

Commission Webcast on Assignment Monitoring
December 1, 2011
8:30 am – 12:00 pm

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Enclosures

Power Point Presentation
Core Assignment Chart
English Learner Authorization Chart
Special Education Ladder
Special Education Authorization Chart
CTE Assignment Monitoring Questionnaire
AB 114 Staffing Guidance
Resources and References List

If unable to access video feed of webcast an audio only option is available -
<http://www.ctc.ca.gov/live.html>

Chat Room Questions -
webinar@ctc.ca.gov



Certificated Assignment Webcast

Presenters
Roxann Purdue
Commission on Teacher Credentialing
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California Department of Education

December 1, 2011



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Topics

- ◆ Assignment/Hiring/Placement
- ◆ Middle School Assignments
- ◆ Transitional Kindergarten
- ◆ Common Assignment Topics
- ◆ Responsibilities/Monitoring/Reporting
- ◆ Career Technical Education (CTE) Assignments
- ◆ CDE – Highly Qualified Teacher (HQT)
- ◆ Assignments for Teachers of English Learners
- ◆ Special Education Assignments
- ◆ Assembly Bill 114
- ◆ Resources



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Commission on Teacher Credentialing (CTC)

- ◆ CTC is educator licensing agency for state of California
- ◆ Oldest independent state standards board in the nation
- ◆ Commissioners appointed by the Governor and represent specific constituencies



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Key Commission Responsibilities

- ◆ Educator Licensure and Assignment Monitoring – Certification, Assignment and Waivers Division (CAW)
- ◆ Educator Discipline - *Division of Professional Practices (DPP)*
- ◆ Educator Preparation - *Professional Services Division(PSD)*



CTC

Governor-Appointed Commissioners

- ◆ Preservice Preparation
- ◆ Induction with CDE
- ◆ Educator Licensing
- ◆ Assignment Monitoring
- ◆ Educator Discipline
- ◆ Institutional and Program Accreditation

CDE

Elected State Superintendent

- ◆ Inservice Development
- ◆ Induction with CTC
- ◆ K-12 Standards and Curriculum Frameworks
- ◆ K-12 Student Assessment
- ◆ Funding
- ◆ Compliance Monitoring



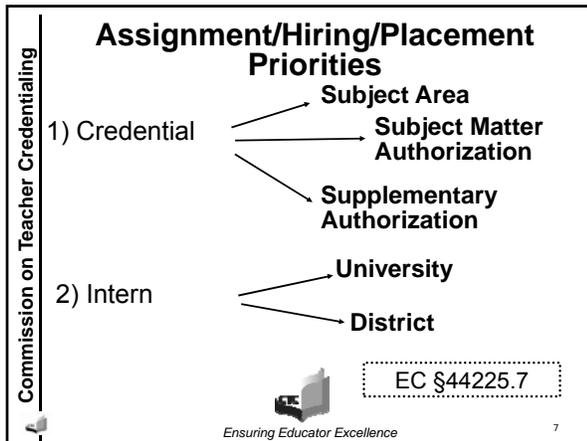
Assignment, Hiring and Placement Priorities

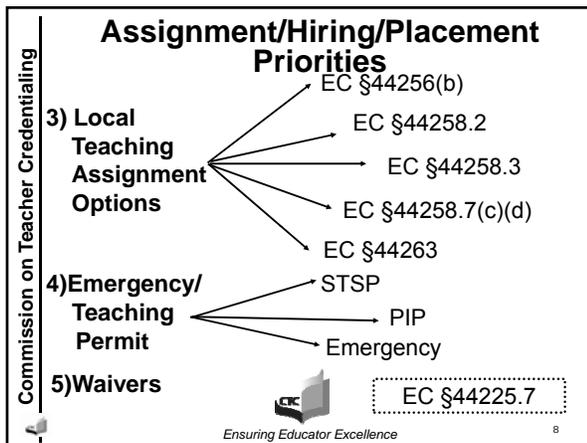
- ◆The employing agency must make a reasonable effort to recruit a fully prepared individual for an assignment
- ◆The employing agency recruitment efforts focus on the following priorities

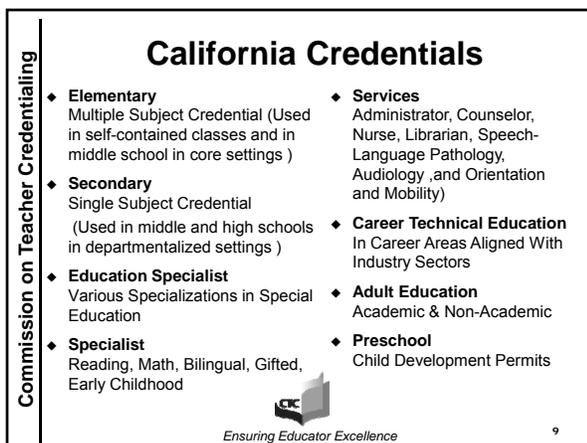
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EC §44225.7







General Education Teaching Credentials

- ◆ General (also called Pre-Fisher)
- ◆ Standard (also called Fisher)
- ◆ Ryan (named after Assembly member Leo Ryan)
- ◆ SB 2042 (named after bill number but was also called the Alpert/Mazzoni bill)



Standards - Majors and Minors

- ◆ There were an unlimited number of subject possibilities because there was no prescribed list of subjects as there is under current law
- ◆ Minors in art or music on Standard Secondary has broader authorization
 - The minor allows the holder to teach art or music (as applicable) in grades K-6



Standards - Majors and Minors

- ◆ Subjects with a broad subject area followed by a colon (:) authorize teaching only the subject(s) listed after the colon, not any subject in the department
 - Social Science: History subject area only authorizes teaching history not sociology, geography, or broad subject area of social sciences



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Ryan Credential

- ◆ *Multiple Subject* - service grades preschool, K-12, and adults in self-contained class and in a core setting in grades 5-8
- ◆ *Single Subject* – service grades preschool, K-12, and adults in subject(s) listed in a departmentalized setting



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Supplementary & Subject Matter Authorizations

Supplementary Authorizations

- ◆ Multiple & Single Subject Credentials only
- ◆ Issued as Specific or Introductory Subjects

Subject Matter Authorizations

- ◆ Multiple & Single Subject Credentials only
- ◆ Established in 2005 in response to NCLB
- ◆ Issued as Specific or Introductory Subjects (NCLB Core Academic Subjects Only)

AAM – Section C

Why does curriculum grade level matter?



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Intern Credentials

University Intern

University sponsored alternative teacher training program; cooperative effort between district and IHE

District Intern

Alternative teacher training program by a district/county with an approved Professional Development Plan based on CTC standards

Multiple Subject – Grades K-8
Single Subject – Grades 6-12



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Local Teaching Assignment Options/ Board Resolutions/EC Assignments			
Option	Requires	Grade	Basic Credential
EC §44256(b)	6/12 sem units	K-8	elementary
EC §44258.2	6/12 sem units	5-8	secondary
EC §44258.3 (Craven)	subject matter competence per board approved policies/procedures	K-12	elementary/ secondary
EC §44258.7(c)(d) (Comm on Assign) Elective classes only	subject matter competence per board approved policies/procedures	K-12	elementary/ secondary
EC §44263	9/18 sem units	K-12	elem/secondary

To teach in a departmentalized setting



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Emergency Permits	
Long-Term Emergency Permits	
<ul style="list-style-type: none"> Only for CLAD, BCLAD, RSP, and Library Annual Declaration of Need (DON) and provide orientation, guidance, and assistance 	
Limited Assignment Permits	
<ul style="list-style-type: none"> General and Special Education (GELAP & SELAP) Annual Declaration of Need (DON) approved by Governing Board 	



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Teaching Permits	
Short-Term Staff Permit (STSP) <i>Acute staffing need</i> Teacher unable to complete school year Enrollment adjustments	Provisional Internship Permit (PIP) <i>Anticipated staffing need</i> Conducts a diligent search but unable to find credentialed teacher



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What is a Variable Term Waiver? Purpose

- ♦ Allows employers to fill an assignment while searching for a credentialed teacher
- ♦ Only issued if the employer and the candidate meets the waiver criteria for the assignment

Option of Last Resort



Middle School Assignments



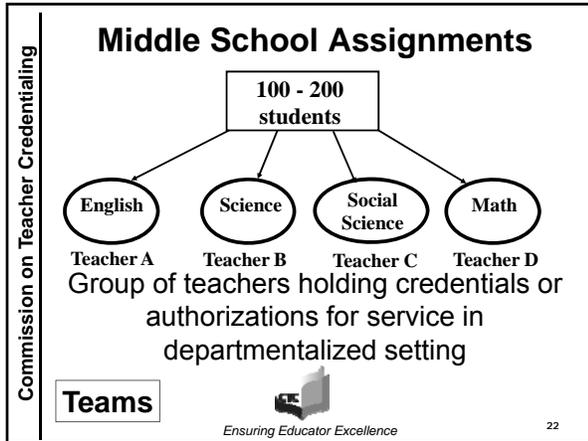
Middle School Core Assignments

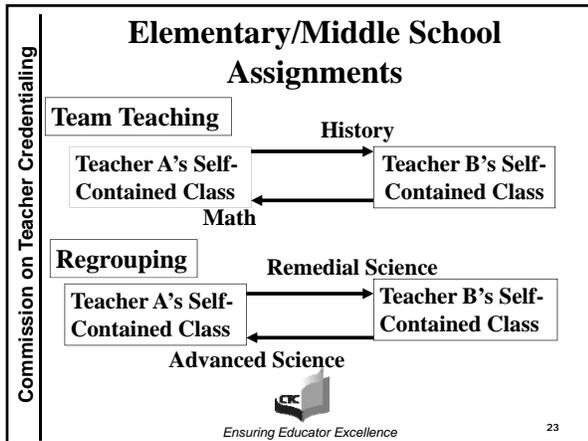
1	2	3	4	5	6	7
Math/Sci Grade 6	Prep	Math/Sci Grade 7	Lunch	Math or Science Grades 6 or 7		

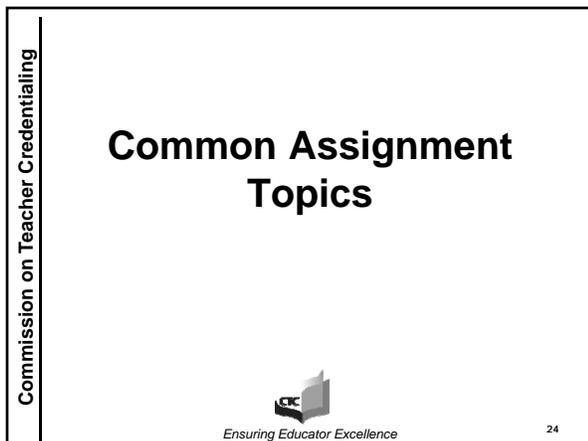
Elementary credential holder may teach two or more subjects to same group of students and also any subject in core in departmentalized setting at same grade level as core not more than 50% of assignment



EC§44258.1







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Transitional Kindergarten

- ◆ Senate Bill 1381 – *Kindergarten Readiness Act 2010*
- ◆ Changed birth date for admission into Kindergarten and 1st Grade
- ◆ Creates 2-Year Transitional Kindergarten Program
- ◆ Appropriately staffed by holder of a general education credential authorizing self-contained instruction in Kindergarten



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Elective Classes

Is there a credential that authorizes the service?

<p>Driver Education</p> <p>Drama →</p> <p>French</p>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">YES</div>	<p>Must hold appropriate credential or authorization</p>
<p>Study Skills →</p> <p>Leadership</p> <p>Peer Mentoring</p>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">NO</div>	<p>Fully credentialed teacher whose training and knowledge best fits the needs of the students; teacher consent required</p> <p>– Title 5 section 80005(b)</p>



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Foundational-Level General Science

- ◆ Regulations amended to add new authorization
- ◆ Provides flexibility to teach science
- ◆ Authorizes general and introductory science (K-12 Level) and integrated science (K-8 level only)



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Foundational-Level Mathematics

- ◆ Authorizes: general mathematics, all levels of algebra, geometry, probability and statistics, and consumer mathematics
- ◆ Content of the class determining factor not level - advanced placement or honors
- ◆ Calculus and math analysis - outside the scope of authorization

Coded 07-09



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Intervention and High School Exit Exam Classes

- ◆ Content of the class is determining factor for appropriate assignment
- ◆ Type of class such as review, honors, intervention, or supplemental instruction is not a factor nor is the reason why the class is offered



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Substitute Teaching

The holder of an Emergency 30-Day Substitute Permit

- ◆ Maximum 30 days in a general education assignment (*consecutive or intermittent during school year*)
- ◆ Maximum 20 days in a special education assignment (*consecutive or intermittent during school year*)
- ◆ Cannot take one day off and return to same class



AAM – Section H

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Teacher Librarian

- ◆ EC §18100 states district shall provide library services (See EC § 18100 – 18136)
- ◆ EC §44868 states no person may provide services as a teacher librarian in any elementary or secondary school unless he/she holds a valid credential authorizing such service
- ◆ Title 5 §80053(b) provides a comprehensive statement of the duties
- ◆ For assignment, districts must inform county how school library services are provided as listed in the Education Code and Title 5 Regulations



AAM – Section N

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Assignment Responsibilities



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Monitoring Responsibilities

- ◆ The Commission has oversight for appropriate and legal assignment of ALL certificated personnel
 - Subject area, grade level, and English learner (EL) authorization
- ◆ EC §44258.9 directs county superintendents to annually report the results of the review of assignments in the schools districts within their county



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Assignment Responsibility

Site, district and county administrators have the responsibility under EC §44258.9(b) to:

- ♦ Have evidence of the credential(s) each individual holds in order to make a legal and appropriate assignment.
- ♦ If an assignment is made on the basis of an option in the EC, documentation of the reason which authorizes the assignment (EC section, Title 5 section, etc) should be referenced in the employing agency's files.



Do Teachers Need to Hold a Credential or Authorization?

Individuals need to hold the appropriate authorization prior to providing instructional services

EC §44001	EC §44225(e)
EC §44830(a)	EC §44831
EC §44253.1	EC §33126(b)(5)(B)
EC §44258.9 (b)(2)	EC §44258.9 (e)(2)(3)

Misassignment *Unauthorized Assignment*

Placement of an individual in a teaching or services position for which he/she does not hold a legally recognized certificate, credential, permit, or waiver with an appropriate authorization for the assignment or is not authorized for the assignment under another section of the law (including EL assignments)



Notification of Misassignment

Any certificated person required by an administrative superior to accept an assignment when holding no legal authorization shall...

- 1) Attempt to resolve at local level
- 2) Notify county superintendent in writing



EC§44258.9(e)(2)

Notification Reminders

- ◆ County superintendent shall advise certificated person of legality of assignment within 15 working days
- ◆ No adverse action may be taken against a certificated person who files a notification of misassignment with the county superintendent
- ◆ If it is determined to be a misassignment, any performance evaluation under Sections 44660 to 44664, inclusive, in any misassigned subject shall be nullified



EC§44258.9(e)(2)

Assignment Monitoring and Reporting



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In The Beginning...

Why Do County Offices Need to Monitor the Certificated Assignments in their Districts?

Based on findings and recommendations of a statewide study of certificated staff, in 1987 the Commission sponsored Senate Bill (SB) 435

SB 435 – Education Code (EC) §44258.9
Effective 1/1/1988



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Monitoring and Reporting

- ◆ All teaching and non-teaching in one-fourth of districts within county
- ◆ All teaching and non-teaching in Decile 1, 2, and 3 (2009 API) schools *(unless under state or federal review)*
- ◆ Data collection for appropriate EL certification of K-12 teachers in Decile 1, 2, and 3 (2009 API) schools



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2009 API (Academic Performance Index)

- ◆ Starting with the 2010-2011 school year, API reporting year changed
- ◆ API changes every three years
- ◆ List of schools subject to annual monitoring available on California Department of Education Website



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County Offices of Education

- ◆ Annually monitor district certificated assignments in one-fourth of their districts, monitor decile 1, 2, and 3 schools, and review EL data in appropriate schools
- ◆ Submit online Assignment Monitoring Review Report including decile 1, 2, and 3 school data and EL data collection to the Commission by July 1st of each year (except single district counties)
- ◆ Verify that all misassignments found in districts are corrected within 30 days



Duties and Responsibilities

Site Administrators - provide to district

- ◆ School site (class)/master schedules

School District Office - provide to county

- ◆ School site (class) and master schedules
- ◆ School board minutes, names, and subjects assigned for all individuals serving on board authorizations
- ◆ Policies, practices, guidelines, board resolution and record of action per EC §44258.3 (Craven) and Committee on Assignments



Commission Responsibilities

- ◆ Work with districts to correct misassignments reported
- ◆ Report to the Legislature summarizing certificated employee assignments/ misassignments
- ◆ Establish and enforce sanctions for misassignments reported to CTC for certificated employees
- ◆ Annually distribute monitoring funds



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Sanctions

Failure to correct identified misassignments result in a variety of actions and sanctions

- ◆ Compliance agreement
- ◆ Notification and presentation to district governing board
- ◆ Referral to Committee on Authorized Assignments for investigation
- ◆ Referral to Committee on Credentials for adverse action on credentials held by responsible parties



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Online Assignment Monitoring Databases

- ◆ Three Databases Online
 - One-Fourth Assignment Monitoring
 - EL Data/Decile 1, 2 & 3 School Monitoring
 - Uncorrected Misassignments
- ◆ Data aggregated to the district level
- ◆ Teacher vacancies, by district, for all districts in county monitored or not (Enter zero if there are no vacancies)
- ◆ Information sent to county offices in April



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2010 Legislative Report on Assignment Monitoring

- ◆ Available on CTC website homepage under "Reports" link
- ◆ Provides statewide data results for the assignment monitoring conducted by county offices from August 2007 through June 2009 for schools ranked in Deciles 1, 2 and 3 (2006 Base API)



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Career Technical Education Authorizations and Assignment

Related Topics
Linked Learning
Integrated Curriculum
California Partnership Academies



CTE Courses

Courses designated as career, technical, trade or vocational by the local level should be taught by an individual holding a Designated Subjects Vocational/Career Technical Education Credential in the appropriate industry or industry sector



CTE – Industry Sectors

- ◆ County Office of Education (COE) is responsible for reviewing if individual holds appropriate subject area that matches content of assignment
- ◆ Local employing agency is responsible for determining if experience and/or education within industry sector is appropriate for specific assignment



Current Regulations

Title 5 section 80004(c)

Holders of Single Subject Teaching Credentials in specific subject areas (agriculture, business, home economics, industrial arts, and industrial technology education) are also authorized to teach trade, technical, career or vocational classes



Factors Impacting Increase in New CTE Courses

- ◆ Linked Learning (Multiple Pathways)
 - Assembly Bill 2648 & Assembly Bill 1304
- ◆ California Partnership Academies (CPA)
 - EC § 54690-54697
- ◆ University of California Curriculum Integration (UCCI) Institutes
- ◆ Alternative Methods for Meeting High School Graduation Requirements
 - EC §51225.3(b)



Linked Learning (Multiple Pathways)

Assembly Bill 1304 expresses Legislative intent that all of the following occur –

- ◆ High school courses provide pupils with linked learning experiences that will prepare them for the full range of postsecondary success
- ◆ Academic teachers and career technical education teachers collaborate to provide linked learning educational programs to pupils
- ◆ Teacher credential candidates have opportunities to learn pedagogical strategies to ensure pupil success in linked learning programs



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California Partnership Academies (CPA)

- ◆ California Education Code § 54690-54697
- ◆ CPA model is a three-year program (grades ten-twelve) structured as a school-within-a-school
- ◆ Academies incorporate integrated rigorous academic and career technical education, business partnerships, mentoring, and internships
- ◆ High school reform movement focused on smaller learning communities with a career theme



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Laguna Creek High School Green Energy Technology Academy (GETA)

Example of a Four Year Structure for a California Partnership Academy



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Overview of GETA Academy Course Sequence

Year \ Dept.	English	Social Studies	Science (Sr. Yr. Math)	CTE Course
Freshman	GETA English 9	GETA Geography	GETA Biology	Introduction to Green Technology
Sophomore	GETA English 10	GETA World History	GETA Physics	Green Tech I Solar & Wind
Junior	GETA English 11	GETA US History	GETA Chemistry	Green Tech II Biofuels & Elect. Vehicles
Senior	GETA English 12	GETA US Govt. & Econ	GETA Statistics (In place of Science)	Green Tech III Research, Internships, Cert. Programs



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GETA Senior Year

- ◆ Collaborative/Independent Research
 - CSUS and ARC Green Energy Class Collaboration
 - Senior Projects
- ◆ Internships
 - Solar/Wind/Biofuel/Energy Companies in the Sacramento Region
- ◆ Certification Programs
 - Ex: NCCER Certification, Six Sigma
- ◆ Post Secondary Preparation
 - Applications, Scholarship, Resume Portfolio
- ◆ College Courses-???



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University of California Curriculum Integration (UCCI) Institutes

- ◆ Committed to increasing the number of Career Technical Education (CTE) designated courses approved in all "a-g" academic subject areas
- ◆ UCCI goals include developing model integrated academic and CTE courses for statewide use
- ◆ Courses developed with collaboration between CTE and academic teachers
- ◆ Goal of 10,000 CTE designated course approved for A-G academic credit this year (Met)
- ◆ SB 611 & SB 612 (Steinberg)



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Implementing a New Course – Who do you invite to the table?

Different for every district/school but may include –

- ◆ Academy/Pathway Colleagues
- ◆ Business Industry Partners
- ◆ Principal
- ◆ Dean or Department Chair
- ◆ Curriculum and Instruction Director
- ◆ District Credential analyst
- ◆ Academic Improvement Director



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Factors to Consider

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New Courses

- ◆ Content of the class and authorization(s) held are determining factors for appropriate assignment
- ◆ Determination of the primary focus of course content and course designation by local level necessary
- ◆ Funding and NCLB considerations may also impact assignment

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Questions to Ask

As CTE designated courses become integrated with academic curriculum, counties and districts need to understand the structure of the program at the high school and ask questions related to the focus of the course and how instruction is delivered

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Be Proactive Provide Information

Flexibility –

As CTE designated courses become integrated with academic curriculum, counties and districts need to understand the structure of the program at the high school and ask questions related to the focus of the course and how instruction is delivered



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Alternative Methods for Meeting High School Graduation Requirements

Appropriate credential and authorization –

If a school district has a policy that allows granting graduation credits to a CTE based class per EC Section 51225.3(b), then it may be taught by the holder of a credential authorizing the teaching of CTE in the specified industry sector



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Co-teaching

Considerations –

Some integrated courses have a dual emphasis in CTE and academic standards.

Co-teaching models and collaborative teaching may be one method for staffing these courses



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Local Assignment Options

- ◆ Additional Considerations –
 - Use of local assignment options in the Education Code for holders of Single Subject Credentials
 - Options for NCLB compliance for CTE teachers
 - Options for NCLB compliance for teachers serving on a local assignment option



Business and Industry Partnership Teacher

- ◆ Designed for individuals:
 - whose skills are in high demand
 - who may only want to teach for short time
- ◆ Authorization is not renewable and may not be issued for more than one school year
- ◆ Holders may subsequently apply for 3-year preliminary CTE credential



Break
10 Minutes
+
Return for Chat Line
Q&A





Title II, Part A Teacher and Principal Quality

Assignment Webcast
December 1, 2011

Part A: Let's Review HQT

Part B: The In and Out of CMIS

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



TOM TORLAKSON
State Superintendent
of Public Instruction

Title II, Part A: Preparing, Training,
and Recruiting High Quality
Teachers and Principals

Title II Leadership Office

Ron Taylor, Education Administrator I 916-323-4819
Lynda Nichols, Education Programs Consultant 916-323-5822



TOM TORLAKSON
State Superintendent
of Public Instruction

Commonly Used Acronyms

- NCLB** No Child Left Behind Act of 2001
- CAHSEE** California High School Exit Examination
- CTC** Commission on Teacher Credentialing
- CDE** California Department of Education
- CCAC** Credential Counselors and Analysts of California
- CSET** California Subject Examinations for Teachers
- HOUSSE** High Objective Uniform State Standard of Evaluation
- CLAD** Cross-cultural Language and Academic Development
- CSTP** California Standards for the Teaching Profession
- CALPADS** California Longitudinal Pupil Achievement Data System
- SEID** State Educator Identifiers
- HQT** Highly Qualified Teacher



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Commonly Used Acronyms

- CMIS** Compliance, Monitoring, Interventions, and Sanctions program
- High Poverty Schools** Identified as having 40% student population eligible for the federal free and reduced lunch program
- Low Performing Schools** Identified as being in deciles 1-3 or identified for placement into Program Improvement



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Good Teaching Matters ... A Lot!

- The most significant factor in student achievement, under the school's control, is the teacher.
- The difference between an effective and non-effective teacher can be one full level of achievement in a single school year.
- Unfortunately, on average, low-income and minority children have lower-quality teachers who are far more likely to be uncertified, to have scored poorly on college and licensure exams, and to be teaching outside of their field (Craig 2002).



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Procuring, Training, Maintaining and Managing Qualified Personnel...Step 1

- Districts must develop or have already developed...
 - Board Policy that restricts the placement of teachers on **Short Term Staff Permits, Provisional Intern Permits** at high poverty low performing schools.



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Procuring, Training, Maintaining and Managing Qualified Personnel...Step 2

- Districts must develop or have already developed...
 - Board Policy that equitably distributes interns at elementary schools across the District.



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Procuring, Training, Maintaining and Managing Qualified Personnel...Step 3

- Districts must develop or have already developed...
 - Board policy that addresses how the district will strategically assign students at the middle and high school level to ensure interns will be placed in a manner that will not result in, a student having an intern for more than one class and that will not result in an intern assigned to a student for two consecutive years in high poverty and schools identified as being in deciles 1-3 program improvement.



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Procuring, Training, Maintaining and Managing Qualified Personnel...Step 4

- These policies will be enforced for planning for the ensuing school year and STSP and PIPS would be considered when there is an unexpected midyear vacancy that cannot be filled with a regular credentialed teacher; however board approval must be obtained as an action item and not placed on the consent calendar.



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Procuring, Training, Maintaining and Managing Qualified Personnel ...Step 5

- All teachers hired in **Title I programs** must meet NCLB Teacher Quality requirements when hired.
 - If currently assigned teachers are not NCLB compliant district must send parent notification of instruction by non-compliant teacher by the 20th day of instruction
- Title I Paraprofessional Requirements
 - These requirements apply only to those paraprofessionals who work directly with students in Title I programs.
 - High school diploma or the equivalent **and**
 - Two years of college (48 units) **or**
 - A.A. degree (or higher) **or**
 - Pass a local assessment of knowledge and skills in assisting in instruction.



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Subject Matter Competence... Interns

On September 27, 2010, the U.S. Court of Appeals for the Ninth Circuit, ruled on *Renée v. Duncan*. The Court ruled that the federal regulation that permits teachers who are participating in an alternative route (*interns*) to achieving full certification conflicts with the statute and does not meet the requirements of the Elementary and Secondary Education Act (ESEA).



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Subject Matter Competence... Interns

In response the U.S. Department of Education issued the following statement:

As part of a Continuing Resolution that the United States Congress passed and the President signed in late December did address the alternative certification/HQT issue.

SEC. 163. (a) A 'highly qualified teacher' includes a teacher who meets the requirements in 34 C.F.R. 200.56(a)(2)(ii), as published in the Federal Register on December 2, 2002.

(b) This provision is effective on the date of enactment of this provision through the end of the 2012–2013 academic year.

The provision of the Continuing Resolution amends the ESEA to confirm that teachers in alternative route programs (*interns*) may continue to teach as fully certified-highly qualified teachers under provision of this regulation until 2012–13, subject to any provision that Congress may enact before then in a reauthorized ESEA.



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NCLB Core Academic Subjects Federal

- English
- Reading/Language Arts
- Mathematics
- Science
- History
- Economics
- Civics/Government
- Geography
- Foreign Languages
- Arts

How That Looks in California

- English/language arts/Reading
 - Includes reading intervention and CAHSEE-English classes
- Mathematics
 - Includes math intervention and CAHSEE-Math classes
- Biological Sciences
- Chemistry
- Geosciences
- Physics
- Social Science
 - history, government, economics, geography
- Foreign Languages (specific)
- Drama/Theater (English Credential)
- Visual Arts
- Music
- Dance (Physical Education Credential)



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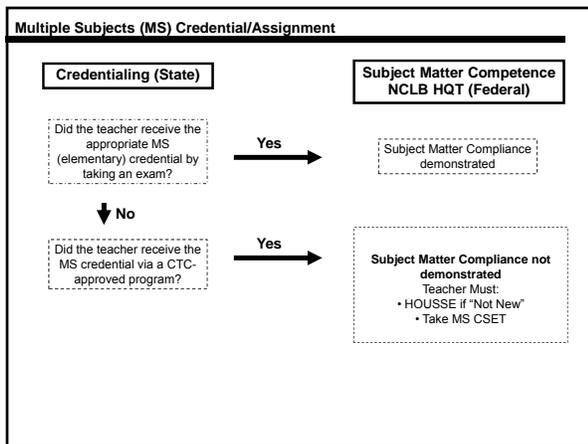
Demonstrating Subject Matter Competency for Elementary Teachers

“New” multiple subject-elementary teachers must:

- Pass a California Commission on Teacher Credentialing (CCTC) approved subject matter examination... currently, the California Subjects Examination for Teachers (CSET) Multiple Subject
 - Previous exams included MSAT, NTE, General Knowledge, NTE Commons Examination

“Not new” elementary teachers have two options to demonstrate subject matter competency:

- Exam Option: Passing any prior or current CCTC-approved subject matter exam
- HOUSSE Option: Completing the California High Objective Uniform State Standard of Evaluation (HOUSSE)





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State Superintendent
of Public Instruction

Demonstrating Subject Matter Competency for "New" Middle & High School Teachers

"New" middle/high school teachers have two options to demonstrate subject matter competency:

1. Exam Option: Passing a CCTC-approved subject matter examination in the core area, or
2. Course Work Option:
 - a. CCTC-approved subject matter program in the core area, or
 - b. Major in the core area, or major equivalent in the core area (32 non remedial units...this option includes holders of a Subject Matter Authorization), or
 - c. Graduate degree in the core area
- b. Advanced certification (National Board Certification in core area or VPSS)



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Demonstrating Subject Matter Competency for "Not New" Middle & High School Teachers

"Not new" middle/high school teachers have four options to demonstrate subject matter competency:

1. Exam Option: Passing a CCTC-approved subject matter examination in the core area, or
2. Course Work Option:
 - a. CCTC-approved subject matter program in the core area, or
 - b. Major in the core area, or major equivalent in the core area (32 non remedial units...this option includes holders of a Subject Matter Authorization), or
 - c. Graduate degree in the core area
- b. Advanced certification (National Board Certification in core area or VPSS)
3. High Objective Uniform State Standard of Evaluation (HOUSSE)

Single-Subject (SS) Credential/Assignment: Complete for each subject area taught

Credentialing (State)

Subject Matter Competence NCLB HQT (Federal)

Does the teacher have the appropriate SS credential?

Yes →

Subject Matter Compliance demonstrated (exam or CTC-approved program)

↓ No

Does the teacher have a subject matter authorization in the core area? (32 units)

Yes →

Subject Matter Compliance demonstrated

↓ No

Is the teacher assigned to teach in an Independent Study Program (Ed Code Option 44865)

Yes →

Subject Matter Compliance not demonstrated
Teacher Must:

- HOUSSE if "Not New"
- Take Subject Matter CSET
- Take 32 Appropriate Units
- Take VPSS (if applicable)



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Part B: Compliance Monitoring, Interventions, and Sanctions Getting In and Getting Out



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CMIS...Definitions

CMIS	Compliance Monitoring, Interventions, and Sanctions program
SSD	Comprehensive Single School Districts
USD	Undersized School Districts, defined as a school district with one comprehensive high school, one elementary (K-8) or one comprehensive high school, one elementary and one middle, or one primary/intermediate and or middle



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CMIS...Level A Getting In

- Level A, defined as reporting less than 100 percent teacher quality compliance for non-consecutive years, including comprehensive single school districts (SSD) and undersized school districts (USD), defined as a school district with one comprehensive high school, one elementary (kindergarten through grade eight [K-8]), or one comprehensive high school, one elementary and one middle, or one primary/intermediate and or middle.
- Report each non-compliant teacher, using Non-Compliant Teacher Action Plan (<http://www.cde.ca.gov/nclb/sr/tq/tiicmis.asp>)



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CMIS...Level A Getting Out

- Level A, report 100 percent teacher quality compliance



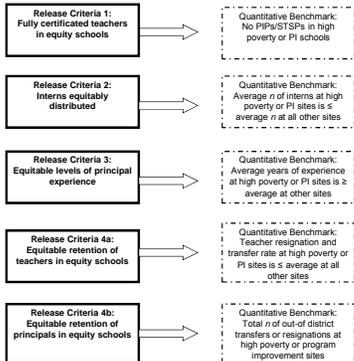
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CMIS....Level B Getting In

- Level B, defined as reporting less than 100 percent teacher quality compliance for two consecutive years, excluding comprehensive single school districts (SSD) and undersized school districts (USD), defined as a school district with one comprehensive high school, one elementary (K–8); or one comprehensive high school, one elementary and one middle; or one primary/intermediate and or middle. Any SSD and USD reporting less than 100 percent teacher quality compliance for two consecutive years will be assigned to Level A.

- Develop an Equitable Distribution Plan (EDP) as described
<http://www.cde.ca.gov/nclb/sr/tq/ticmis.asp>

CMIS....Monitoring (Level B) Getting Out





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CMIS...Level C Getting In

- **Level C**, defined as reporting less than 100 percent teacher quality compliance and having failed Adequate Yearly Progress (AYP) for three consecutive years, including comprehensive single school districts (SSD) and undersized school districts (USD), defined as a school district with one comprehensive high school, one elementary (K-8) or one comprehensive high school, one elementary and one middle, or one primary/intermediate and or middle.
 - Enter into an agreement with the CDE consisting of a Memorandum of Understanding (MOU), Budget Agreement and a Non-Compliant Teacher Action Plan as described
<http://www.cde.ca.gov/nclb/sr/tq/ticmis.asp>



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CMIS...Level C Getting Out

- **Level C**, report 100 percent teacher quality compliance and or meet AYP for one year, including comprehensive single school districts (SSD) and undersized school districts (USD), defined as a school district with one comprehensive high school, one elementary (K-8) or one comprehensive high school, one elementary and one middle, or one primary/intermediate and or middle.
 - Will be moved into Monitoring until requirements for removal are met



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Break 10 Minutes

Return for Chat Line Q&A



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English Learner (EL) Assignments



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California Education Code (EC)

Individuals need to hold the appropriate authorization prior to providing instructional services, including EL services

- ◆ EC §44001
- ◆ EC §44830(a)
- ◆ EC §44831
- ◆ EC §44253.1



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Education Code §44253.1

... For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils' primary languages. . ."



English Learner Authorizations

EL authorizations required when local level determines EL instructional services needed regardless of . . .

- ◆ Schools' "decile" rank
- ◆ Subject area or type of setting
- ◆ Number of EL students in the class



Types of EL Assignments

- ◆ English Language Development (ELD)
Content subject area that provides instruction to promote the acquisition of listening, speaking, reading, and writing skills in English
- ◆ Specially Designed Academic Instruction in English (SDAIE)
Instruction in subject matter, such as math or social science, presented in English
- ◆ Bilingual
Instruction presented in student's primary language



Commission on Teacher Credentialing

Service Credentials

- ◆ EL authorization is a teaching authorization
- ◆ Service credential holders provide services not teaching— No EL authorization required or possible
- ◆ Exception - Service Credential holders with a Special Class Authorization (SCA) are authorized to teach



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Commission on Teacher Credentialing

Emergency Teaching Permits

- ◆ Emergency CLAD and Bilingual Permits
- ◆ Appropriate prerequisite credential
- ◆ Bachelor's degree
- ◆ Basic Skills Requirement, unless exempt
- ◆ Issued in one year periods
- ◆ Renewal based on course work or passage of exams
- ◆ Equivalent authorization statements



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Commission on Teacher Credentialing

CTE Credentials with SDAIE Authorization

- ◆ New CTE credentials issued as 3 year preliminary (prior, 5 year preliminary)
- ◆ SDAIE not authorized on preliminary
- ◆ CTE clear credential (2008 standards) authorizes SDAIE
- ◆ Employers may request a CCSD waiver while candidate completes program



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CTE Credentials			
CTE Program	SDAIE Embedded	Program	Authorization
5 year Preliminary CTE Credential	NO	CCSD program OR CCSD approved course(s) from CTEL program	SDAIE on CCSD when program complete CCSD Waiver during CCSD program enrollment
3 year Preliminary CTE Credential (New)	YES	Embedded in program	SDAIE authorization Clear credential CCSD Waiver available for Preliminary


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On the Horizon

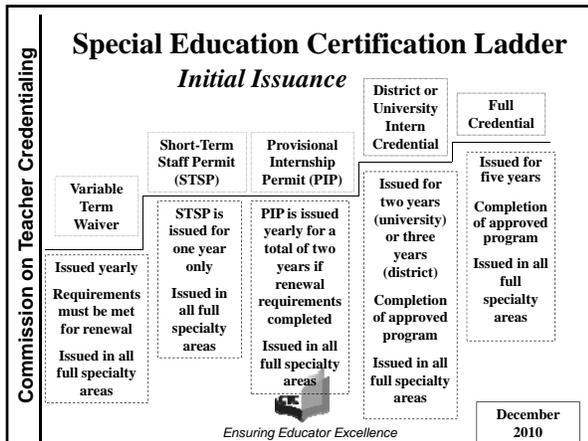
- ◆ 2011 English Learner Authorizations Advisory Panel charged with creating recommendations based on proposed sequence of work approved by Commission in 2010
- ◆ Proposed sequence of work based on eight adopted recommendations from 2009 EL Authorization Advisory Panel
- ◆ Current Status

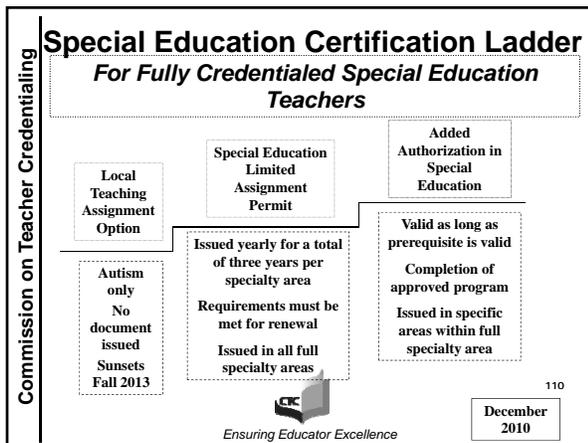

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Special Education Teaching Credentials, Service Credentials, and Added Authorizations


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Special Education Limited Assignment Permit (SELAP)

Commission on Teacher Credentialing

- ◆ Bridge to allow time to complete requirements for either Added Authorizations in Special Education (AASE) or full specialty area
- ◆ Ensures appropriate assignments
- ◆ Places teacher on credential path

December 2010

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Commission on Teacher Credentialing

SELAP

- ◆ Authorizes assignment outside of the specialty area of valid prerequisite special education credential
- ◆ Issued in all current Education Specialist specialty areas
- ◆ Available 7/3/2009



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Added Authorizations in Special Education (AASE)

- ◆ Flexibility to assign teachers to serve students in more than one special education area
- ◆ Teachers are appropriately assigned
- ◆ Not mandatory for ALL special education teachers
- ◆ Available 7/3/2009



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AASE

- ◆ **Six areas**
 - Autism spectrum disorders
 - Deaf-blind
 - Emotional disturbance
 - Orthopedically impaired
 - Other health impairment
 - Traumatic brain injury



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Language and Academic Development (LAD)

- ◆ New full specialty area focused on literacy, communication, and language skills
- ◆ Students must qualify for services as result of local level Individual Education Program (IEP) Team assessment
- ◆ Established 9/3/2011



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LAD Authorization

- ◆ Serve across all federal disability areas in all types of settings
 - limited to students identified with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas



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Resource Specialist Services

"The resource specialist services are defined in regulations for students whose IEP indicates -

1. *Instruction in a general education classroom for more than 50% of their school day*
2. *Pull-out or push-in instructional support services designed to help students progress in the general education program (less than 50 % of the school day)"*



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Across Disability Areas

"The RSP Certificate and the RSP Authorization on the Education Specialist Credential authorizes providing resource services across all disability areas. However, a local employing agency may determine through the IEP process that an individual needs to hold an additional authorization."



Special Education Assignments



What's New in Assignment Monitoring for Special Education?

- ◆ In depth monitoring now drills down to the disabilities of students
- ◆ Identifies all certificated educators providing instruction and/or services to students on an IEP/IFSP/ITP
- ◆ Verifies that educator is authorized and prepared educator to provide instruction and/or services indicated



Assignment Monitoring Documentation

Districts and counties work together to provide all necessary information including -

- ◆ **Site Information**
- ◆ **Teacher Information**
- ◆ **Student Information**
- ◆ **Assignment Information**



Special Education Authorizations

Local level should use authorizations to determine legal and appropriate assignment

- ◆ HR – Credential Analysts
- ◆ Recruitment
- ◆ Special Education Administrators
- ◆ Site Administrators



Special Education Misassignment

One or more students need instruction or services for a disability area (*as determined by the IEP*) that is not authorized by the credentials or authorizations held by the teacher unless another appropriately authorized educator is identified as providing the necessary services or instruction (push-in/pull-out/consultation)



Special Education Student Placement

Title 5 §80046.5

Credential and added authorization holders who are authorized to serve students through age 22 with disabilities must possess a credential or added authorization that authorizes teaching the primary disability of the students within the special education setting as determined by the program placement recommendation contained within the Individualized Education Program, Individualized Family Service Program, and/or Individualized Transition Plan

No Majority Rule

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Low Incidence Disability Areas

- ◆ Education Code §44265.5
- ◆ Statutory requirement that specific low incidence disability areas must be served by an appropriately authorized educator
- ◆ Visually Impairment, Orthopedic Impairment, and Deaf and Hard-of-Hearing

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Authorization Options for Serving Students with Autism Spectrum Disorders (ASD)

- ◆ Content included in all new **preliminary** Education Specialist program specialty areas
- ◆ Authorized to serve special needs students in autism
 - Within specialty area of credential
 - Within grade and age level of credential

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**Autism Spectrum Disorders (ASD)
Authorizations**

Credentials

- ◆ **Moderate/Severe and Early Childhood Special Education Specialist (ECSE)**
- ◆ **Severely Handicapped Specialist**
- ◆ **SLP or Clinical or Rehabilitative Services – Language, Speech and Hearing with SCA**



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Additional ASD Authorizations

- ◆ **AASE in ASD**
- ◆ **ECSE Added Authorization**
- ◆ **Special Education Limited Assignment Permit (SELAP), Provisional Internship Permit (PIP), Short-Term Staff Permit (STSP), and Variable Term Waiver**
– Moderate/Severe or ECSE



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**Local Teaching Assignment
Option for Autism**

- ◆ **EC §44265.1 (sunset 10/2013)**
– instructional services to students with autism within grade level of prerequisite credential
- ◆ **EC §44265.2 (sunset 8/11/2011)**
– instructional services to three and four year old students with autism



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Autism Local Teaching Assignment Options

- ◆ **Additional flexibility when assigning individuals to provide instruction to special needs students in the area of autism**
- ◆ **County Offices: Report for Assignment Monitoring under 'Other Legal Authority Not Noted Elsewhere'**



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Related Services

- ◆ **Assembly Bill 114, Chapter 43, Statutes of 2011**
- ◆ **Transition of Special Education and Related Services Formerly Provided by County Mental Health Agencies - school districts responsible for ensuring that students with disabilities receive related services**
- ◆ **Considerations for Staffing**



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Chat Line Final Q & A



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Commission on Teacher Credentialing

Administrator's Assignment Manual (AAM)

- ◆ Located on Commission website & Credential Information Guide (CIG)
- ◆ Commonly Asked Topics
- ◆ Bookmarks
- ◆ Search Options



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Commission on Teacher Credentialing

Certification, Assignment and Waivers Division

- ◆ Information Services
Telephone: 888-921-2682 (*noon to 4:45 pm*)
Email: credentials@ctc.ca.gov
- ◆ Assignment Unit
Telephone: 916-322-5038 (voice mail)
Email: cawassignments@ctc.ca.gov



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Commission on Teacher Credentialing

MAILING ADDRESS CHANGE!!!

- ◆ Post Office boxes have been discontinued
- ◆ To avoid delays, use the mailing address below, attention it to the branch/division

Applications Mailing Address:
Commission on Teacher Credentialing
Attention: Applications
1900 Capitol Avenue
Sacramento, CA 95811-4213




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**Thank you for
attending.**



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Middle School Assignments (CORE)

CORE Examples

1	2	3	4	5	6	7
PE/English LA 7th Grade		Prep	PE/English LA 8th Grade		Lunch	PE or English LA 7th or 8th Grade <i>(Different Students)</i>

1	2	3	4	5	6	7
PE 7th Grade	PE 8th Grade	Prep	PE or English LA 7th or 8th Grade <i>(Different Students)</i>	English LA 7th Grade	Lunch	English LA 8th Grade

1	2	3	4	5	6	7
English LA 8th Grade	English LA 7th Grade	Prep	PE or English LA 7th or 8th Grade <i>(Different Students)</i>	PE 8th Grade	Lunch	PE 7th Grade

CORE & Departmentalized Example

1	2	3	4	5	6	7
PE 8th Grade	English LA 8th Grade	Prep	PE or English LA 8th Grade <i>(Different Students)</i>	English LA 7th Grade <i>(Departmentalized)</i>	Lunch	English LA 8th Grade <i>(Departmentalized)</i>

***** An elementary credential holder may teach two or more subjects to the same group of students and also a subject in the core in a departmentalized setting if it is at the same grade level as the core (less than 50% of assignment)**

"The language of §44258.1 reads:

The holder of a credential authorizing instruction in a self-contained classroom may teach in any of grades 5 to 8, inclusive, in a middle school, provided that he or she teaches two or more subjects for two or more periods per day to the same group of pupils, and, in addition, may teach any of the subjects he or she already is teaching to a separate group of pupils at the same grade level as those pupils he or she already is teaching for an additional period or periods, provided that the additional period or periods do not exceed one-half of the teacher's total assignment." (Administrators Assignment Manual)

KEY:

Same Group of Students
(7th Grade)

Same Group of Students
(8th Grade)

Different Students
(Same Grade/Subject as Core)

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

**Appropriate English Learner Authorizations for Certificated Assignment
Monitoring and Data Collection per EC §44258.9**

The term of the CTC documents (rows 1-14) may be waivers, emergency permits, provisional internship or short-term staff permit, intern credentials/certificates, or preliminary, clear, Level I, Level II, professional clear, or life credentials. The certificate in row 15 is a locally issued document and does not have a term.

	English Language Development (ELD) ¹	Specially Designed Academic Instruction in English (SDAIE) ¹	Instruction in Primary Language (Bilingual) ¹
1	Bilingual Specialist Credential	Bilingual Specialist Credential	Bilingual Specialist Credential
2	Bilingual Certificate of Competence (BCC) ²	Bilingual Certificate of Competence (BCC) ²	Bilingual Certificate of Competence (BCC) ²
3	BCLAD Certificate ² or BCLAD Emphasis	BCLAD Certificate ² or BCLAD Emphasis	BCLAD Certificate ² or BCLAD Emphasis
4			Sojourn Teaching Credential
5	Bilingual Authorization or Educator Authorization (Bilingual)	Bilingual Authorization or Educator Authorization (Bilingual)	Bilingual Authorization or Educator Authorization (Bilingual)
6	Language Development Specialist (LDS) Certificate ²	Language Development Specialist (LDS) Certificate ²	
7	CLAD Certificate or CLAD Emphasis ²	CLAD Certificate or CLAD Emphasis ²	
8	Multiple or Single Subject Credential with AB 1059 English Learner Authorization	Multiple or Single Subject Credential with AB 1059 English Learner Authorization	
9	Multiple or Single Subject SB 2042 Credential	Multiple or Single Subject SB 2042 Credential	
10	Education Specialist Credential with AB 1059 English Learner Authorization ³	Education Specialist Credential with AB 1059 English Learner Authorization ³	
11	General Teaching Credential ⁴		
12	Supplementary Authorization in English as a Second Language ²		

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

English Language Development (ELD) ¹		Specially Designed Academic Instruction in English (SDAIE) ¹	Instruction in Primary Language (Bilingual) ¹
13	Certificate of Completion of Staff Development ⁵	Certificate of Completion of Staff Development ⁵	
14		<i>Clear</i> Designated Subjects Career Technical Education Credential <i>with</i> SDAIE Authorization	
15	SB 1969 Certificate of Completion ⁶	SB 1969 Certificate of Completion ⁶	

Note: The Plan to Remedy was a compliance program through the CDE. Individuals enrolled in this program working to earn a CLAD or BCLAD Certificate were considered to be appropriately assigned until July 1, 2005. After July 2005, CTC no longer accepts enrollment in a Plan to Remedy for appropriate authorization to serve English learners.

¹ There may be restrictions to the grade level and subject area(s) that may be taught in each of the settings – check document for specific authorization. All CTC-issued documents with the exception of the multiple subject, single subject, and education specialist teaching credentials require a prerequisite teaching credential.

² These certificates or authorizations are no longer initially issued but remain valid and appropriate to serve English learners.

³ Not all education specialist teaching credentials include an EL authorization. Check the document before assigning a teacher to serve ELs.

⁴ Although these credentials may legally be assigned to teach ESL/ELD, it is not recommended that employing agencies use these credentials unless the holder possesses skills or training in ESL/ELD teaching. Authorization is limited to grade level of credential.

⁵ Provisions for this option, other than designated subject credentials in vocational education and special subjects and services credential with a special class authorization, sunset on January 1, 2008.

Instruction is limited to SDAIE instruction in a departmentalized classroom in the subject and grade authorized by the individual’s basic credential and instruction in a self-contained classroom in which the teacher is responsible for instructing the same students. Holders of vocational and special subject designated subjects credentials in vocational education and special subjects and services credential with a special class authorization are restricted to teaching SDAIE only.

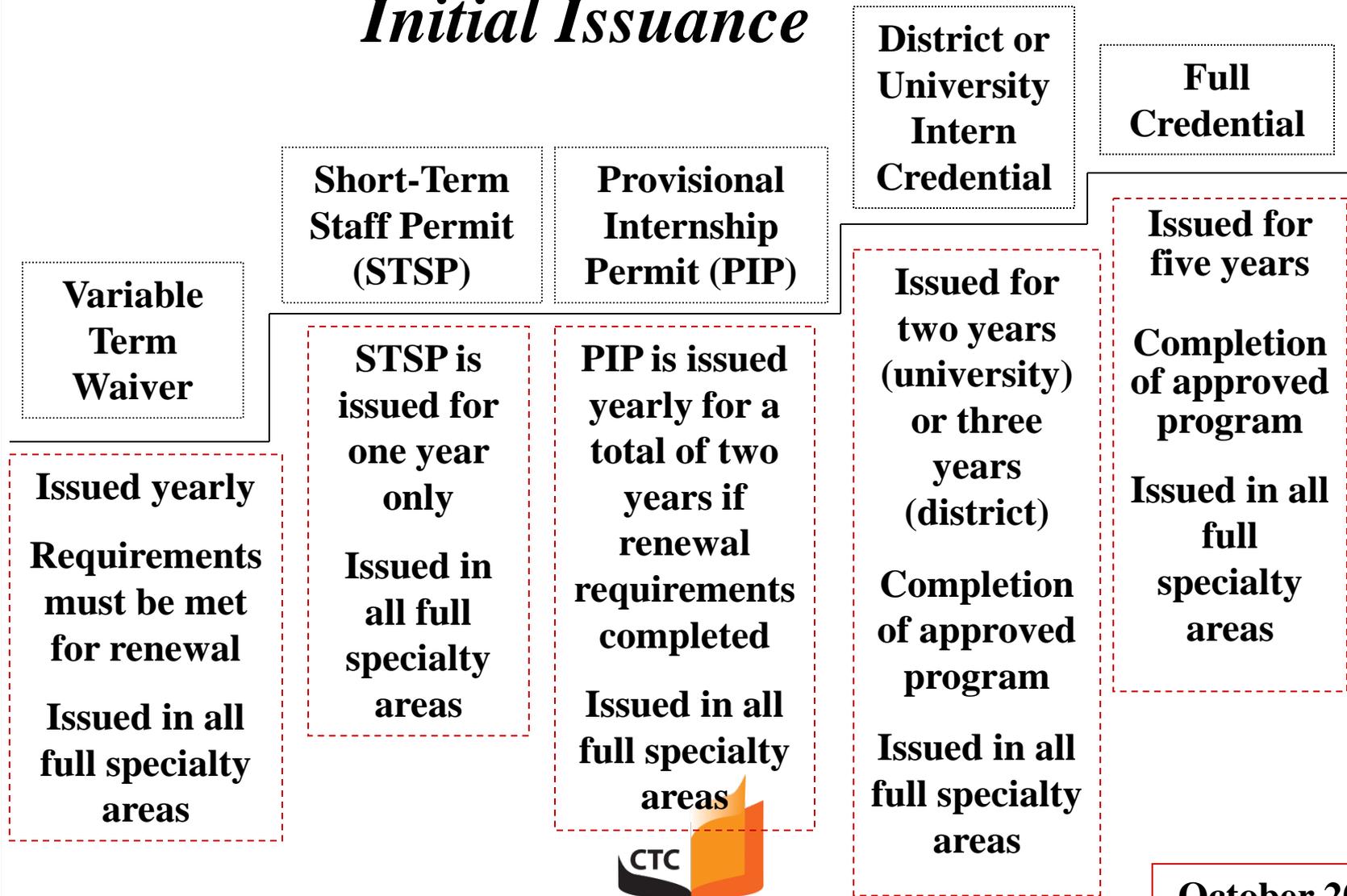
Unlike CLAD, the CCSD does not include the teaching English language development in a departmentalized setting.

⁶ The SB 1969 Certificate no longer may be issued by an employing agency but remains valid. CTC stopped registering SB 1969 Certificates on July 1, 2003. CTC will not register any of the certificates after July 1, 2003 regardless of the circumstances. An SB 1969 Certificate that was not registered with CTC is still valid. The individual will need to show the certificate to their current employer and will also need to provide it to any new employers in the future.

Unlike CLAD, the CCSD does not include teaching English language development (ELD) in a departmentalized setting.

Special Education Certification Ladder

Initial Issuance



Special Education Certification Ladder

For Fully Credentialed Special Education Teachers

Local Teaching Assignment Option

Autism only
No document issued
Sunsets Fall 2013

Special Education Limited Assignment Permit (SELAP)

Issued yearly for a total of three years per specialty area
Requirements must be met for renewal
Issued in all full specialty areas

Added Authorization in Special Education (AASE)

Valid as long as prerequisite is valid
Completion of approved program
Issued in specific areas within full specialty area



October 2011

Credential Authorization	Specific Learning Disability/Mental Retardation (<i>Mild/Moderate</i>)	Mental Retardation (<i>Moderate/Severe</i>)	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Added Authorizations in Special Education - AASE (continued)

Other Health Impairment **											X	
Orthopedic Impairment **										X		
Traumatic Brain Injury **												X
Early Childhood Special Education Added Authorization ** (Birth- Pre -K only) 3	X	X	X	X	X						X	X

Ryan Service Credentials with a Special Class Authorization

Speech Language Pathology Services With Special Class Authorization (Birth to Age 22)					X	X						
Clinical or Rehabilitative Services in Language, Speech & Hearing With Special Class Authorization (Birth to Age 22)					X	X						

Ryan Specialist Instruction Teaching Credentials (initially issued 1976 to September 27, 1997; renewals available)

Communication Handicapped					◆ ⁴	X	X	X				
Learning Handicapped	X		◆ ⁵								X	
Severely Handicapped		X	X	X	X			X				
Physically Handicapped				X					◆ ⁶	X	X	X
Visually Handicapped								X	X			

Credential Authorization	Specific Learning Disability/Mental Retardation (<i>Mild/Moderate</i>)	Mental Retardation (<i>Moderate/Severe</i>)	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Standard Teaching Credentials (initially issued 1961 to 1976; renewals available)

Minor-Mentally Retarded	X	X	◆ ⁵	X								
Minor-Speech & Hearing Handicapped						X						
Minor-Deaf & Severely Hard-of-Hearing							X					
Minor-Visually Handicapped									X			
Minor-Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X

Standard Limited Specialized Preparation Teaching Credentials (initially issued 1961 to 1976; renewals available)

Mentally Retarded	X	X	◆ ⁵	X								
Speech & Hearing Handicapped						X						
Deaf & Severely Hard-of-Hearing							X					
Visually Handicapped									X			
Orthopedically Handicapped Including Cerebral Palsied				X						X	X	X

Credential Authorization	Specific Learning Disability/Mental Retardation (Mild/Moderate)	Mental Retardation (Moderate/Severe)	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Standard Restricted Teaching Credentials (initially issued 1961 to 1976; renewals available)

Educable Mentally Retarded	X		◆ ⁵									
Trainable Mentally Retarded		X	◆ ⁵	X								
Speech & Hearing Therapy						X						
Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X
Deaf & Severely Hard-of-Hearing							X					
Deaf-Blind								X				
Severely Hard-of-Hearing								X				
Visually Handicapped									X			

Exceptional Children Teaching Credentials (initially issued prior to 1961; renewals available)

Mentally Retarded	X	X	◆ ⁵	X								
Speech Correction & Lip Reading						X						
Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X
Deaf or Hard-of-Hearing							X					
Visually Handicapped									X			

Credential Authorization	Specific Learning Disability/Mental Retardation (<i>Mild/Moderate</i>)	Mental Retardation (<i>Moderate/Severe</i>)	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Special Secondary Teaching Credentials initially issued prior to 1961; renewals available)

Mentally Retarded	X	X	◆ ⁵	X								
Correction of Speech Defects						X						
Deaf							X					
Lip Reading							X					
Partially Sighted Child									X			
Blind									X			

- 1 Autism Spectrum Disorders (ASD) content is included in all preliminary Education Specialist Teaching Credential programs in all specialty areas. The preliminary credential will authorize the holder to provide autism instructional services to students within the specialty area(s) of their credential. The additional ASD authorization is for California-prepared special educators. The ASD authorization will appear as a separate authorization on the Education Specialist Teaching Credential document.
- 2 The Language and Academic Development Education Specialist Credential authorizes services for ages preschool to age 22 across disability areas **limited to** students identified with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas.
- 3 An individual must hold a valid prerequisite special education credential; the certificate and added authorization authorizes services for ages birth to pre-K only.
- 4 Individuals employed under the following option prior to July 1, 2010 may continue to serve but no new individuals may be placed on the basis of this option after this date. Holder must have taught full-time for at least one year prior to September 1, 1991, in a special class in which the primary disability was other health impaired (autistic), and have received a favorable evaluation for that service from the employing school district. Acceptance of experience is a local employing agency decision.
- 5 Individuals employed under the following option prior to July 1, 2010 may continue to serve but no new individuals may be placed on the basis of this option after this date. Holder must have taught full-time for at least one year prior to September 1, 1991, in a special class in which the primary disability was seriously emotionally disturbed and have received a favorable evaluation for that service from the employing school district OR completed a Commission-approved program for the seriously emotionally disturbed (none currently available). The certificate of completion is issued by the college or university and must be kept on file at the employing agency. Acceptance of experience is a local employing agency decision.
- 6 Issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped.

Assignment Monitoring Questionnaire
Career Technical Education and Integrated Curriculum Courses

1. **Does the district have a policy that allows for alternative ways to meet high school graduation requirements via California Education Code (EC) Section 51225.3(b)?**

If yes, please provide a copy of board policy and identify CTE courses by school site earning academic credit that fall within the district policy.

2. **Does the district have any school sites with a California Partnership Academy (CPA) as identified in Education Code sections 54690 - 54697?**

If yes, please identify CPA courses by school site and provide four-year model that indicates specific CTE designated courses within academy.

3. **Does the district have any school sites offering a sequence of courses in a career pathway model?**

If yes, please identify career pathway courses by school site and provide four-year model that indicates specific CTE designated courses within program.

4. **Does the district offer any integrated or linked learning courses (Excluding courses previously provided in response to questions above)?**

If yes, please identify courses by school site and provide course description. Identify if courses have a primary curriculum focus on academic or CTE curriculum standards.

If a course is fully integrated indicate –

- a. *Whether district has designated the course as CTE*
- b. *Whether course receives funding through Perkins or ROP*
- c. *Provide the graduation credit earned for the course*
- d. *Indicate whether the course is taught by holder of CTE or Single Subject Credential and their authorized area(s)*
- e. *Indicate if course is taught in collaborative co-teaching model*

Please reference information below on additional factors to consider in responding to these questions.

Factors to consider for integrated curriculum courses and California Partnership Academies/Career Pathway courses –

In some cases, the academies and career pathway courses are designed to include both Career Technical Education (CTE) specific courses and academic courses that cover the academic content standards for the subject area but through the lens of integrating the CTE industry sector information throughout the course. The courses are often developed in collaboration between the CTE teacher and the academic teacher as well as the business partner in some cases. While we are still constrained by current regulations, there are a variety of ways to provide some flexibility in these assignments. If the course is part of a broader academy, we encourage the district and county to examine the overall structure of the program.

Are there both very specific CTE courses offered in the industry sector as well as academic courses with integration of the industry sector in their curriculum? If there are specific academic courses that attempt to integrate information on the industry sector within their academic curriculum but the *primary focus* of the course still involves addressing the academic content standards for a specific subject area then it would be reasonably staffed by the holder of a Single Subject Teaching Credential in that academic content area.

The CTE courses that are part of the academy or career pathway that primarily focus on addressing the CTE standards and building knowledge, skills and abilities around that industry sector should be taught by the holder of a CTE teaching credential in the appropriate industry sector or one of the older equivalent Vocational Education Credentials in the appropriate area.

If a district designs fully integrated coursework intended to address both academic content standards and CTE standards in the industry sector then co-teaching may be another option to explore. However, in some cases fully integrated courses may be appropriately taught by either an appropriately credentialed CTE teacher or Single Subject Teacher in the appropriate academic area.

Additionally, another possible model to consider in these scenarios involves the holder of a CTE credential teaching a CTE course that also earns academic credit. If a district has a policy that allows for alternative ways in meeting high school graduation requirements via California Education Code (EC) Section 51225.3(b), then a CTE instructor can teach a CTE course that meets a mandated academic requirement provided they are properly credentialed in their respective CTE industry sector.

EC Section 51225.3(b) provides an alternative method for meeting high school graduation requirements: "*The governing board, with the active involvement of parents,*

*administrators, teachers, and pupils, **shall adopt alternative means for students to complete the prescribed course of study** which may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, **career technical education courses in high schools**, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public."*

In terms of appropriate credential and authorization, if a class is a CTE based class and the school district has a policy that allows granting graduation credits to the class per EC Section 51225.3(b), then it may be taught by the holder of a credential authorizing the teaching of CTE in the specified industry sector.

The California Department of Education (CDE) has established policies for **CTE courses as an alternative way to meet graduation requirements** via *Ed Code Section 51225.3(b)* that impacts the determination of the credential held by the teacher.

For meeting the Highly Qualified Teacher (HQT) provision of NCLB, the California Department of Education (CDE) has established policy that if a CTE course is an alternative way to meet graduation requirements as stated in EC Section 51225.3(b); and the teacher has a four-year college degree and is properly credentialed (Designated Subject, Single Subject, or Standard Secondary) in their career technical education discipline; that this teacher would meet the HQT provision - whether "New" or "Not New." For further information on this matter, please contact CDE at TitleII@cde.ca.gov.

As a final note, CDE provides special funding for some CTE classes and may require specific credentials or experience for that funding. CTC continues to advise employers to check with the CDE at the appropriate vocational office before assigning an individual who does not hold a credential that is clearly identified as a vocational credential in a trade, technical, or vocational class to a class which receives vocational funding.



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

September 13, 2011

Dear County and District Superintendents, Mental Health Agency Administrators, and Other Entities Providing Related Services to Special Education Students:

REQUIREMENTS FOR SECURING THE SERVICES OF MENTAL HEALTH PROFESSIONALS TO PROVIDE RELATED SERVICES TO SPECIAL EDUCATION STUDENTS

On June 30, 2011, Assembly Bill 114, Chapter 43, Statutes of 2011 was signed into law. Under AB 114, several sections of Chapter 26.5 of the California *Government Code* (GC) were amended or rendered inoperative, thereby, ending the state mandate on county mental health agencies to provide mental health services to students with disabilities. With the passage of AB 114, it is clear that local educational agencies (LEAs) are now solely responsible for ensuring that students with disabilities receive special education and related services, including some services previously arranged for or provided by county mental health agencies. The following information is provided to guide LEAs in employing or contracting for the provision of related services. This information has been reviewed by both the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CTC) to ensure that it reflects both agencies' interpretation of applicable federal and state law.

1. For LEAs directly employing mental health professionals to provide related services

Many mental health professionals, such as clinical psychologists and marriage and family therapists, are employed to provide services that are not authorized by credentials or other certifications issued by the CTC, and instead are generally licensed by other state agencies such as the Office of Consumer Affairs. In such cases, these individuals would not be included in assignment monitoring conducted by county offices of education (COE) and the CTC. However, LEAs must ensure that such employees possess required licensure or training as established in state law. All individuals employed to provide related services must hold a valid credential issued by CTC with the appropriate authorization for those services, or otherwise be authorized to provide services based on another section of statute or regulation, and must be appropriately supervised.

For information on obtaining a credential or other authorization from CTC, please contact CTC credential staff at 888-921-2682, or by e-mail at credentials@ctc.ca.gov. For information on the appropriate certification for specific assignments, please contact CTC's assignment unit at 916-322-5038, or by e-mail at cawassignments@ctc.ca.gov.

Supervision

Individuals possessing an Administrative Services Credential are authorized to supervise and evaluate these personnel. Given the specialized nature of the work of mental health professionals, an administrator who has a background in providing related services, such as a person dually-certified in Pupil Personnel Services and Administrative Services, may be particularly well-suited to supervise these personnel, but any holder of an Administrative Services Credential is authorized to supervise mental health professionals employed by an LEA.

In addition, *Education Code* Section 44270.2 allows the holder of a pupil personnel services credential to supervise a pupil personnel service program.

"Any person who administers a pupil personnel program shall hold a services credential with a pupil personnel

or administrative specialization.”

Employers should note that pupil personnel services credentials do not authorize the holder to evaluate staff. Caution should be used when determining who will supervise and evaluate staff.

2. For LEAs contracting with community-based mental health professionals to provide related services

Community-based mental health professionals are broadly defined as any individuals licensed and assigned to provide mental health services that may be self-employed, employed by a private agency, or employed by a public agency such as a county mental health agency. Individuals and entities that are employees, contractors or vendors of these public agencies have been authorized to provide the specific services to which they have been assigned, and that authorization qualifies them to contract directly with LEAs to provide those same services. When contracting with such individuals and entities, LEAs should ensure that they are currently contractors or vendors of the public agencies for the same related services for which the LEA is contracting. Individuals and entities that are not current contractors or vendors of the public agencies described above must hold Nonpublic School (NPS) or Nonpublic Agency (NPA) certification in order to be eligible to provide related services (see below).

Supervision

In all cases, community-based mental health professionals must be supervised in their school-based activities by an individual possessing a Pupil Personnel Services (PPS) Credential. The term “supervised” in this context means that the PPS credential holder has oversight of the school-based activities undertaken by a community-based mental health provider for the purpose of ensuring that these services are consistent with the needs of students served and are coordinated with other student services to allow for the provision of an efficient and comprehensive Pupil Personnel Services Program. The requirement for community based service providers to be supervised by a PPS credential holder is established in Section 80049.1(c) of Title 5, *California Code of Regulations*, which states:

Nothing in this section shall be construed to preclude school districts from utilizing community-based service providers, including volunteers, individuals completing counseling-related internship programs, and state licensed individuals and agencies to assist in providing pupil personnel services, provided that such individuals and agencies are supervised in their school-based activities by an individual holding a pupil personnel services authorization.

Nonpublic School or Agency Certification

Pursuant to Section 3051 of Title 5, *California Code of Regulations*, any community-based mental health agency or individual that is not “an employee, vendor, or contractor of the State Departments of Health Services or Mental Health or designated local public health or mental agency” must be certified by the CDE as a Nonpublic School (NPS) or Nonpublic Agency, (NPA). Information on obtaining NPA or NPS Certification is available at <http://www.cde.ca.gov/sp/se/ds/npsactapp.asp>, or you may contact the Interagency-Nonpublic Schools/Agencies Unit, Special Education Division, CDE, by phone at 916-327-0141, or by e-mail at npsa@cde.ca.gov.

If you have any questions about this subject, please contact Jim Alford, Education Programs Consultant, Special Education Division, by phone at 916-327-8877 or by e-mail at jalford@cde.ca.gov.

Sincerely,

Original signed by Fred Balcom. Hard copy of the signed document is available by contacting the Special Education Division's Director's Office at 916-445-4602.

Fred Balcom, Director
Special Education Division

FB:ja

Last Reviewed: Friday, September 23, 2011

Online Reference Links Pertaining to English Learners and Special Education

Resources and References

Coded - CTC official communication, Coded Correspondence; found on the CTC website (www.ctc.ca.gov) under Public Notices and on the Credential Information Guide (see below)

CIA – Certification Division communication, Credential Information Alert; found only on the Credential Information Guide

PSA – Professional Services Division communication, Program Sponsor Alert; found on the CTC website under the Program Sponsors tab on the right-hand side below Program Info.

Administrator’s Assignment Manual

CTC Website: <http://www.ctc.ca.gov/credentials/manuals-handbooks/Administrator-Assignment-Manual.pdf>

Online Credential View and Printable Process

Coded 08-09: <http://www.ctc.ca.gov/notices/coded/2008/0809.pdf>

Title 5 California Code of Regulations

❖ On-line Look-up Terms and Definitions

Coded 07-15, November 2007: <http://www.ctc.ca.gov/notices/coded/0715/0715.pdf>

NOTE: The links may need to be copied and pasted into the address line to access the publications.

Credential Information Guide (CIG)

To access the NEW CIG:

1. Type in the following link: ctc.ca.gov/credentials/cig2/cig_toc.html
(note that there is an underscore between “cig” and “toc” within the address)
2. A box will appear labeled "Enter Network Password"
Type the following passwords (NO SPACES):
Username: **cig2011**
Password: **ctcguide**

If you do not want to input the User Name and Password each time, click the small box labeled to the left of the "Save this password in your password list" or "Remember Password".

3. Click the "OK" button to proceed.

Note: Please **do not distribute** the address, user name or password to the public as it is exclusive to the field and the Commission staff. If you experience any difficulty accessing the CIG, please don't hesitate to write CIG2@ctc.ca.gov.

Online Reference Links Pertaining to English Learners and Special Education

Commission Contact Information

<p><i>Certification Unit – Credential Requirements/Renewal (Information Services)</i> Telephone: 1-888-921-2682 (toll free) OR (916) 445-7254: 1:00 pm to 4:45 pm; Monday-Friday Email: credentials@ctc.ca.gov Website: www.ctc.ca.gov</p>	
<p><i>Assignment Unit</i> Roxann Purdue</p> <p>Telephone: (916) 322-5038 (voicemail only) Email: cawassignments@ctc.ca.gov Fax: (916) 322-0048</p>	<p><i>Professional Services Division</i> Paula Jacobs - Programs</p> <p>Email: pjacobs@ctc.ca.gov</p>

List Servs

Send an email to the addresses in the table below to sign up. Leave the body of the email empty.

<p><u>CTC News</u> Coded Correspondence, Proposed Regulations, and Commission Agendas NewsList-subscribe@lists.ctc.ca.gov Type <i>Subscribe newlist</i> in the subject line</p>	<p><u>CAW News</u> Credential Information Alerts and process updates for the field cawnews-subscribe@lists.ctc.ca.gov Type <i>Subscribe newlist</i> in the subject line</p>
<p><u>PSD News</u> News relating to the Professional Services Division psd-news-subscribe@lists.ctc.ca.gov Type <i>Subscribe newlist</i> in the subject line</p>	

Online Reference Links Pertaining to English Learners and Special Education

Implementation of AB1871 Concerning Bilingual and English Learner Authorizations

Coded 10-22, December 2010: <http://www.ctc.ca.gov/notices/coded/2010/1022.pdf>

Coded 10-07, January 2010: <http://www.ctc.ca.gov/notices/coded/2010/1007.pdf>

Coded 10-04, January 2010: <http://www.ctc.ca.gov/notices/coded/2010/1004.pdf>

Application Process for English Learner and Bilingual Authorizations based on AB1871

CIA 10-14, September 2010:

http://www.ctc.ca.gov/credentials/cig/alerts/2010_alerts/1014.pdf

Appendix 1:

http://www.ctc.ca.gov/credentials/cig/alerts/2010_alerts/1014-Appendix-1.pdf

Appendix 2:

http://www.ctc.ca.gov/credentials/cig/alerts/2010_alerts/1014-Appendix-2.pdf

Appendix 3:

http://www.ctc.ca.gov/credentials/cig/alerts/2010_alerts/1014-Appendix-3.pdf

Other English Learner Authorization Options

❖ Certificate of Completion of Staff Development (CCSD)

Elementary, Secondary and Special Education Credentials

CIA 08-06, April 2008: http://www.ctc.ca.gov/credentials/cig/alerts/2008_alerts/0806.pdf

Coded 08-04, March 2008: <http://www.ctc.ca.gov/notices/coded/2008/0804.pdf>

Coded 07-24, December 2007: <http://www.ctc.ca.gov/notices/coded/0724/0724.pdf>

Coded 07-16, December 2007: <http://www.ctc.ca.gov/notices/coded/0716/0716.pdf>

Designated Subjects/Services Credential

Handbook on CTC Website: <http://www.ctc.ca.gov/educator-prep/standards/ELAP-Handbook.doc>

Coded 08-04, March 2008: <http://www.ctc.ca.gov/notices/coded/2008/0804.pdf>

Coded 06-0020, December 2006: <http://www.ctc.ca.gov/notices/coded/060020/060020.pdf>

❖ Out-of-State English Learner

Guide to OOS English Learner Authorizations and Endorsements, December 2007

<http://www.ctc.ca.gov/credentials/cig/CREDS/OOS-EL-guide.pdf>

Coded 07-03, February 2007: <http://www.ctc.ca.gov/notices/coded/0703/0703.pdf>

❖ National Board Certification

Coded 10-03, January 2010: <http://www.ctc.ca.gov/notices/coded/2010/1003.pdf>

❖ English Learner For Experienced Private School Teachers

Coded 07-02, February 2007: <http://www.ctc.ca.gov/notices/coded/0702/0702.pdf>

❖ Education Specialist

CIA 07-10, July 2007: http://www.ctc.ca.gov/credentials/cig/alerts/2007_alerts/0710.pdf

CIA 07-05, April 2007: http://www.ctc.ca.gov/credentials/cig/alerts/2007_alerts/0705.pdf

❖ Emergency CLAD Permits

CIA 08-19: http://www.ctc.ca.gov/credentials/cig/alerts/2008_alerts/0819.pdf

Online Reference Links Pertaining to English Learners and Special Education

❖ CLAD Coursework Update

Coded 07-17, December 2007: <http://www.ctc.ca.gov/notices/coded/0717/0717.pdf>

Leaflet CL-628: <http://www.ctc.ca.gov/credentials/leaflets/cl628c.pdf>

Exams

CTEL and CSET: LOTE (Bilingual Authorization): <http://www.ctcexams.nesinc.com>

Coded 11-08, June 2011: <http://www.ctc.ca.gov/notices/coded/2011/1108.pdf>

Coded 06-24, December 2006: <http://www.ctc.ca.gov/notices/coded/060024/060024.pdf>

Information Leaflets

English Learner Authorizations/CLAD Certificates (CL-628C):

<http://www.ctc.ca.gov/credentials/leaflets/cl628c.pdf>

Bilingual Authorizations (CL-628B):

<http://www.ctc.ca.gov/credentials/leaflets/cl628b.pdf>

Certificates of Completion of Staff Development (CL-824):

<http://www.ctc.ca.gov/credentials/leaflets/cl824.pdf>

Serving English Learners (CL-622):

<http://www.ctc.ca.gov/credentials/leaflets/cl622.pdf>

English Learner Program Sponsor Information

English Learner Program Sponsor web page:

<http://www.ctc.ca.gov/educator-prep/ELA.html>

CTEL Programs with a Plan to Combine Coursework and Examination Subtests:

<http://www.ctc.ca.gov/credentials/CREDS/CTEL-Programs-with-Exam-Alignment-Plan.pdf>

SB 1292 Handbook:

<http://www.ctc.ca.gov/educator-prep/standards/ELAP-Handbook.doc>

CTEL Handbook:

<http://www.ctc.ca.gov/educator-prep/standards/EPPS-Handbook-CTEL.doc>

Bilingual Authorization Handbook:

<http://www.ctc.ca.gov/educator-prep/standards/Bilingual-Authorization-Handbook.pdf>

Program Sponsor Alert 09-06 – *Program Options for English Learner Authorization:*

<http://www.ctc.ca.gov/educator-prep/PS-alerts/2009/PSA-09-06.pdf>

English Learner Authorization and Assignment Chart

English Learner Authorizations and Assignment Chart (rev. 12/10):

<http://www.ctc.ca.gov/credentials/CREDS/EL-Auths-and-Assignments.pdf>

Online Reference Links Pertaining to English Learners and Special Education

Special Education References

Special Education Certification Page

Frequently Asked Questions for Special Education

<http://www.ctc.ca.gov/educator-prep/special-education-docs/Special-Ed-FAQ.pdf>

Frequently Asked Questions for Language and Academic Development (LAD) Specialty Area

<http://www.ctc.ca.gov/educator-prep/special-education-docs/Special-Ed-LAD-FAQ.pdf>

Special Education Authorization Chart

<http://www.ctc.ca.gov/credentials/CREDS/special-education-chart.pdf>

Authorization Statements for Added Authorizations in Special Education (AASE)

<http://www.ctc.ca.gov/credentials/CREDS/special-ed-added-authorizations.pdf>

Frequently Asked Questions for AASE

<http://www.ctc.ca.gov/credentials/CREDS/special-ed-added-auth-FAQ.pdf>

Documents Eligible to Earn an AASE

<http://www.ctc.ca.gov/credentials/CREDS/special-ed-added-auth-chart.pdf>

Federal Disability Definitions

<http://www.ctc.ca.gov/credentials/CREDS/federal-disability-definitions.pdf>

Updates for Education Specialist credentials

Proposed Amendments to Title 5 Regulations Pertaining to the Education Specialist Teaching Credential 11-04

• <http://www.ctc.ca.gov/notices/coded/2011/1104.pdf>

Proposed Amendments to Title 5 Regulations Pertaining to the Special Education Added Authorizations and Speech-Language Pathology Services Credential 10-18

• <http://www.ctc.ca.gov/notices/coded/2010/1018.pdf>

Title 5 Regulations Pertaining to Special Education Authorizations & Assignment Options Coded Correspondence 10-14

• <http://www.ctc.ca.gov/notices/coded/2010/1014.pdf>

Title 5 Regulations Pertaining to Special Education Service Credentials Coded Correspondence 10-13

• <http://www.ctc.ca.gov/notices/coded/2010/1013.pdf>

Title 5 Regulations Pertaining to Special Education Credential Requirements Coded Correspondence 10-12

• <http://www.ctc.ca.gov/notices/coded/2010/1012.pdf>

Title 5 Regulations Pertaining to Added Authorizations to Special Education (AASE) Coded Correspondence 09-16

• <http://www.ctc.ca.gov/notices/coded/2009/0916.pdf>

Online Reference Links Pertaining to English Learners and Special Education

Special Education Limited Assignment Teaching Permit (SELAP)

Special Education Limited Assignment Teaching Permit
Leaflet CL-889

- <http://www.ctc.ca.gov/credentials/leaflets/cl889.pdf>

Approval of Amendments to Title 5 Regulations Pertaining to General and Special Education Limited Assignment Teaching Permits
Coded 09-15

- <http://www.ctc.ca.gov/notices/coded/2009/0915.pdf>

Special Education Limited Assignment Teaching Permits
CIA 11-02

- http://www.ctc.ca.gov/credentials/cig2/alerts/2011_alerts/1102.pdf

Variable Term Waivers for Added Authorizations in Special Education
CIA 10-11

- http://www.ctc.ca.gov/credentials/cig2/alerts/2010_alerts/1011.pdf

Proposed Title 5 Regulations Pertaining to the Special Education Added Authorizations and the Speech-Language Pathology Services Credential
Coded 10-18

- <http://www.ctc.ca.gov/notices/coded/2010/1018.pdf>



Added Authorizations - Special Education

Title 5 Regulations Pertaining to Added Authorizations to Special Education (AASE) in Adapted PE, Early Childhood Special Education, and Resource Specialist
Coded 09-16, July 27, 2011 <http://www.ctc.ca.gov/notices/coded/2011/1112.pdf>

Title 5 Regulations Pertaining to Added Authorizations to Special Education (AASE)
Coded 09-16, July 22, 2009 <http://www.ctc.ca.gov/notices/coded/2009/0916.pdf>

Added Authorizations in Special Education (AASE)
Leaflet CL-890

<http://www.ctc.ca.gov/credentials/leaflets/cl890.pdf>

Local Teaching Assignment Options

Alternative Route to Provide Special Education Services to Students with Autism Extension
Coded 10-15, September 7, 2010 <http://www.ctc.ca.gov/notices/coded/2010/1015.pdf>

Alternative Route to Provide Special Education Services to Students with Autism
Coded 08-10, July 7, 2008 <http://www.ctc.ca.gov/notices/coded/2008/0810.pdf>

Alternate Routes to Provide Special Education Services to Students with Autism Ages Three & Four

Coded 08-13, October 9, 2008 <http://www.ctc.ca.gov/notices/coded/2008/0813.pdf>

District Intern Credentials Programs- Special Education

Expansion of Education Specialist District Intern Programs

Coded 10-02, January 4, 2010 <http://www.ctc.ca.gov/notices/coded/2010/1002.pdf>

Online Reference Links Pertaining to English Learners and Special Education

Variable Term Waivers for Added Authorizations in Special Education

CIA 10-11, June 16, 2010 http://www.ctc.ca.gov/credentials/cig2/alerts/2010_alerts/1011.pdf

Education Specialist Provisional Internship and Short-Term Staff Permits

CIA 11-03, March 11, 2011 http://www.ctc.ca.gov/credentials/cig2/alerts/2011_alerts/1102.pdf

Program Sponsor Special Education Information

Approved Special Education Added Authorization Programs

<http://www.ctc.ca.gov/educator-prep/special-education-docs/approved-Sp-Ed-Added-Auth-progs.pdf>

Approved Programs Webpage:

http://134.186.81.79/fmi/xsl/CTC_apm/recordlist.html - Commission webpage

http://134.186.81.79/fmi/xsl/CIG_apm/PPPM_all.xml - Credential Information Guide

Note: The links listed above may need to be copied and pasted to access the publications.