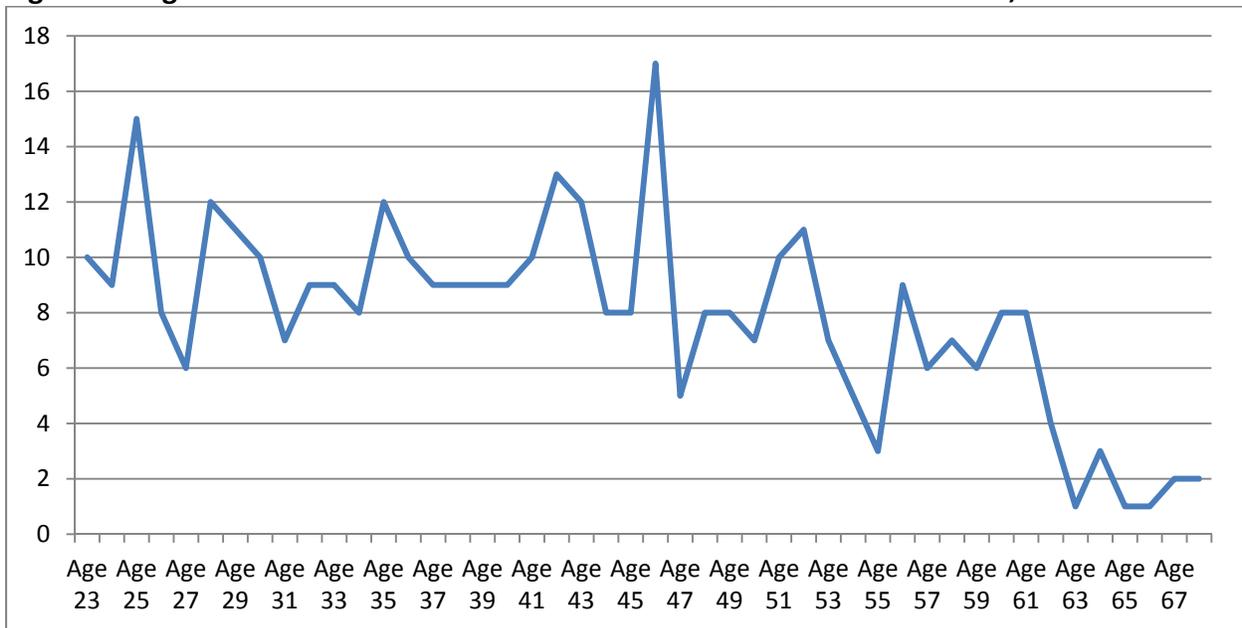
	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 and 2012-13
Totals	2,901	Not available	2,474	2,361	2,287	-21.2%

Source: <http://www.ed-data.k12.ca.us/>

### Age Distribution of New School Nurse Services Credential Holders

Figure 14 shows the age distribution of the new School Nurse Services Credential holders in 2012-13. The average age of the new School Nurse Credential holders in 2012-13 was 41.7 years.

**Figure 14. Age Distribution of New School Nurse Services Credential Holders, 2012-13**



### Special Teaching Authorization in Health

An individual who holds a School Nurse Services Credential may elect to also earn a Special Teaching Authorization (STA) in Health. If a school nurse holds an STA in Health, he or she may teach departmentalized classes in health in grades 12 and below, including preschool, and in classes organized primarily for adults.

### Teacher Librarian Services Credential

Teacher Librarian Services Credential authorizes the holder to perform all of the following duties:

- Instruct students in accessing, evaluating, using and integrating information and resources in the library program
- Plan and coordinate school library programs with the instructional programs of a school district through collaboration with teachers
- Select materials for school and district libraries
- Develop programs for and deliver staff development for school library services
- Coordinate or supervise library programs at the school, district or county level
- Plan and conduct a course of instruction for those pupils who assist in the operation of school libraries
- Supervise classified personnel assigned school library duties
- Develop procedures for and management of the school and district libraries

There are 4 Commission-approved program sponsors that offer Teacher Librarian Services credential programs. Table 5a illustrates that there was a steady increase in the number of credentials issued between 2008-09 and 2010-11, followed by a decline in the past two years. Between 2008-09 and 2012-13, there was a decrease of 34.9 percent in the total number of credentials issued for school librarians.

**Table 5a. Teacher Librarian Service Credentials Issued, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 to 2012-13
Direct Applications	13	8	7	7	8	-38.5%
IHE Recommendations	73	98	97	69	48	-34.2%
Totals	86	106	104	76	56	-34.9%

*Note: Data include new credentials only; do not include renewals. Data include both previously issued Library Media Teacher Services Credentials and current Teacher Librarian Services Credentials. Direct Applications represent credentials issued by the Commission directly to individuals, primarily out-of-state prepared individuals.*

### Teacher Librarian Service Credential Special Class Authorization

This Special Class Authorization (SCA) authorizes the holder to provide departmentalized instruction in information literacy, digital literacy, and digital citizenship to students in grades 12 and below, including preschool and in classes organized primarily for adults.

### Emergency Teacher Librarian Permits and Waivers

As shown in Table 5b, about 200 Emergency Permits were issued in the first two years with a significant decline in 2011-12 and 2012-13. Though Variable-Term Waivers are limited, there was still a sharp decline (by 76.5 percent) in the number of waivers, from 17 to 4 between 2008-09 and 2012-13. Both the number of Emergency Permits and Waivers issued decreased in the past five years. Overall, there was a decrease of 58.3 percent between 2008-09 and 2012-13, when data on Emergency Permits and Waivers were combined.

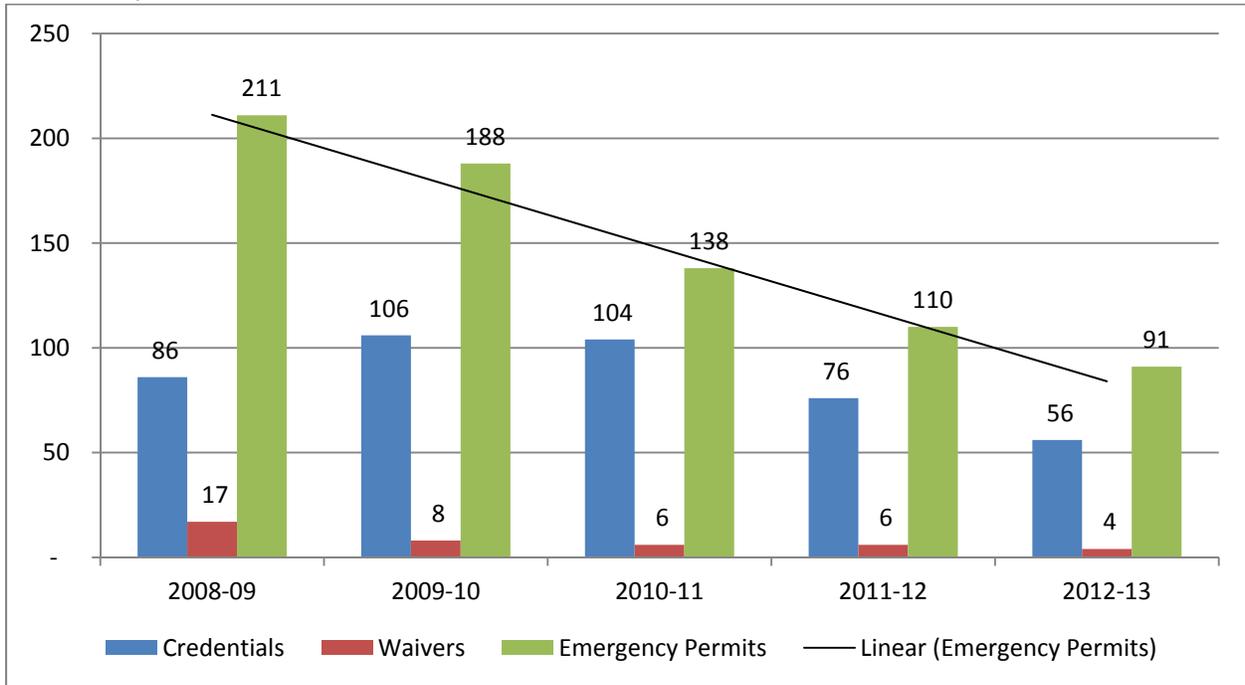
**Table 5b. Emergency Teacher Librarian Permits and Waivers Issued, 2008-09 to 2012-13**

	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 to 2012-13
Emergency Permits	211	188	138	110	91	-56.9%
Waivers	17	8	6	6	4	-76.5%
Totals	228	196	144	116	95	-58.3%

Note – Waiver data include both initial issuance and subsequent reissuances. Since the number of waivers issued is small, caution must be used when discussing trend patterns.

Figure 15 illustrates the declining trends in the Emergency Permits and Waivers. It is noteworthy that the number of Emergency Permits exceeded the total number of credentials granted each year, in spite of the downward trend of the Emergency Permits.

**Figure 15. Comparison of Credentials, Waivers, and Emergency Permits Issued for Teacher Librarians, 2008-09 to 2012-13**



As shown in Table 5c, there was a steady decline in the number of school librarians in California public schools in the past five years; 30.1 percent decrease in between 2008-09 and 2012-13. According to EdSource (2009-10), California ranked 51<sup>st</sup> in the country in the Librarian-Per-Pupil ratio.

**Table 5c. Number of Teacher Librarians Serving in Public Schools, 2008-09 to 2012-13**

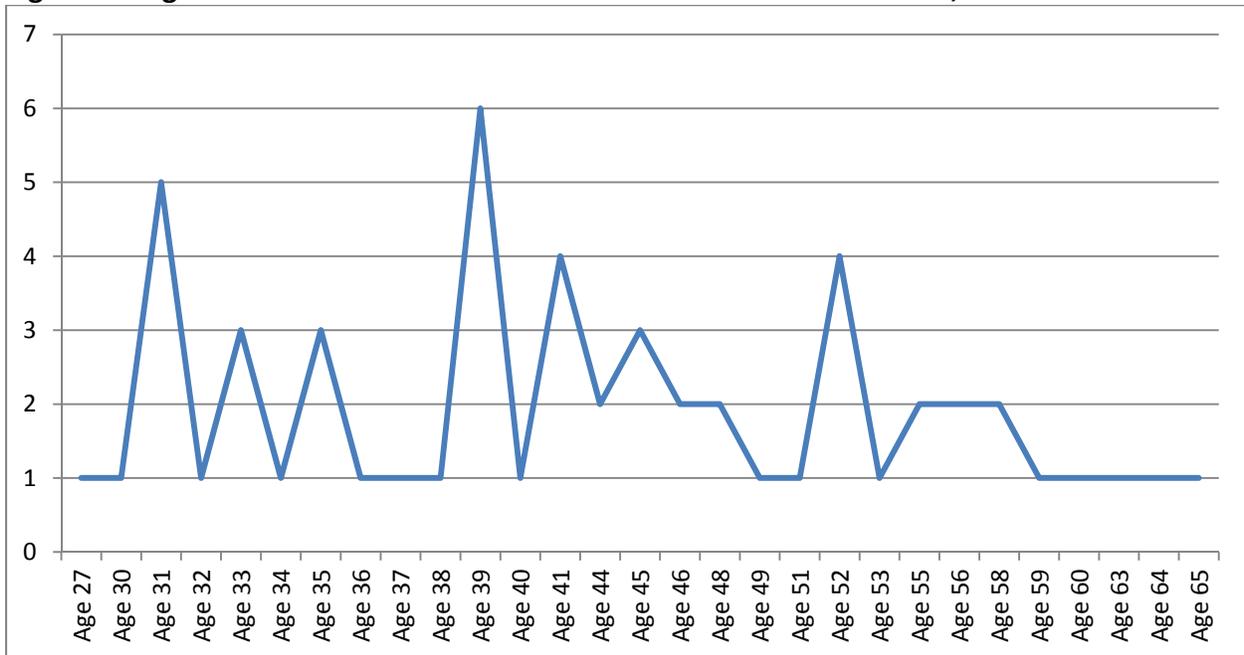
	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change (%) from 2008-09 to 2012-13
Totals	1,151	Not available	895	834	804	-30.1%

Source: <http://www.ed-data.k12.ca.us/>

**Age Distribution of New Teacher Librarian Services Credential Holders**

Figure 16 shows the age distribution of the new Teacher Librarian Services Credential holders in 2012-13. The average age of the new Teacher Librarian Services Credential holders in 2012-13 was 43.8 years.

**Figure 16. Age Distribution of New School Librarian Services Credentials, 2012-13**



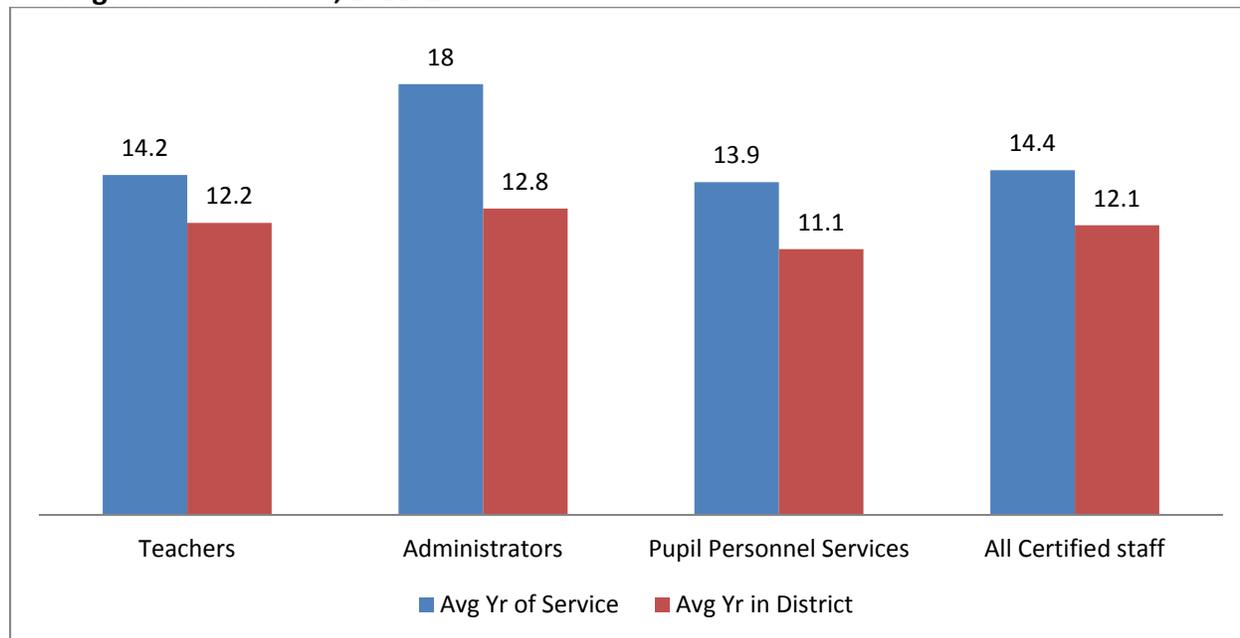
**School Administrators, PPS, Teachers, All Certificated Staff and Length of Service**

According to the California Department of Education (CDE) data, the average years in educational service for school administrators was 18 years while the average years serving in the same school district was only 12.8 years in the academic year 2012-13. The average years in educational service and average years in the same school district for pupil personnel was 13.9 and 11.1 years, respectively. For comparison purpose, the average years of service for teachers are 14.2 years and the average years in district are 12.2 years. When all certificated staff was considered, the average years in educational service were 14.4 years and the years in district were 12.1 years.

Data and Figure 17 indicate that educators tend to stay in the profession longer than they stay in the same school district. School administrators had the biggest difference between years in

educational service and years in district, by 5 percentage points. The difference ranged from 2 percentage points for teachers to 3 percentage points for PPS.

**Figure 17. Average Years of Service and Years of Service in District for Certificated Staff Serving in Public Schools, 2012-13**



Data Source: California Department of Education, Staff Service and Experience for 2012-13

The definition of Years in Educational Service and Years in District are described below:

*Average Years of Educational Service – Total years of public and/or private educational service. Includes services in this districts, other districts, other states, and countries. Does not include substitute teaching or classified staff service. The first year of service is counted as 1 year.*

*Average Years in District – Total years of service in a certified position in the district. The first year of service is counted as 1 year.*

### Summary of Selected Findings

Analyses of the number of services credentials issued between 2008-09 and 2012-13 resulted in several findings as detailed by credential type below.

#### **Administrative Services Credentials**

- Overall, the number of Preliminary Administrative Services Credentials recommended by approved programs increased by 8 percent between 2008-09 and 2012-13.
- Among the traditional pathway, the number of Certificates of Eligibility issued increased by 22.2 percent while the Preliminary Credentials issued decreased by 34.8 percent.
- The number of Administrative Services Intern Credentials issued decreased by 9.6 percent.

- The number of individuals issued an initial Administrative Services Credential based on the examination pathway declined by 53.4 percent.
- The number of administrators prepared out-of-state increased by 7.3 percent.
- The number of administrators in public schools decreased by 18 percent.

#### ***Pupil Personnel Services Credentials***

- Overall, there was a decrease (by 6 percent) in the total number of PPS credentials issued.
- There were increases for two areas - school psychology by 49.1 percent and school social worker by 25.8 percent, and there were decreases for two areas - school counseling by 17.3 percent and child welfare and attendance by 37.7 percent.
- There was a significant shift in the proportion of specialty areas of PPS: school counseling was 70 percent in 2008-09 and dropped to 61 percent in 2012-13. School psychology was 17 percent in 2008-09 and increased to 27 percent in 2012-13.
- The number of PPS Intern credentials decreased by 50 percent.
- The number of PPS Variable-Term Waivers dropped dramatically (76.7 percent).
- There was an overall decrease (12.8 percent) in the number of PPS credential holders providing services in the public schools, an increase of 5.6 percent for school social workers while there was a decrease of 18.4 percent for school counselors and a decrease of 3.5 percent for school psychologists.

#### ***Speech-Language Pathology (SLP) Services Credentials***

- There was a dramatic increase (by 44.8 percent) in the number of SLP Services Credentials issued.
- In turn, there was a decrease of 19.1 percent in the number of SLP Variable-Term Waivers issued.
- There was a steady upward trend in the number of SLP Services Credentials issued and a downward trend in the number of Waivers issued in the past five years.
- There was a 6.1 percent decrease in the number of individuals providing speech/hearing/language services in California public schools.

#### ***School Nurse Credentials***

- After a fluctuating pattern in the past five years, the number of Preliminary Credentials issued increased by 27.1 percent between 2008-09 and 2012-13.
- There has been a steady decline (by 21.2 percent) in the number of school nurses serving in California public schools in the past five years.

#### ***Teacher Librarian Services Credentials***

- The number of Teacher Librarian Services Credentials issued decreased by 34.9 percent.
- There has been a steady decline in the number of Emergency Permits issued in the past five years; decreased by 56.9 percent between 2008-09 and 2012-13.
- Though the number of Waivers is relatively small, there has been a steady decline in the number of Waivers issued as well, as shown by a decrease by 76.5 percent between

2008-09 and 2012-13. Overall, there was a decrease of 58.3 percent when Emergency Permits and Waivers were combined.

- Nevertheless, in every year studied, the number of Emergency Permits issued was greater than the total number of Teacher Librarian credentials issued. The Commission recently took action to limit the number of Emergency Permits an individual could be issued from five to three.
- The number of teacher librarians serving in California public schools declined by 30.1 percent between 2008-09 and 2012-13.

## References

Information on the authorizations and requirements for each of the Services Credentials detailed in this report may be accessed through informational leaflets published by the Commission provided in the links below.

1. Administrative Services Credential - California Prepared – CL-574C  
<http://www.ctc.ca.gov/credentials/leaflets/cl574c.pdf>
2. Administrative Services Credential - Out-of-State Prepared – CL-574  
<http://www.ctc.ca.gov/credentials/leaflets/cl574.pdf>
3. Pupil Personnel Services Credential For Individuals Prepared In California – CL-606C  
<http://www.ctc.ca.gov/credentials/leaflets/cl606c.pdf>
4. Pupil Personnel Services Credentials – Out-of-State Prepared - CL-606  
<http://www.ctc.ca.gov/credentials/leaflets/cl606.pdf>
5. Speech-Language Pathology Services Credential –CL-879  
<http://www.ctc.ca.gov/credentials/leaflets/cl879.pdf>
6. Clinical or Rehabilitative Services Credentials – CL-610  
<http://www.ctc.ca.gov/credentials/leaflets/cl610.pdf>
7. School Nurse and Other Health Services Credentials – CL-380  
<http://www.ctc.ca.gov/credentials/leaflets/cl380.pdf>
8. Teacher Librarian Services Credentials – CL-562  
<http://www.ctc.ca.gov/credentials/leaflets/cl562.pdf>
9. Emergency Teacher Librarian Services Permits – CL-533O-LIB  
<http://www.ctc.ca.gov/credentials/leaflets/cl533o-LIB.pdf>