

**Commission Webcast on Assignment Monitoring  
Advanced Topics in Assignment and Authorizations  
Afternoon Session #2 - December 4, 2012**

**1:00 pm – 4:00 pm**

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1. Responsibility for Appropriate Assignment
2. Assignment Monitoring
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6. Special Education Assignments and Monitoring
7. Response to Instruction and Intervention (RtI2)

**Enclosures**

Power Point Presentation  
General Education Ladder  
Special Education Ladder  
Federal Disability Definitions  
Special Education Authorizations Chart  
English Learner Authorization Chart  
Science Authorizations 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](mailto:webinar@ctc.ca.gov)**



# Advanced Topics in Assignment and Authorizations

December 4, 2012



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## Presentation and Handouts

Link to Advanced Webcast Session -

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

Audio Only

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

Chat Room Questions

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## Topics

- ◆ Responsibility for Appropriate Assignment
- ◆ Assignment Monitoring
- ◆ Top Topics in Assignments
- ◆ Teachers of English Learners
- ◆ Career Technical Education and Linked Learning
- ◆ Special Education Assignments and Monitoring
- ◆ Response to Instruction and Intervention (RtI<sup>2</sup>)



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## 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)

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## 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

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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) and authorization(s) each individual holds in order to make a legal and appropriate assignment
- ◆ If an assignment is made on the basis of a legal local assignment option then documentation providing authorization for the assignment (EC section, Title 5 section, etc) should be referenced in the employing agency's files

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### 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



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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 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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### 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
- ◆ 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




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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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### 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**




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### 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)




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### 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




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### Assignment Monitoring for Special Education

- ◆ In depth monitoring 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 to provide instruction and/or services indicated




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## Assignment Monitoring Documentation

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

- ◆ **Site Information**
- ◆ **Educator Information**
- ◆ **Assignment Information**
- ◆ **Related Data for Student Disability Categories and EL Instructional Services**

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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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## 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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### 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](mailto:charters@cde.ca.gov)


EC §47605(1)

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### Assignment Top Topics


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### 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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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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### Education Code §44865

- ◆ For general education assignments  
- Not for EL or special education
- ◆ May hold general or special education credential if issued based on teacher preparation program and student teaching

  
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### Education Code §44865

- ◆ Holders of teaching permits or waivers may serve in a non-traditional school/class IF the permit or waiver authorizes the specific subject(s) of the assignment; may NOT be broadly assigned
- ◆ Teacher consent required

  
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### Program Coordinators and Staff Developers

- ◆ Teachers serving in non-teaching assignments
- ◆ Teachers on Special Assignment (TOSA)
- ◆ Resource Teachers
- ◆ Options in Title 5 Regulations –
  - §80020.4. *Teachers Serving as Staff Developer*
  - § 80020.4.1. *Services a Teacher May Provide – develop, direct, implement or coordinate instructional program at site*

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### Transition of Mental Health Related Services for Special Education Students

- ◆ 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 –
  - Title 5 §80049.1(c)

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### Transitional Kindergarten

- ◆ Senate Bill 1381 – *Kindergarten Readiness Act 2010*
- ◆ Changed birth date for admission into Kindergarten and 1<sup>st</sup> 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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### 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



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### Revised Teacher Librarian Services Credential Authorization

- ◆ Revisions for all current and future holders of TL Services Credential
- ◆ Prepared and authorized to instruct students in accessing, evaluating, using and integrating information and resources in the library program; plan and coordinate school library programs with the instructional programs of a school district through collaboration with teachers; develop programs for and deliver staff development for school library services...(see references for full authorization text)




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### Special Class Authorization

#### Purpose

- ◆ Provides option for Teacher Librarians to provide instruction as teacher of record in departmentalized classrooms for content related to TL preparation
- ◆ Available 30 Days after regulations are approved by Office of Administrative Law (OAL)




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### SCA Authorization

Prepared and authorized to provide departmentalized instruction in information literacy, digital literacy, and digital citizenship to students in grades 12 and below, including preschool and in classes organized primarily for adults



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### Information Literacy Definition

Knowledge of the nature, architecture, and cycle of information. The ability to access, evaluate, use and integrate information and ideas found in print, media, and digital resources effectively, enabling students to function in a knowledge-based economy and technologically oriented society.



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### Digital Literacy Definition

A lifelong learning process of capacity building for using digital technology, communications tools, and/or networks in creating, accessing, analyzing, managing, integrating, evaluating, and communicating information in order to function in a knowledge-based economy and society.



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### Digital Citizenship Definition

An understanding of the ethical, legal and safe use of information and technology. Respect for copyright, intellectual property, and the appropriate documentation of sources including the ability to differentiate between legal and illegal uses of information and sources so that students learn to apply responsible research practices. An awareness of local and global societal issues and responsibilities in an evolving digital culture, digital etiquette, and responsible social interactions related to the use of technology and information.



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**Holds** a Teacher Librarian (TL) Services Credential

**Completes** additional content for Special Class Authorization

**Earns** new Special Class Authorization Added to Current TL Services Credential



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**Future Candidates - TL Services Credential Program**

**Completes** TL Services program only

**Earns** TL Services Credential without Special Class Authorization

**Completes** Preliminary program for new specialty area

**Earns** TL Services Credential with new authorization and Special Class Authorization



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## Teachers of English Learners

### Current Authorizations and Changes on the Horizon



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## English Learner Authorizations

- ◆ 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 subject matter, such as math or social science, in English*
- ◆ Bilingual  
*Instruction presented in student's primary language (L<sub>1</sub>)*



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## Appropriate Assignment of Teachers of English Learners

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



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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. . . ”

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### Previous and Current EL Authorizations

PREVIOUS	CURRENT
Language Development Specialist (LDS), CLAD emphasis	Crosscultural Language and Academic Development (CLAD) Certificate, EL Authorization
BCC, BCLAD	Bilingual Authorization
SB 1969, SB395, AB2913 CCSD	SB 1292 Certificate of Completion of Staff Development (CCSD)

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### CLAD Certificate or English Learner Authorization (ELD and SDAIE)

- Options for credential holders who have not yet earned an English Learner authorization
- ◆ California Teachers of English Learners (CTEL)
  - ◆ Three Routes:
    - CTCL Program
    - CTCL Examination
    - Combination: Program and passage of 1-2 subtests of CTCL examination

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### Prior CLAD Course Work

- ◆ Courses completed under prior CLAD Certificate guidelines no longer eligible to apply directly to Commission for certification (Including courses completed outside of California if teacher did not earn an equivalent authorization on OOS Credential)
- ◆ If CLAD Certificate was not obtained, may contact an IHE with a CTEL-approved program to request review of coursework
- ◆ CTEL program may determine equivalency of any prior course work

  
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### Bilingual Authorization (2008)

- ◆ Preconditions - must hold or qualify for CLAD certificate or EL authorization (MS/SS/Ed Spec)
- ◆ Three Routes
  - Program coursework
  - CSET: LOTE Examination
  - Combination: Program coursework and passage of 1-2 subtests of CSET: LOTE examination
- ◆ Applications submitted via online direct application or by mail for exam-only route  
Other routes require recommendation online

  
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### Emergency Teaching Permits

*Options for appropriate assignment while earning additional authorization*

- ◆ Emergency CLAD and Bilingual Permits
- ◆ Equivalent authorization statements
- ◆ Valid Declaration on Need (DON) on file
- ◆ Appropriate prerequisite credential
- ◆ Bachelor's degree
- ◆ Basic Skills Requirement, unless exempt
- ◆ Issued in one year periods
- ◆ Renewal based on coursework or exam passage

  
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### SB 1292 Certificate of Completion of Staff Development (CCSD)

- ◆ FOR holders of Service Credentials with a Special Class Authorization and Designated Subjects Vocational, CTE or Special Subjects - not yet earned an EL authorization
- ◆ Based on SB1292 CCSD Guidelines; authorizes SDAIE only
- ◆ Six Commission-approved 45-hour programs (online programs available)




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### CTE Programs and SDAIE

CTE Program	SDAIE Embedded	Program to attain SDAIE	Authorization
5 year Preliminary CTE Credential	NO	CCSD program <b>OR</b> CCSD approved course(s) from CTEL program	CCSD with program completion 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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### 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




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## Update on EL Authorizations Advisory (ELAA) Panel

### Tasks

- ◆ Review current EL Authorizations structure
- ◆ Review and Analyze content of program standards based on EL services authorized
  - Is it sufficient for ELD?
  - Is it sufficient for SDAIE?
  - Is there adequate focus on academic language and literacy?
  - What is missing?




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## Proposed Authorization Structure

EL Authorization Route	Revised Scope of EL Authorization
Multiple Subject Teaching Credentials	SDAIE and ELD in <b>self-contained</b> and <b>core</b> settings
Single Subject Teaching Credentials	SDAIE and ELD <b>within the content area(s)</b> authorized on the credential
Education Specialist Instruction Credentials	SDAIE and ELD <b>for students with special needs</b> across the full continuum of placement options indicated in the students' IEPs and in alignment with the disability categories authorized by the teacher's credential and authorizations

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## Additional ELAA Panel Tasks

- ◆ Develop subject matter content for a SS:WL credential in English Language Development
- ◆ Develop a new specialist credential to support instruction of English Learners




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## NEW Single Subject World Languages Content Area

*World Languages –  
English Language Development  
WL: ELD*



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## English Language Development

- ◆ Systemic explicit instruction designed to help English learners move along a continuum of English language proficiency including the development of literacy
- ◆ Content is based on the state ELD proficiency standards in English
- ◆ ELD is commonly delivered as a separate and distinct discipline that follows a developmental scope and sequence of language skills within functional contexts



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## Staffing Options for Career Technical Education and Linked Learning Courses



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### What is the Career Technical Education (CTE) Teaching Credential?

- ◆ Authorizes teaching in career, technical, trade or vocational courses within broad industry sector
- ◆ Two tier system: Preliminary and Clear
- ◆ Clear level authorizes SDAIE instructional services to English learners



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### CTE Industry Sectors

Agriculture & Natural Resources	Finance & Business
Arts, Media, & Entertainment	Energy & Utilities
Building Trades & Construction	Engineering & Design
Hospitality, Tourism & Recreation	Manufacturing & Product Development
Information Technology	Marketing, Sales & Service
Education, Child Development & Family Services	Public Service
Fashion & Interior Design	Transportation
Health Science & Medical Technology	

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### Business and Industry Partnership Teacher (BIPT)

- ◆ Designed for individuals:
  - skills are in high demand
  - may only want to teach for short time+
  - bringing in industry partners as experts
- ◆ Authorization for one school year; not renewable
- ◆ Holders may subsequently apply for 3-year preliminary CTE credential if desired



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### CTE Course Defined

- ◆ Education Code (EC) section 51225.3 (E)(ii)
- ◆ A course in career technical education means a course in a district-operated CTE program that is aligned to the CTE model curriculum standards and framework adopted by the state board



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### 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



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### Regulatory Option for CTE Instruction

Title 5 section 80004(c) –  
Holders of Single Subject Teaching Credentials in agriculture, business, home economics, industrial arts, and industrial technology education are also authorized to teach trade, technical, career or vocational classes.



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### Factors to Consider


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### Alternative Methods for Meeting High School Graduation Requirements

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 ..."*


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### Alternative Methods for Meeting High School Graduation Requirements

**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.*


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### NCLB Compliance Requirements For Teachers of NCLB Core Academic Subjects

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graph TD
    A[NCLB Highly Qualified Teacher] --- B[Bachelor's Degree]
    A --- C["APPROPRIATE California Credential  
Currently enrolled in approved intern program"]
    A --- D[Subject Matter Competency]
    
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### Alternative Methods for Meeting High School Graduation Requirements

- ◆ In terms of meeting the Highly Qualified Teacher (HQT) provision of NCLB for CTE
- ◆ *CDE has established policy -*  
*If CTE course is an alternative way to meet graduation requirements as stated in EC Section 51225.3(b); and teacher has BA degree, proper credential in their CTE discipline; teacher would meet the HQT provision (new or not new)*

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### Primary Focus of Content

**Considerations –**

Does the course have a primary focus on CTE standards and industry sector content?

Does the course have a primary focus on academic content standards with integration of the industry sector content to provide relevance for the academic course within industry pathway?

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## Co-teaching

*Additional Staffing Option -*

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

Some integrated curriculum is offered as part of a 2 course sequence

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



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## Local Assignment Options in Education Code

*Additional Options for Local Level Flexibility –*

Use of local assignment options in the Education Code for Single Subject Teachers serving in Linked Learning Courses designated as CTE



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## Linked Learning (Multiple Pathways)

2010 CDE Report released (AB 2648)

- Multiple Pathways to Student Success: Ensuring the New California High School - Study – Expansion of linked learning approach
- California first state to codify an explicit definition of this high school reform approach
- Linked learning involves integrating academic and career technical education curriculum and is often focused around an industry sector. Students may be involved in a comprehensive high school program focused on academies or industry-themed pathways.
- Collaborative process between academic discipline teacher, CTE teacher, and business industry partners



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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 Four Year Structure for a California Partnership Academy



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### Overview of GETA Academy Course Sequence

Dept. Year	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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Commission on Teacher Credentialing

## Special Education Authorizations, Assignments, and Monitoring



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Commission on Teacher Credentialing

### Special Education Certification Ladder For Fully Credentialed Special Education Teachers

<p style="text-align: center;">Local Teaching Assignment Option</p>	<p style="text-align: center;">Special Education Limited Assignment Permit (SELAP)</p>	<p style="text-align: center;">Added Authorization in Special Education (AASE)</p>
<p style="text-align: center;">Autism only No document issued Sunsets Fall 2013</p>	<p style="text-align: center;">Issued yearly for a total of three years per specialty area Requirements must be met for renewal Issued in all full specialty areas</p>	<p style="text-align: center;">Valid as long as prerequisite is valid Completion of approved program Issued in specific areas within full specialty area</p>



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Commission on Teacher Credentialing

### Special Education Certification Ladder Initial Issuance

<p style="text-align: center;">Variable Term Waiver</p>	<p style="text-align: center;">Short-Term Staff Permit (STSP)</p>	<p style="text-align: center;">Provisional Internship Permit (PIP)</p>	<p style="text-align: center;">District or University Intern Credential</p>	<p style="text-align: center;">Full Credential</p>
<p style="text-align: center;">Issued yearly Requirements must be met for renewal Issued in all full specialty areas</p>	<p style="text-align: center;">STSP is issued for one year only Issued in all full specialty areas</p>	<p style="text-align: center;">PIP is issued yearly for a total of two years if renewal requirements completed Issued in all full specialty areas</p>	<p style="text-align: center;">Issued for two years (university) or three years (district) Completion of approved program Issued in all full specialty areas</p>	<p style="text-align: center;">Issued for five years Completion of approved program Issued in all full specialty areas</p>



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Education Specialist Teaching Credential Structure (2010)		
Content Specialty Area	Entry Certification	Advanced Certification
Mild/Moderate	Preliminary MM	Clear Teaching Credential
Moderate/Severe	Preliminary MS	
Deaf and Hard-of-Hearing	Preliminary DHH	
Language and Academic Development	Preliminary LAD	
Visual Impairment	Preliminary VI	
Physical Impairment	Preliminary PHI	
Early Childhood Special Education	Preliminary ECSE	

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- | Federal Disability Categories                             |   |
|---|---|
| ◆ Autism  | ◆ Other Health Impairment               |
| ◆ Deaf-Blindness  | ◆ Specific Learning Disability          |
| ◆ Deafness  | ◆ Speech or Language Impairment         |
| ◆ Hearing Impairment                                      | ◆ Traumatic Brain Injury                |
| ◆ Emotional Disturbance                                   | ◆ Visual Impairment including Blindness |
| ◆ Intellectual Disabilities ( <i>Mental Retardation</i> ) |   |
| ◆ Multiple Disabilities                                   |   |
| ◆ Orthopedic Impairment                                   |   |
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- | Subject-Matter Competence Change (2010)   |  |
|---|--|
| ◆ Aligned with No Child Left Behind   |  |
| ◆ Art, English, foreign language, mathematics, music, science, and social science ( <i>exam or approved program</i> ) |  |
| ◆ Elementary subject matter ( <i>exam only</i> )  |  |
| <b>Only for New Preliminary</b>   |  |
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## Autism Spectrum Disorders (ASD)

- ◆ Content included in all new *preliminary* 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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Commission on Teacher Credentialing

## Autism Spectrum Disorders (ASD) Authorizations

### Credentials

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



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## Additional ASD Authorizations

- ◆ Added Authorization in Special Education (AASE) in ASD may be added to any special education credential that does not already authorize teaching students on the autism spectrum
- ◆ ECSE Added Authorization (*Birth to Pre-K Only*)
- ◆ 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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### 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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### Local Teaching Assignment Option for Autism

- ◆ EC §44265.1 (sunsets 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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### Education Code §44265.1

**Who?**  
Holders of credentials authorizing instruction for mild/moderate areas

**How?**  
Teacher consent and verification of either

1. Three semester unit course in autism OR
2. One year of experience prior to 9/1/07 serving students with autism

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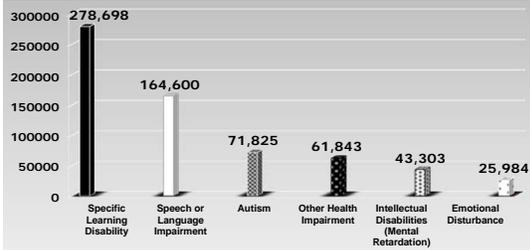
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### Special Education Student Data Top Six Disability Categories (2011-2012)\*



\* California Department of Education – DataQuest state level data 11-20-12



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### Special Education Services

Appropriate services and placement in Least Restrictive Environment (LRE) for students with special needs determined by teams that create

- ◆ Individual Education Program (IEP)
- ◆ Individual Family Service Program (IFSP)
- ◆ Individual Transition Plan (ITP)



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### Special Education Delivered Across Full Continuum of Options

- ◆ Self-contained special education classroom at the elementary and secondary level
- ◆ Departmentalized special education classroom within content area primarily at secondary level
- ◆ Resource Specialist Instruction Program
- ◆ Inclusive Settings
- ◆ Collaborative Settings
- ◆ Consultative Services
- ◆ Special Schools
- ◆ Non-Public Schools or Agencies (NPS/NPA)
- ◆ Home/Hospital



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### Determination of Appropriate Services

- ◆ IEP determines the student's needs and the rationale for the particular services and placement of the student
- ◆ Determination of appropriate service delivery models does not fall within the authority of the Commission
- ◆ Broad specialty area authorizations encompass preparation for serving a variety of specific disability categories

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### 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 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
- ◆ Visual Impairment (VI), Orthopedic Impairment (OI), and Deaf and Hard-of-Hearing (DHH)

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### Special Education Misassignment

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



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### Current Topics in Special Education



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### Senate Bill 1381 Intellectual Disabilities

- ◆ Change of Term – Mental Retardation to Intellectual Disabilities
- ◆ Legislation in 2010 “Rosa’s Law” initiated change at Federal Level
- ◆ No change in authorization, assignment, or monitoring



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### Multiple Disabilities

- ◆ Federal Disability Category
- ◆ Concomitant Impairments – combination causes severe educational needs
- ◆ Identification of Multiple Disabilities and a low incidence category – Funding versus assignment monitoring

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### Language and Academic Development (LAD) Teaching Authorization

- ◆ New specialty area focused on literacy, communication, and language skills
- ◆ Students must qualify for services as result of local special education assessment

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### LAD Authorization

- ◆ Serve across all federal 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

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### LAD Authorization

- ◆ Includes provision of resource instructional services
- ◆ Services in preschool – grade 12 through age 22
- ◆ Does NOT replace Speech-Language Pathology Credential or authorize services as speech therapist

  
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### LAD Variable Term Waiver (VTW)

- ◆ Employers may opt to apply for a LAD VTW for special education credential holders instead of a SELAP during transition period
  - May only be issued three VTWs in a specialty area
- ◆ Also available for general and special education credential holders and those who do not hold any current teaching certification
- ◆ No specific LAD coursework or experience needed for initial issuance
  - Must meet initial VTW requirements

  
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### Speech Language Pathology Credential Authorization

- ◆ Authorization includes definitions for Language, Speech and Hearing Assessments and Education Services
- ◆ SLP is prepared and authorized to provide speech therapy services

  
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### Speech Language Services Option

- ◆ EC §44831 allows an individual to provide speech and language services with specific criteria
  - License issued by the Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board
  - Masters degree in communication disorders
  - Fingerprint clearance

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### Special Class Authorization (SCA)

- ◆ Requirements and authorization not previously in regulations
- ◆ Authorizes providing instructional services to students with special needs in the area of speech and language impairment and autism

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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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Commission on Teacher Credentialing

## 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."*

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## Resource Specialist

- Education Specialist Credential including the Early Childhood Credential and Certificate → YES
- Ryan Specialist Credential - CH, LH, PH, SH, and VH → NO
- All Standard and General Special Education Credentials → NO

**RSP – service across all disability areas**

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## 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.*

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## Other Related Non-Certificated Services for Special Education


  
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## Occupational (OT) and Physical Therapists (PT)

*EC §56363      Title 5 §3065*

- ◆ Regulations under CDE jurisdiction
- ◆ OT- certification with the National Board for Certification in OT as a registered OT or certified OT assistant
- ◆ PT- currently licensed in PT issued by a licensing agency from Department of Consumer Affairs


  
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## Behavior Intervention

*EC §§56520, 56521, 56523, and 56524*  
*Title 5 §§3001 and 3065*

- ◆ Regulations under CDE jurisdiction
- ◆ Regulations state type of credentials, licenses, or degrees for individuals who provide, design, or plans a behavior intervention program


  
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### Assistive Technology

EC §§56020.5 and 56341.1

Title 5 §§3065

- ◆ Regulations under CDE jurisdiction
- ◆ Regulations state the type of credentials, licenses, or degrees appropriate for individuals who provide assistive technology services




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### Education Specialist Credentials

All Education Specialist credentials include a resource services authorization

- Mild/Moderate
- Moderate/Severe
- Deaf and Hard-of-Hearing
- Visual Impairments
- Physical and Health Impairments
- Early Childhood Special Education




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### Frequently Asked Questions

#### Special Education Teaching and Services Credentials

<http://www.ctc.ca.gov/educatorprep/special-education-docs/FAQ-SpecEd.pdf>




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### Response to Instruction and Intervention (RtI<sup>2</sup>)

RtI<sup>2</sup> integrates assessment and intervention in a general education, multi-level prevention system to maximize student achievement and to reduce behavior problems.

- Identify students at risk for poor learning outcomes
- Monitor student progress, provide evidence-based interventions
- Adjust the intensity and nature of those interventions depending on a student's responsiveness
- Identify students with learning disabilities or other disabilities and provide increased intervention

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### RtI<sup>2</sup> Process




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### RtI Is

- ◆ A general education activity
- ◆ A system to improve instruction for all students
- ◆ A school-wide approach that recognizes the importance of core curriculum instruction and interventions when needed

### RtI is NOT

- ◆ For Special Education only
- ◆ A system for tracking
- ◆ A single program for use by one or two teachers as desired
- ◆ Only interventions
- ◆ Only elementary
- ◆ Only academics

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### Staffing Considerations

- ◆ Education Code (EC) §44225 states, among other responsibilities, that the Commission determines the scope and authorization of credentials
- ◆ Education Specialist Instruction Credential authorizes instruction to students identified through a valid IEP as needing instruction and services for specified federal special education disability areas

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### Dual Credential Holders

**Dual Credentialed Special Education Teachers:** Individuals who hold special education credentials issued prior to 1997 are dual credentialed and were required to earn a general education teaching credential prior to earning the special education credential.

**Note:** NCLB approval for subject matter competence is **not** equivalent to an authorization or credential to serve. *An individual must also hold a credential or authorization appropriate to the assignment and establish subject matter competency for the content area being taught.*

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### Collaboration and Co-Teaching

- ◆ **Collaboration (consultative content teaching, cooperative teaching)**– In some models general or special education teachers visit the general education classroom and provide re-teaching and supportive strategies during regular classroom instructional time for the subject.
- ◆ **Co-Teaching (shared instructional responsibility, team teaching)** - classroom partnership or learning center model including both special education and general education credentialed teachers in order to meet the instructional needs of all students.

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### Additional Staffing Considerations

- ◆ **Study Skills/Strategies Local Assignment Option** - Title 5 section 80005(b) teachers broadly assigned to provide instruction in areas that do not fall within the statutory single subject content areas – including courses in life skills, study skills, study hall, and others
- ◆ **Special Education Teachers** - The language in this section of regulation does not preclude using a special education credential as the appropriate credential




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### Common Local Assignment Options for Content Based Interventions

- ◆ **§44258.3** allows local school districts to assign credentialed teachers to teach departmentalized classes in grades K-12 as long as the teacher's subject-matter competence is verified according to policy and procedures approved by the governing board.
- ◆ **§44263** allows the credential holder to teach in a departmentalized class at any grade level if the teacher has completed eighteen semester units of course work, or nine semester units of upper division or graduate course work, in the subject to be taught.




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### Administrator's Assignment Manual (AAM)

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




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## Certification, Assignment and Waivers Division

- ◆ Information Services  
Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)
- ◆ Assignment Unit  
Roxann Purdue, Consultant  
Email: [cawassignments@ctc.ca.gov](mailto:cawassignments@ctc.ca.gov)




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## Contact Us!

### Listservs:

- ◆ [NewsList-subscribe@lists.ctc.ca.gov](mailto:NewsList-subscribe@lists.ctc.ca.gov)
- ◆ [cawnews-subscribe@lists.ctc.ca.gov](mailto:cawnews-subscribe@lists.ctc.ca.gov)
- ◆ [psd-news-subscribe@lists.ctc.ca.gov](mailto:psd-news-subscribe@lists.ctc.ca.gov)




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## Thank you for attending.




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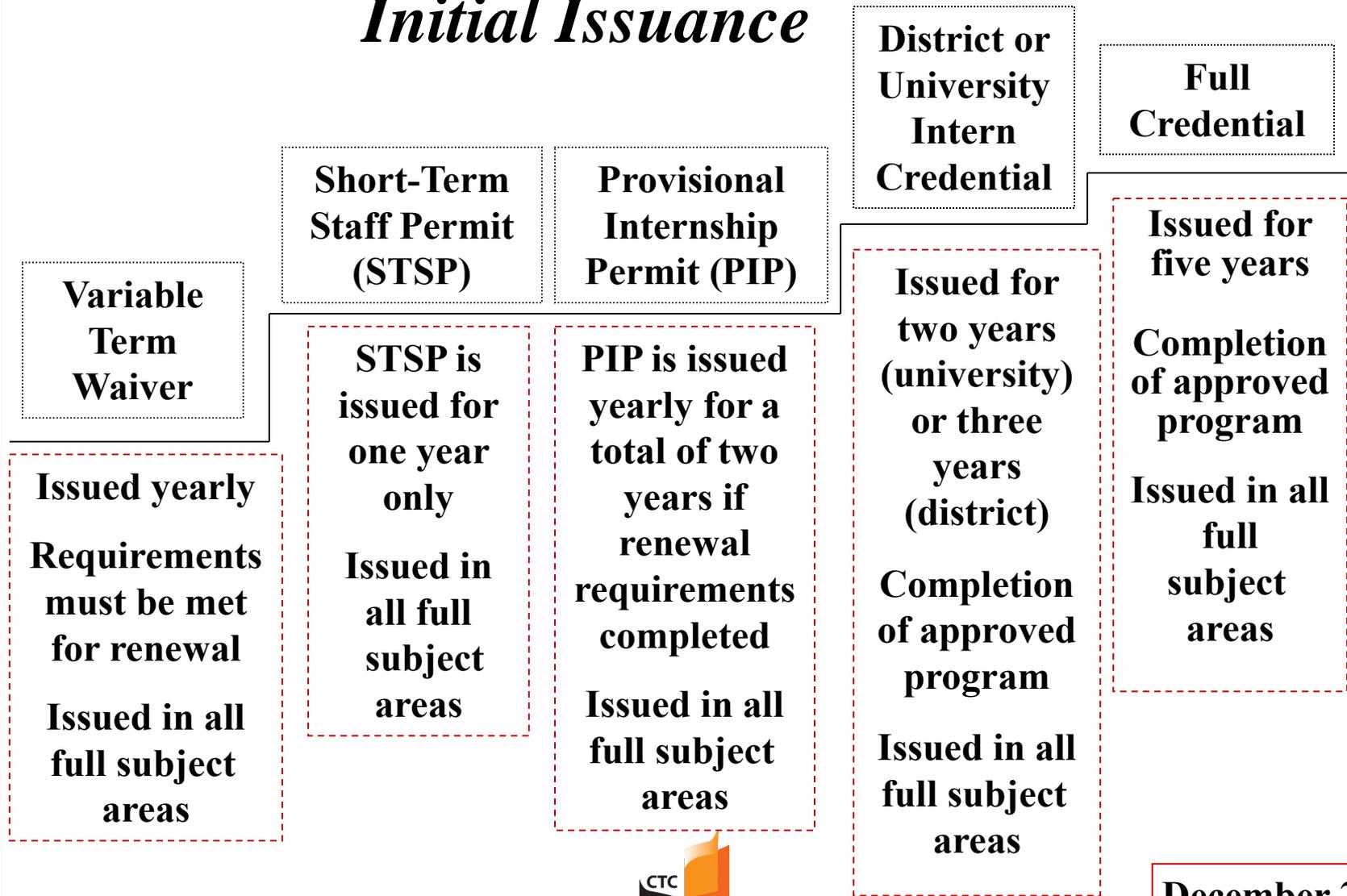
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# General Education Certification Ladder

## *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**

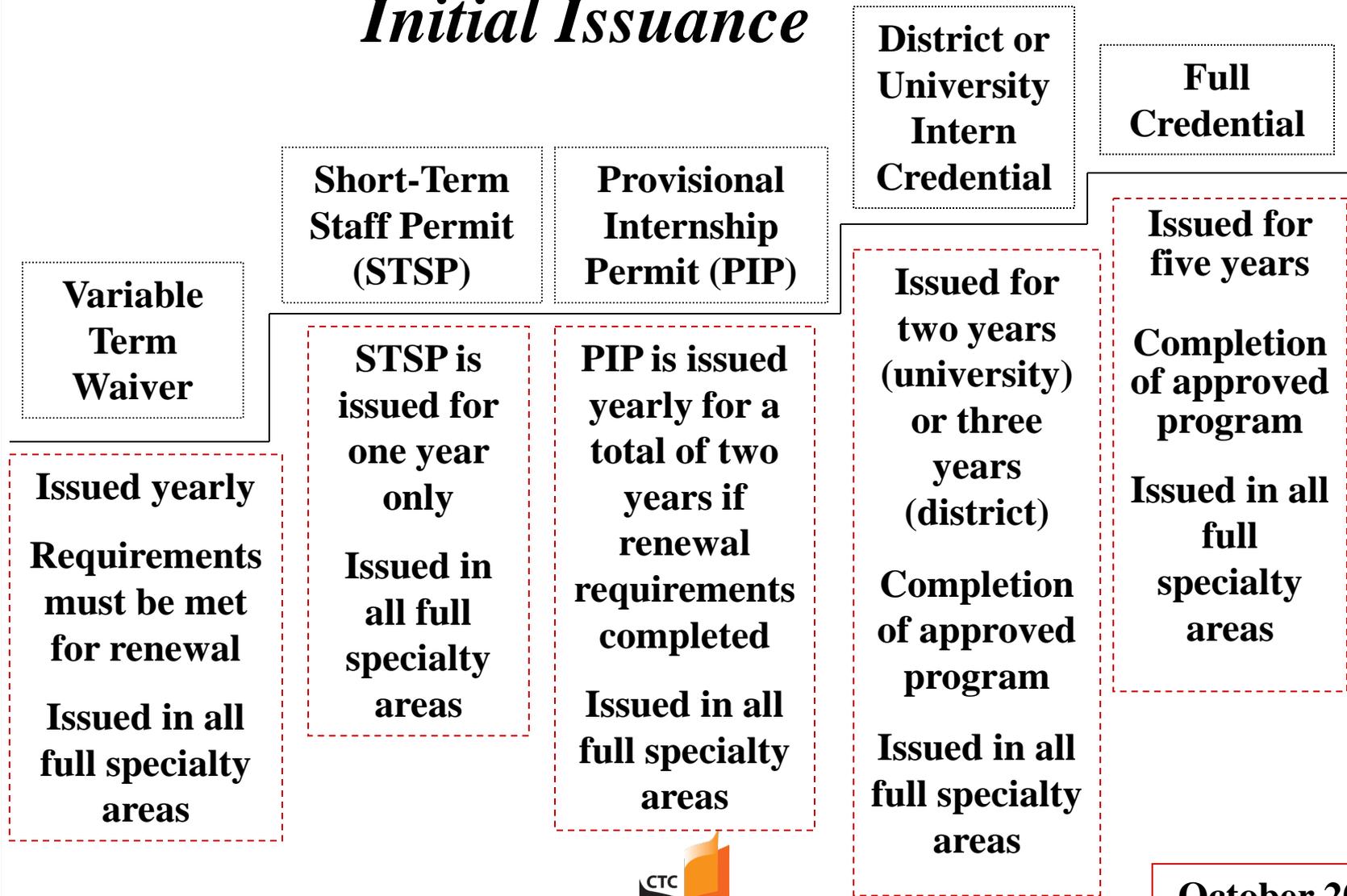
**Completion of  
appropriate coursework**

**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**



**October 2011**

# 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
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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					◆ <sup>4</sup>	X	X	X				
Learning Handicapped	X		◆ <sup>5</sup>								X	
Severely Handicapped		X	X	X	X			X				
Physically Handicapped				X					◆ <sup>6</sup>	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	◆ <sup>5</sup>	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	◆ <sup>5</sup>	X								
Speech & Hearing Handicapped						X						
Deaf & Severely Hard-of-Hearing							X					
Visually Handicapped									X			
Orthopedically Handicapped Including Cerebral Palsied				X						X	X	X

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

Educable Mentally Retarded	X		◆ <sup>5</sup>									
Trainable Mentally Retarded		X	◆ <sup>5</sup>	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	◆ <sup>5</sup>	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	◆ <sup>5</sup>	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.

**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.*

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

**G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED**

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

**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.

<sup>1</sup> 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.

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

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

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

## 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
<b><i>Single Subject Teaching Credentials (service in grades preschool, K - 12, and adults)</i></b>								
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
<b><i>Standard Elementary Teaching Credentials (service in grades K- 9)</i></b>								
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
<b><i>Standard Secondary Teaching Credentials (service in grades 7 - 12)</i></b>								
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
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*General Teaching Credentials*

Elementary (gr K-8)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>7-8</b>	<b>X</b>	<b>X</b>	<b>X</b>
Junior High (gr 7-9)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>7-9</b>	<b>X</b>	<b>X</b>	<b>X</b>
Secondary (gr 7-12)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>7-12</b>	<b>X</b>	<b>X</b>	<b>X</b>

*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	<b>X</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>7-12</b>	<b>X</b>	<b>X</b>	<b>7-8</b>
Single Subject - physical science; supplementary/subject matter authorization in specific life science	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>7-12</b>	<b>X</b>	<b>X</b>	<b>X</b>
Standard Secondary - major in biological science; supplementary/subject matter authorization or minor in specific physical science	<b>X</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>7-12</b>	<b>X</b>	<b>X</b>	<b>7-8</b>
Standard Secondary - major in physical science; supplementary/subject matter authorization or minor in specific life science	<b>X</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>7-12</b>	<b>X</b>	<b>X</b>	<b>X</b>
Standard Secondary - major in geoscience or earth science; supplementary/subject matter authorization or minor in specific life science	<b>X</b>			<b>X</b>	<b>7-12</b>	<b>X</b>	<b>X</b>	<b>X</b>

\* 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
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**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
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**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
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- 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