

**Commission Webcast on Assignment Monitoring
Foundations of Assignment and Authorization
Morning Session #1 - December 4, 2012**

9:00 am – 12:00 pm

Table of Contents

1. Overview of Commission on Teacher Credentialing
2. Statute Versus Regulations
3. Credential History and Authorization Structure
4. Instructional Settings
5. Hiring Priority
6. Elementary and Secondary Assignments
7. Science Assignments
8. Substitute Teaching
9. Career Ladders –Special Education and General Education
10. Assignment Responsibilities & Monitoring
11. English Learner Authorizations

Enclosures

Power Point Presentation
Science Authorization Chart
English Learner Authorization Chart
General Education Ladder
Special Education Ladder
Federal Disability Definitions
Special Education Authorization Chart

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



Foundations of Assignment and Authorizations

December 4, 2012



Inspire, Educate, and Protect the Students of California

Topics

- ◆ Overview of Commission on Teacher Credentialing
- ◆ Statute Versus Regulations
- ◆ Credential History and Authorization Structure
- ◆ Instructional Settings
- ◆ Hiring Priority
- ◆ Middle School Assignments
- ◆ Substitute Teaching
- ◆ Career Ladders –Special Education and General Education
- ◆ Assignment Responsibilities & Monitoring
- ◆ English Learner Authorizations



Inspire, Educate, and Protect the Students of California

Presentation and Handouts

Link to Foundations Webcast Session -

<http://video.ctc.ca.gov/2012-12-04-Assignment-Monitoring-AM>

Audio Only

<http://www.ctc.ca.gov/live.html>

Chat Room Questions

webinar@ctc.ca.gov



Inspire, Educate, and Protect the Students of California

Commission on Teacher Credentialing

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

CTC
Inspire, Educate, and Protect the Students of California

4

Commission on Teacher Credentialing

CTC Divisions

Commission On Teacher Credentialing

```

graph TD
    EO[Executive Office] --- CAWD[Certification Assignment and Waivers Division]
    EO --- PSD[Professional Services Division]
    EO --- DPP[Division of Professional Practices]
    EO --- OGR[Office of Governmental Relations]
    EO --- ETS[Enterprise Technology Support Services]
    EO --- ASD[Administrative Services Division]
  
```

CTC
Inspire, Educate, and Protect the Students of California

5

Commission on Teacher Credentialing

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
Inspire, Educate, and Protect the Students of California

6

Commission on Teacher Credentialing

CTC Governor-Appointed Commissioners	CDE Elected State Superintendent
<ul style="list-style-type: none"> ◆ Preservice Preparation ◆ Induction with CDE ◆ Educator Licensing ◆ Educator Discipline ◆ Institutional and Program Accreditation ◆ Assignment Monitoring 	<ul style="list-style-type: none"> ◆ Inservice Development ◆ Induction with CTC ◆ K-12 Standards and Curriculum Frameworks ◆ K-12 Student Assessment ◆ Funding ◆ Compliance Monitoring

Inspire, Educate, and Protect the Students of California

Commission on Teacher Credentialing

Commission Authority for Authorizations

Education Code section 44225(e) provides that the *Commission shall do all of the following: Determine the scope and authorization of credentials, to ensure competence in teaching and other educational services, and establish sanctions for the misuse of credentials and the misassignment of credential holders.*

Inspire, Educate, and Protect the Students of California

Commission on Teacher Credentialing

Commission Authority for Authorizations

Education Code Section 44065 further provides the Commission the authority to designate the authorization and types of functions for teaching or service credentials as appropriate, whichever is designated in regulations adopted by the Commission on Teacher Credentialing, authorizing the particular service.

Inspire, Educate, and Protect the Students of California

Date of Issuance of Credentials

Title 5, section 80440:

(a) The issuance date of a credential may be determined by an office of the county superintendent of schools, a school district, a local education agency, a non-public school, non-sectarian school or agency certified by the California Department of Education, a California institution of higher education with a program accredited by the Committee of Accreditation or the California Commission on Teacher Credentialing provided the following conditions are satisfied: (1) all the requirements for the credential were met prior to the issuance date of the credential, and (2) the application is submitted to the Commission not more than three months after the issuance date of the credential.



California Credentials

- ◆ **Elementary**
Multiple Subject Credential (Used in self-contained classes and in middle school in core settings)
- ◆ **Secondary**
Single Subject Credential
(Used in middle and high schools in departmentalized settings)
- ◆ **Education Specialist**
Various Specializations in Special Education
- ◆ **Specialist**
Reading, Math, Bilingual, Gifted, Early Childhood
- ◆ **Services**
Administrator, Counselor, Nurse, Librarian, Speech-Language Pathology, Audiology ,and Orientation and Mobility)
- ◆ **Career Technical Education**
In Career Areas Aligned With Industry Sectors
- ◆ **Adult Education**
Academic & Non-Academic
- ◆ **Preschool**
Child Development Permits



Administrator’s Assignment Manual (AAM)

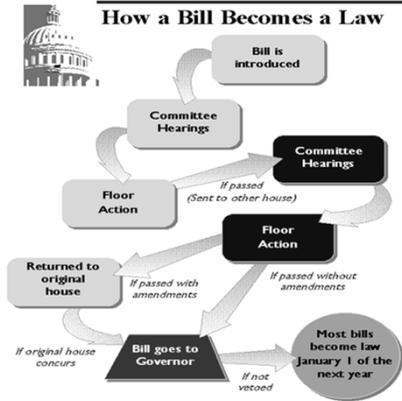
- ◆ Located on Commission website & Credential Information Guide (CIG)
- ◆ Commonly Asked Topics
- ◆ Bookmarks
- ◆ Search Options



“Force of Law”—Statute

The lawmaking power of the State is vested by the Constitution in the Legislature, which adopts most statutes. Some statutes are adopted by the people through the initiative process.

How a Bill Becomes a Law



“Force of Law”—Regulations

Agencies within California State government adopt, amend, or repeal policies or procedures that are known as “regulations.” The purpose of these regulations is to clarify, implement, or make specific statutes.

Credential Authorization

General and Standard Credentials

Generals issued under the statutes that existed prior to 1961

Generals issued as clear or life only

Standards issued from 1961 through 1970 under the Fisher Act statutes

Standards issued as partial, clear, or life

Both General and Standards are no longer initially issued but can be renewed



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



"Ryan Credentials" are issued under the Teacher Preparation and Licensing Law of 1970 statute, including amendments and additions

Issued under a two-tier system - preliminary and clear—most initially qualify for preliminary
Preliminary no longer initially issued (01/01/2012)
Must upgrade to clear credential by 01/01/2018
Authorizes service in grades preschool, K-12, and adults



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



"SB 2042 Credentials"-issued under Senate Bill 2042 (Alpert/Mazzoni) statute, including amendments and additions, beginning in 2003

Initially issued as preliminary only
Authorizes service to English learners
Renewable by completing Fifth Year of Study and advanced coursework or Induction Program
Authorizes service in grades preschool, K-12, and adults



Commission on Teacher Credentialing

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?

Inspire, Educate, and Protect the Students of California

Commission on Teacher Credentialing

Intern Credentials

University Intern

University sponsored alternative teacher training program; cooperative effort between district and IHE
BA, U.S. Constitution, CBEST, and subject matter competence

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
BA, CBEST, and subject matter competence

Inspire, Educate, and Protect the Students of California

Commission on Teacher Credentialing

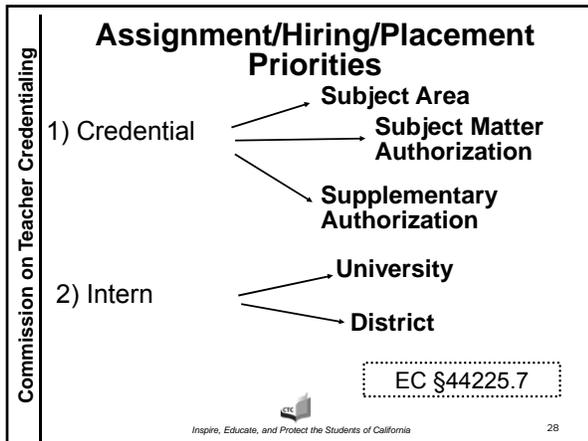
Assignment, Hiring and Placement Priorities

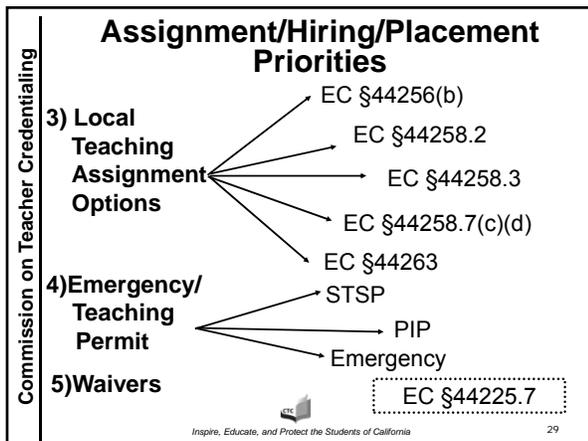
- ◆ The employing agency must make a reasonable effort to recruit a fully prepared individual for an assignment.
- ◆ The employing agency recruitment efforts focus on the following priorities -

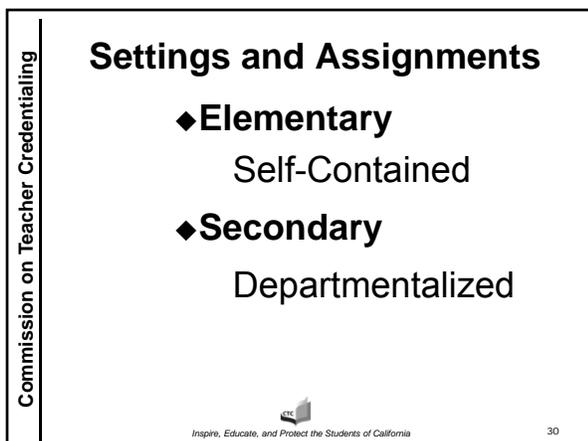
Coded 09-03

EC §44225.7

Inspire, Educate, and Protect the Students of California







Settings and Assignments

Departmentalized Vs. Self-Contained

- ◆ Self-contained classrooms are generally found in the elementary schools in grades preschool through six where all, or most, subjects are taught to one group of children by a single teacher. It is possible to find a self-contained classroom at a higher grade level, such as in a one-room school or an opportunity classroom.



Settings and Assignments

Departmentalized vs. Self-Contained

- ◆ Departmentalized classes are generally found in middle schools, junior high schools and high schools, in which the teacher is assigned to instruct several different groups of students in a specific subject matter area or areas. Elementary schools also employ teachers in departmentalized classes, such as in physical education, music, or art.



What Type of Programs Do Your Districts Operate at the Middle School Level?

Teams Core Self-Contained

Grade Level at the middle schools

5-8, 6-8, 7-8, 7-9

How do you know what type of program the districts are operating?



Elementary/Middle School Assignments

Team Teaching History

Teacher A's Self-Contained Class ↔ Teacher B's Self-Contained Class

Math

Regrouping Remedial Science

Teacher A's Self-Contained Class ↔ Teacher B's Self-Contained Class

Advanced Science

CTC
Inspire, Educate, and Protect the Students of California

34

Middle School Assignments

100 - 200 students

English Science Social Science Math

Teacher A Teacher B Teacher C Teacher D

Group of teachers holding credentials or authorizations for service in departmentalized setting

Teams

CTC
Inspire, Educate, and Protect the Students of California

35

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

CTC
Inspire, Educate, and Protect the Students of California

EC§44258.1

36

Commission on Teacher Credentialing

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



Inspire, Educate, and Protect the Students of California

37

Commission on Teacher Credentialing

Science Credentials and Authorizations-Middle School

- ◆ Middle school science classes
 - ◆ Traditionally general or introductory life and physical science content
 - ◆ Any credential authorizing general or introductory science is appropriate
 - ◆ If content is specifically life science or physical science, the teacher must hold a credential or authorization for that specific area of science

AAM – Appendix 3 - 7



Inspire, Educate, and Protect the Students of California

38

Commission on Teacher Credentialing

Foundational-Level General Science

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

T5§ 80004



Coded 09-02

Inspire, Educate, and Protect the Students of California

39

Commission on Teacher Credentialing

Specialized Science Single Subject Teaching Credentials

- ◆ Authorizes the holder to teach the specialized science area(s) listed in grades preschool, K-12, and adults
- ◆ The specialized science subject area **DOES NOT** authorize the teaching of general, introductory, or integrated science at any grade level


Coded 03-0010

Inspire, Educate, and Protect the Students of California 40

Commission on Teacher Credentialing

Environmental Science

- ◆ May fall under life/biological science or earth science/geology or both areas depending upon content of class
- ◆ No statewide definition for content of environmental science
- ◆ School district needs to determine if the content is life and/or physical science
- ◆ In some districts content is life science such as ecology, in others it may be physical science such as geology, and in others it be both



Inspire, Educate, and Protect the Students of California 41

Commission on Teacher Credentialing

Science Authorizations Charts

See the Charts link in the CIG
<http://www.ctc.ca.gov/credentials/cig2/files/charts-CIG.pdf>

- ◆ [Obtain an Initial Full Science Authorization \[PDF\]](#)
- ◆ [Add a Full Science Authorization \[PDF\]](#)
- ◆ [Foundational-Level General Science Authorization \[PDF\]](#)
- ◆ [Specialized Science Authorization \[PDF\]](#)
- ◆ [Science Credentials and Authorizations \[PDF\]](#)



Inspire, Educate, and Protect the Students of California 42

Commission on Teacher Credentialing

TOSA - Teacher on Special Assignment

- ◆ Local level employment term – not a ‘state’ term
- ◆ Can be any type of assignment so CTC always must ask what the ‘special assignment’ is before responding
- ◆ If an individual is assigned as a TOSA in an instructional capacity to students, the individual needs to hold a credential or authorization in the subject area
- ◆ Same applies to ‘resource’ assignments

 Inspire, Educate, and Protect the Students of California

46

Commission on Teacher Credentialing

Substitute Teaching

- ◆ Fully credentialed teacher (check AAM)
- ◆ 30-Day Substitute – can serve in any county in state; serve for maximum 30 days for any one teacher during school year (20 days in sped assignment); may be renewed annually
- ◆ Prospective – lacks degree; serve maximum of 90 days during school year; only one renewal
- ◆ Career – service restricted to one school district; can serve for maximum 60 days for any one teacher during school year (20 days in sped assignment); may be renewed annually

 Inspire, Educate, and Protect the Students of California

47

Commission on Teacher Credentialing

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

 Inspire, Educate, and Protect the Students of California

AAM – Section H
48

Special Education Substitutes

EC §56062. Employer shall use the following priorities in placing substitute teachers in special education classrooms:

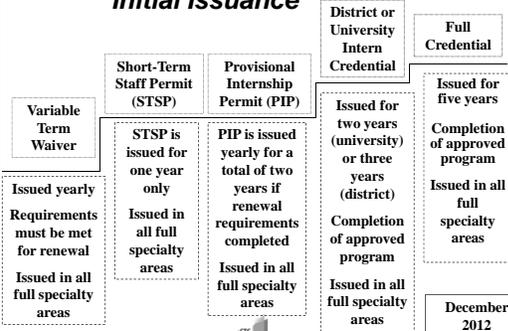
- (a) A substitute teacher with the appropriate special education credential or credentials.
- (b) A substitute teacher with any other special education credential or credentials.
- (c) A substitute teacher with a regular teaching credential.

EC §56063. Employer shall be responsible for seeking, and maintaining lists of, appropriately credentialed substitute teachers.



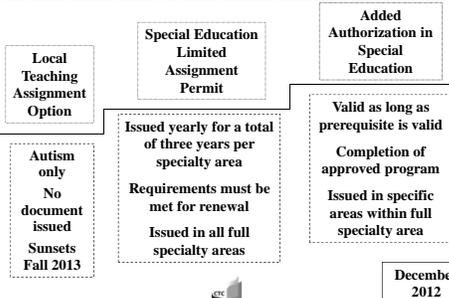
Special Education Certification Ladder

Initial Issuance



Special Education Certification Ladder

For Fully Credentialed Special Education Teachers



Commission on Teacher Credentialing

Education Specialist Teaching Credential Structure

Content Specialization	Entry Certification	Advanced Certification
Mild/Moderate	Preliminary MM	Clear Teaching Credential
Moderate/Severe	Preliminary MS	
Deaf and Hard of Hearing	Preliminary DHH	
Visual Impairment	Preliminary VI	
Physical Impairment	Preliminary PHI	
Early Childhood Special Education	Preliminary ECSE	

CTC
Inspire, Educate, and Protect the Students of California

52

Commission on Teacher Credentialing

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

CTC
Inspire, Educate, and Protect the Students of California

53

Commission on Teacher Credentialing

AASE

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

CTC
Inspire, Educate, and Protect the Students of California

54

Commission on Teacher Credentialing

Special Education Limited Assignment Permit (SELAP) Purpose

- ◆ Bridge to allow time to complete requirements for Added Authorization in Special Education (AASE) or full specialty area
- ◆ Ensures appropriate assignments
- ◆ Places teacher on credential path
- ◆ Issued in all current Education Specialist specialty areas

CTC
Inspire, Educate, and Protect the Students of California

55

Commission on Teacher Credentialing

SELAP Requirements

- ◆ Hold prerequisite special education credential
- ◆ Three semester units or one year experience in specialty area requested
- ◆ Have valid Declaration of Need (DON) on file
- ◆ Assign experienced educator
- ◆ Maximum two renewals per specialty area

CTC
Inspire, Educate, and Protect the Students of California

56

Commission on Teacher Credentialing

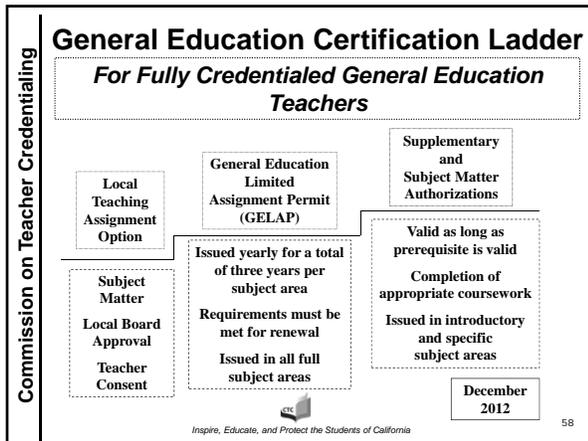
General Education Certification Ladder

Initial Issuance

Variable Term Waiver	Short-Term Staff Permit (STSP)	Provisional Internship Permit (PIP)	District or University Intern Credential	Full Credential
Issued yearly	STSP is issued for one year only	PIP is issued yearly for a total of two years if renewal requirements completed	Issued for two years (university) or three years (district)	Issued for five years
Requirements must be met for renewal	Issued in all full subject areas	Issued in all full subject areas	Completion of approved program	Completion of approved program
Issued in all full subject areas			Completion of approved program	Issued in all full subject areas
			Issued in all full subject areas	December 2012

CTC
Inspire, Educate, and Protect the Students of California

57



Commission on Teacher Credentialing

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

Inspire, Educate, and Protect the Students of California

59

- Commission on Teacher Credentialing**
- ### General Education Limited Assignment Permits (GELAP)
- ◆ Issue in Multiple or Single Subject
 - ◆ Renew by completing appropriate subject Exams
 - ◆ Effective July 3, 2009
 - ◆ Renewal Requirements
 - Hold a valid teaching credential
 - 6 semester or 9 quarter units or pass two sections of required subject matter exams
- Inspire, Educate, and Protect the Students of California*
- 60

Commission on Teacher Credentialing

Emergency Permits

- ◆ Emergency CLAD and Bilingual, RSP, and Teacher Librarian
- ◆ Hold appropriate prerequisite credential
- ◆ Issued in one year periods
- ◆ Renewal based on course work (or passage of exams for CLAD and Bilingual)
- ◆ *Annual Declaration of Need (DON) and provide orientation, guidance, and assistance*
- ◆ Equivalent authorization statements

 Inspire, Educate, and Protect the Students of California

61

Commission on Teacher Credentialing

Teaching Permits Purpose

<p>Short-Term Staff Permit (STSP)</p> <p><i>Acute staffing need</i></p> <ul style="list-style-type: none"> ◆ Teacher unable to complete school year ◆ Enrollment adjustments 	<p>Provisional Internship Permit (PIP)</p> <p><i>Anticipated staffing need</i></p> <ul style="list-style-type: none"> ◆ Conducts a diligent search but unable to find credentialed teacher
---	--

 Inspire, Educate, and Protect the Students of California

62

Commission on Teacher Credentialing

STSP

- ◆ Non-Renewable
- ◆ Cannot exceed one school year
- ◆ Restricted to employing agency
- ◆ Employer Requirements:
 - Recruitment
 - Provide orientation and ongoing support
 - Written justification signed by superintendent or designee

 Inspire, Educate, and Protect the Students of California

63

Commission on Teacher Credentialing

PIP

- ◆ Issued in one year increments, restricted to employing agency with one-time renewal
- ◆ Employer conducts a diligent search but unable to find a credentialed teacher or qualified intern teacher
- ◆ Employer provides supervision, support and mentoring, and assistance to complete subject-matter competence

CTC
Inspire, Educate, and Protect the Students of California

64

Commission on Teacher Credentialing

Variable Term Waiver

- ◆ Allows employer 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

CTC
Inspire, Educate, and Protect the Students of California

65

Commission on Teacher Credentialing

Break

10 Minutes

+

Return for Chat Line Q&A

CTC
Inspire, Educate, and Protect the Students of California

66

Commission on Teacher Credentialing

Assignment Responsibilities



Inspire, Educate, and Protect the Students of California

67

Commission on Teacher Credentialing

Do Teachers Need to Hold a Credential or Authorization?

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

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



Inspire, Educate, and Protect the Students of California

68

Commission on Teacher Credentialing

Misassignment (Unauthorized Assignment)

- ◆ “Misassignment” is defined in Education Code §33126(b)(5)(B) and clarified in Title 5 §80339(f)
- ◆ Placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate, credential, permit, or waiver with an appropriate authorization for the assignment or is not legally authorized for the assignment under another section of statute or regulations



Inspire, Educate, and Protect the Students of California

69

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



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



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

Service Credentials

- ◆ EL authorization is a teaching authorization to provide instructional services
- ◆ Service credential holders: providing services, not teaching—no EL authorization is required
- ◆ Exception - Service Credential holders with a Special Class Authorization (SCA)—individuals providing instructional services to ELs on a special class authorization must hold an appropriate EL authorization

Commission on Teacher Credentialing

Assignment Monitoring and Reporting



Inspire, Educate, and Protect the Students of California

76

Commission on Teacher Credentialing

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



Inspire, Educate, and Protect the Students of California

77

Commission on Teacher Credentialing

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



Inspire, Educate, and Protect the Students of California

78

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



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
- ◆ Verify that all misassignments identified are corrected within 30 days



County Offices of Education

- ◆ Annually monitor district certificated assignments in one-fourth of their districts, monitor decile 1, 2, and 3 schools, and collect 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



Commission on Teacher Credentialing

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)

Inspire, Educate, and Protect the Students of California 82

Commission on Teacher Credentialing

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)

Inspire, Educate, and Protect the Students of California 83

Commission on Teacher Credentialing

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



Inspire, Educate, and Protect the Students of California 84

Commission on Teacher Credentialing

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

 Inspire, Educate, and Protect the Students of California 85

Commission on Teacher Credentialing

No Child Left Behind (NCLB) Compliance

- ◆ NCLB compliance and appropriate assignment **are separate topics that do not always match**
- ◆ High Objective Uniform State Standard of Evaluation (HOUSSE) is not an authorization to serve
- ◆ Contact CDE with questions concerning NCLB/IDEA Compliance

 writecde@cde.ca.gov
Inspire, Educate, and Protect the Students of California 86

Commission on Teacher Credentialing

English Learner Data Reporting EC §44258.9(c)(4)(A)

- ◆ Schools in Deciles 1, 2, and 3 (2006 API)
- ◆ Number of classes (*including, but not limited to, core content, electives, special education, vocational, and alternative education*) in which 20% or more of students are EIs
- ◆ Number of the classes noted above that are taught by an EL authorized teacher & number without an EL authorized teacher

 Inspire, Educate, and Protect the Students of California 87

Commission on Teacher Credentialing

Charter Schools

- ◆ Commission does not have monitoring authority – Review for appropriate credential and authorization responsibility of chartering authority
- ◆ CDE reviews charter school assignments as part of their funding process and may require an exact match between credential and assignment
- ◆ Contact the CDE Charter School Staff at 916-322-6029 or charters@cde.ca.gov


EC §47605(1)

Inspire, Educate, and Protect the Students of California 88

Commission on Teacher Credentialing

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



Inspire, Educate, and Protect the Students of California 89

Commission on Teacher Credentialing

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



Inspire, Educate, and Protect the Students of California 90

2012 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 2011



Review of Decile 1, 2, and 3 Schools Exception

- ◆ **No teacher misassignments or vacancies found for 2 consecutive years**
- ◆ **Next assignment monitoring review is according to their district’s regular four-year cycle**
- ◆ **EL data collection must be completed *annually* regardless of number of misassignments or vacancies**



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



Commission on Teacher Credentialing

Assignment Monitoring Documentation

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

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



Inspire, Educate, and Protect the Students of California

94

Commission on Teacher Credentialing

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)



Inspire, Educate, and Protect the Students of California

95

Commission on Teacher Credentialing

Certification, Assignment and Waivers Division

Contact us!

- ◆ Information Services
Email: credentials@ctc.ca.gov
- ◆ Assignment Unit
Email: cawassignments@ctc.ca.gov



Inspire, Educate, and Protect the Students of California

96

Commission on Teacher Credentialing

Keep Informed!

Subscribe to these Listservs to stay up to date:

- ◆ NewsList-subscribe@lists.ctc.ca.gov
- ◆ cawnews-subscribe@lists.ctc.ca.gov
- ◆ psd-news-subscribe@lists.ctc.ca.gov



Inspire, Educate, and Protect the Students of California

97

Commission on Teacher Credentialing

Chat Line Final Q & A



Inspire, Educate, and Protect the Students of California

98

Commission on Teacher Credentialing

Lunchtime!

- ◆ Thanks for tuning in. We'll be back at 1:00 PM with the afternoon session.
- ◆ If you will be tuning in to the PM broadcast, you must log out of this session first.
- ◆ Use this link for the PM broadcast:
<http://video.ctc.ca.gov/2012-12-04-Assignment-Monitoring-PM>



Inspire, Educate, and Protect the Students of California

99

Science Credentials and Authorizations

Note: An 'X' indicates the area of assignment authorized; specific grade level restrictions appear in some of the boxes; otherwise see document in each section for grade level limitation such as General and Standard Credentials and supplementary and subject matter authorizations

Type of Credential	Biological Science	Chemistry	Physics	Earth/ Geosciences	Integrated Science	Intro/General Science	Intro Life Science	Intro Physical Science
<i>Single Subject Teaching Credentials (service in grades preschool, K - 12, and adults)</i>								
Science: Biological Science	X				7-12	X	X	X
Science: Chemistry		X			7-12	X	X	X
Science: Physics			X		7-12	X	X	X
Science: Geoscience				X	7-12	X	X	X
Foundational-Level General Science					7-8	X	X	X
Biological Science (Specialized)	X							
Chemistry (Specialized)		X						
Physics (Specialized)			X					
Geoscience (Specialized)				X				
Life Science	X				7-9	X	X	
Physical Science		X	X	X	7-9	X		X
<i>Standard Elementary Teaching Credentials (service in grades K- 9)</i>								
MAJOR in biological science area	X				7-9	X	X	
MAJOR in physical science area		*	*	*	7-9	X		X
MINOR in biological science area	X						X	
MINOR in physical science area		*	*	*				K-8
<i>Standard Secondary Teaching Credentials (service in grades 7 - 12)</i>								
MAJOR in biological science area	X				7-9	X	X	
MAJOR in physical science area		*	*	*	7-9	X		X
MINOR in biological science area	X						X	
MINOR in physical science area		*	*	*				7-8

* Service is restricted to the specific subject area of the major, minor, or supplementary/subject matter authorization listed on the credential

Type of Credential	Biological Science	Chemistry	Physics	Earth/ Geoscience	Integrated Science	Intro/General Science	Intro Life Science	Intro Physical Science
--------------------	--------------------	-----------	---------	-------------------	--------------------	-----------------------	--------------------	------------------------

General Teaching Credentials

Elementary (gr K-8)	X	X	X	X	7-8	X	X	X
Junior High (gr 7-9)	X	X	X	X	7-9	X	X	X
Secondary (gr 7-12)	X	X	X	X	7-12	X	X	X

Credential Major, Minor, and Supplementary/Subject Matter Authorization Combinations

Type of Credential	Biological Science	Chemistry	Physics	Earth / Geoscience	Integrated Science	Intro/General Science	Intro Life Science	Intro Physical Science
Single Subject - life science; supplementary/subject matter authorization in specific physical or earth/geoscience	X	*	*	*	7-12	X	X	7-8
Single Subject - physical science; supplementary/subject matter authorization in specific life science	X	X	X	X	7-12	X	X	X
Standard Secondary - major in biological science; supplementary/subject matter authorization or minor in specific physical science	X	*	*	*	7-12	X	X	7-8
Standard Secondary - major in physical science; supplementary/subject matter authorization or minor in specific life science	X	*	*	*	7-12	X	X	X
Standard Secondary - major in geoscience or earth science; supplementary/subject matter authorization or minor in specific life science	X			X	7-12	X	X	X

* Service is restricted to the specific subject area of the major, minor, or supplementary/subject matter authorization listed on the credential

Type of Credential	Biological Science	Chemistry	Physics	Earth/ Geosciences	Integrated Science	Intro/General Science	Intro Life Science	Intro Physical Science
--------------------	--------------------	-----------	---------	--------------------	--------------------	-----------------------	--------------------	------------------------

Introductory Subject Matter Authorizations added to Single Subject, Multiple Subject, Standard Elementary or Standard Secondary Teaching Credential, or Special Secondary (in academic subjects only) Teaching Credentials (authorize the holder to teach only the subject matter content typically included for that subject in curriculum guidelines and textbooks for study in grades 9 and below to students in preschool, kindergarten, grades 1–12, or in classes organized primarily for adults)

Intro Science	X	◆	◆	X	7-9	X	X	X
---------------	---	---	---	---	-----	---	---	---

Specific Subject Matter Authorizations added to Single Subject, Standard Secondary, Multiple Subject, Standard Elementary or Standard Secondary Teaching Credential or Special Secondary (in academic subjects only) Teaching Credentials (service in grades K - 12)

Biological Science	X						X	
Chemistry		X						
Geosciences				X				
Physics			X					
Plant Science ■								

Introductory Supplementary Authorizations added to Single Subject or Standard Secondary Teaching Credential, or Special Secondary (in academic subjects only) Teaching Credentials (authorize the holder to teach only the subject matter content typically included for that subject in curriculum guidelines and textbooks for study in grades 9 and below to students in preschool, kindergarten, grades 1–12, or in classes organized primarily for adults)

Intro Science	X	◆	◆	X	7-9	X	X	X
Intro General Science					7-9	X	X	X
Intro Life Science	X						X	
Intro Physical Science		◆	◆	X				X

Specific Supplementary Authorizations added to Single Subject or Standard Secondary Teaching Credential, or Special Secondary (in academic subjects only) Teaching Credentials (authorize service in grades preschool, K – 12, and adults)

Biology	X						X	
Chemistry		X						
Earth Science				X				
Physics			X					
Biological Science	X						X	
Geosciences				X				
Animal Science ■								
Plant Science ■								

Supplementary Authorizations added to Multiple Subject or Standard Elementary Teaching Credentials (services in grades 9 and below)

Science	X	◆	◆	X	7-9	X	X	X
General Science					7-9	X	X	X
Life Science	X						X	
Physical Science		◆	◆	X				X

“Basic” Specific Supplementary Authorizations added to Single Subject or Standard Secondary Teaching Credential, or Special Secondary (in academic subjects only) Teaching Credentials (service in grades preschool, K – 12, and adults) in English, Math and Foreign Language (no longer available)

General Science ●					7-12	X	X	X
-------------------	--	--	--	--	------	---	---	---

- Supplementary authorizations in Animal Science and supplementary/subject matter authorizations in Plant Science authorize teaching the specific subject only
- ◆ The holder is authorized to teach this subject area; however, the subject area is not commonly taught in grades 9 and below
- "(Basic)" supplementary authorizations were issued under regulations in effect prior to 6-30-83; these are broad subject areas, but the term "(Basic)" should alert the employing agency that the holder may not have had extensive course work in the area and may not be the best choice to teach an advanced course in the subject

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.

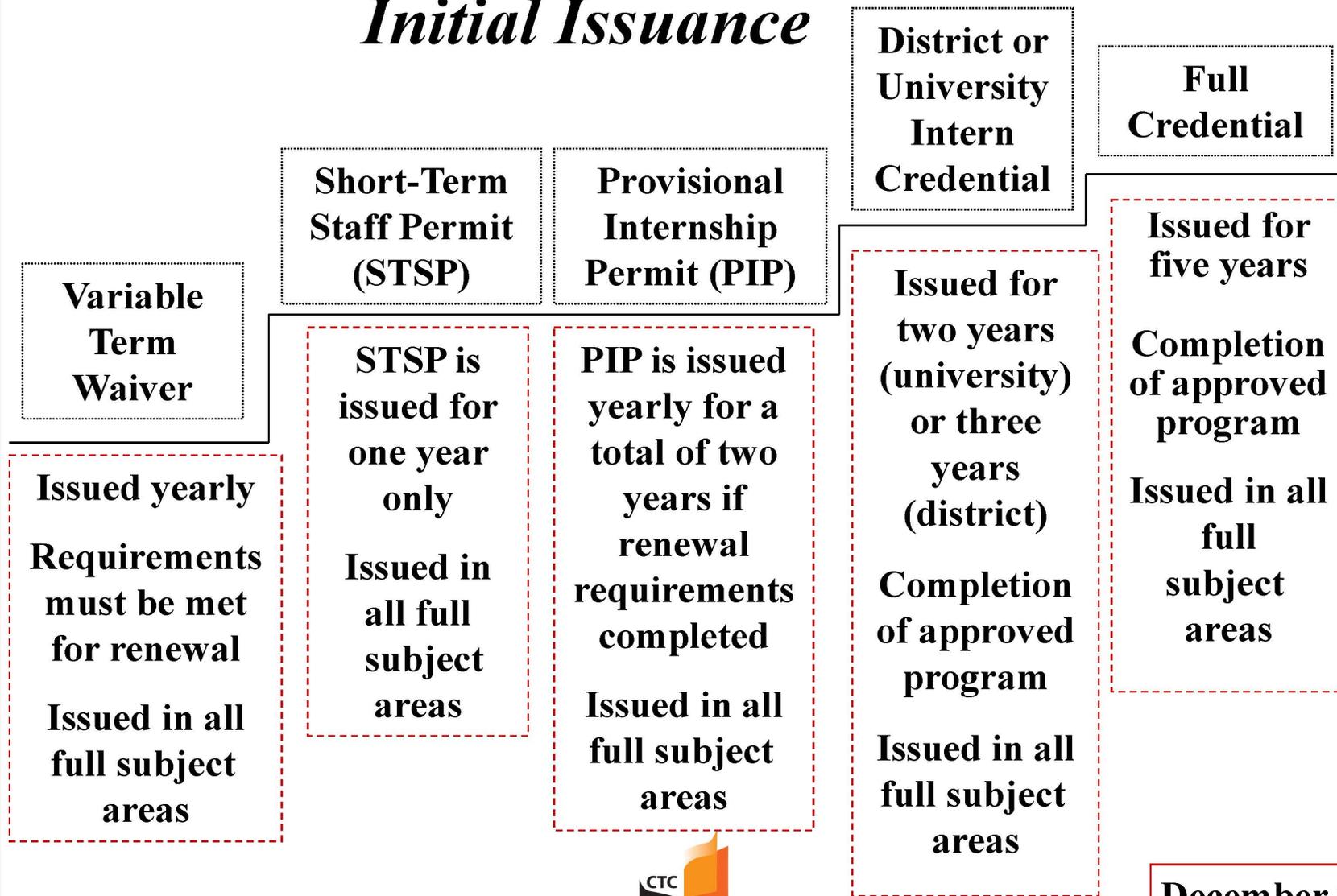
Unlike CLAD, the CCSD does not include the teaching English language development in a departmentalized setting.

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.

General Education Certification Ladder

Initial Issuance



General Education Certification Ladder

For Fully Credentialed General Education Teachers

**Local
Teaching
Assignment
Options**

**General Education
Limited
Assignment Permit
(GELAP)**

**Supplementary
Subject Matter
Authorization**

**Subject Matter
Local Board
Approval
Teacher
Consent**

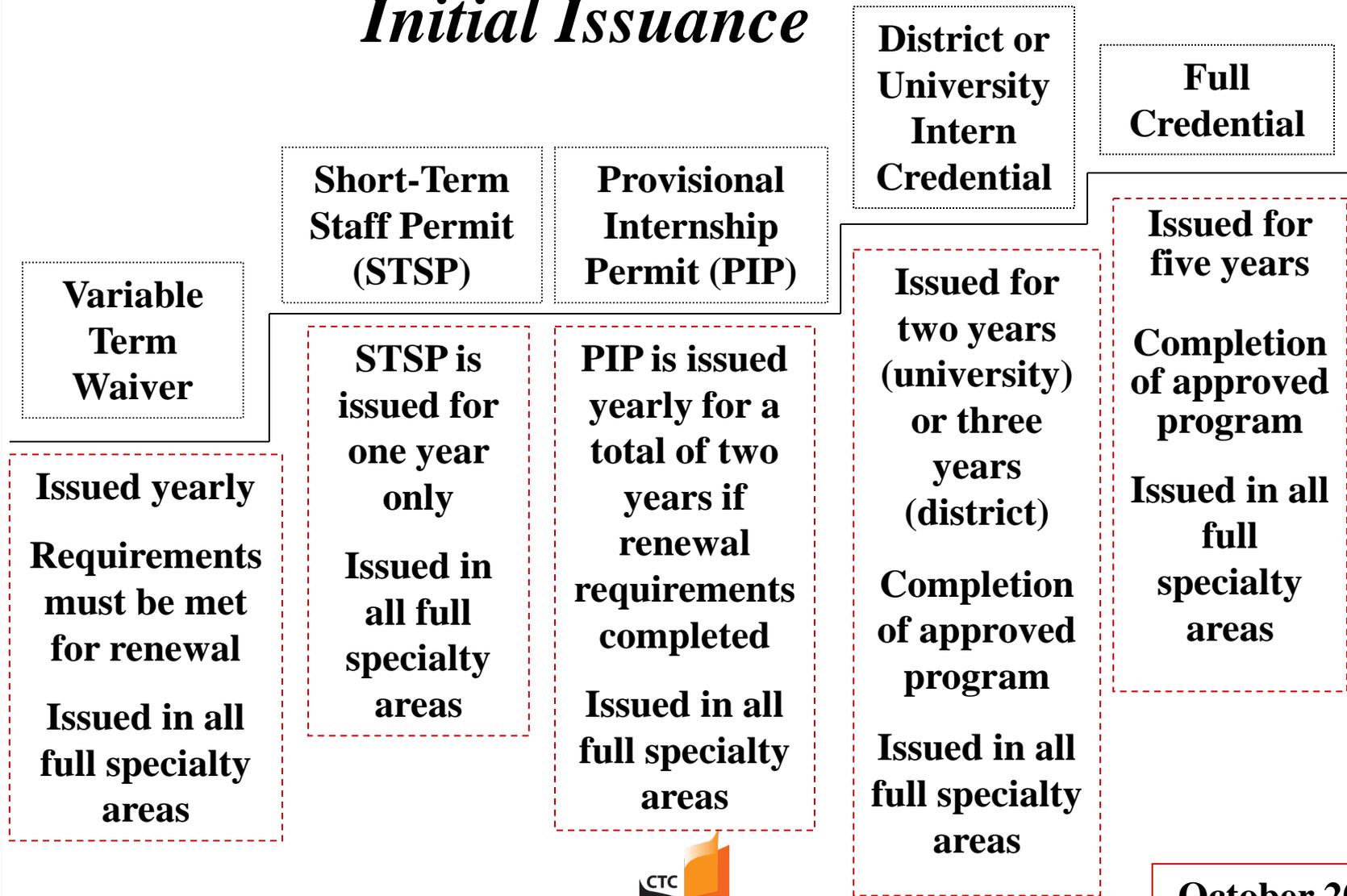
**Issued yearly for a total
of three years per
subject area**
**Requirements must be
met for renewal**
**Issued in all full
subject areas**

**Valid as long as
prerequisite is valid**
**Completion of
appropriate coursework**
**Issued in introductory
and specific subject
areas**



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**



Federal Disability Definitions

Title 34: Education

PART 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

Sec. 300.8 Child with a disability

(a) *General.*

- (1) *Child with a disability* means a child evaluated in accordance with Sec. Sec.300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.
- (2)(i) Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under Sec. Sec.300.304 through 300.311, that a child has one of the disabilities identified in paragraph (a)(1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part.
- (ii) If, consistent with Sec.300.39(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the child would be determined to be a child with a disability under paragraph (a)(1) of this section.

(b) *Children aged three through nine experiencing developmental delays.* *Child with a disability* for children aged three through nine (or any subset of that age range, including ages three through five), may, subject to the conditions described in Sec.300.111(b), include a child—

- (1) Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development; and
- (2) Who, by reason thereof, needs special education and related services.

(c) *Definitions of disability terms.* The terms used in this definition of a child with a disability are defined as follows:

- (1)(i) *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
- (ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.

- (iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.
- (2) *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- (3) *Deafness* means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.
- (4)(i) *Emotional disturbance* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - (C) Inappropriate types of behavior or feelings under normal circumstances.
 - (D) A general pervasive mood of unhappiness or depression.
 - (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.
- (5) *Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.
- (6) *Mental retardation* means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.
- (7) *Multiple disabilities* means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
- (8) *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

- (9) *Other health impairment* means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and(ii) Adversely affects a child's educational performance.
- (10) *Specific learning disability*--(i) *General*. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (ii) *Disorders not included*. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
- (11) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
- (12) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.
- 13) *Visual impairment including blindness* means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

[Authority: 20 U.S.C. 1401(3); 1401(30)]

<http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=a8493b2e1c8d7bb90fca3eef0c28b3eb&rgn=div8&view=text&node=34:2.1.1.1.1.1.36.7&idno=34>

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
--------------------------	--	---	-----------------------	-----------------------	--------	-------------------------------	--------------------------------	----------------	---------------------------------------	-----------------------	-------------------------	------------------------

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
--------------------------	--	---	-----------------------	-----------------------	--------	-------------------------------	--------------------------------	----------------	---------------------------------------	-----------------------	-------------------------	------------------------

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 (<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
---------------------------------	---	--	------------------------------	------------------------------	---------------	--------------------------------------	---------------------------------------	-----------------------	--	------------------------------	--------------------------------	-------------------------------

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
--------------------------	--	---	-----------------------	-----------------------	--------	-------------------------------	--------------------------------	----------------	---------------------------------------	-----------------------	-------------------------	------------------------

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 holding the Communication Handicapped employed under the following autism 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 emotional disturbance 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.