Foundational Information on Assignment and Authorization

December 9th, 2013

9:00 am – 12:00 pm

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If unable to access the webcast video feed an audio only option is available here – [http://www.ctc.ca.gov/live.html](http://www.ctc.ca.gov/live.html)

Chat room questions – webinar@ctc.ca.gov
Commission on Teacher Credentialing

Foundational Information on Assignment and Authorization

December 9, 2013

Presentation and Handouts

Link to Foundations Webcast Session -
http://video.ctc.ca.gov/2013-12-09-Assignments-webcast-AM/

Audio Only
http://www.ctc.ca.gov/live.html

Chat Room Questions
webinar@ctc.ca.gov

Topics

- Overview of Commission on Teacher Credentialing
- Credential History and Authorization Structure
- Instructional Settings
- Middle School Assignments
- Hiring Priority
- Substitute Teaching
- Teachers of English Learners
- Common Topics in Assignments
- Assignment Responsibilities & Monitoring
Commission on Teacher Credentialing (CTC)
- Educator licensing agency for the state of California
- Oldest independent state standards board in the nation
- Commissioners appointed by the Governor and represent specific constituencies

Divisions of the Commission
- Executive Office
- Commission on Teacher Credentialing (CTC)
- Certification Staff
- Office of Governmental Relations (OGR)
- Professional Service Division (PSD)
- Dynamic, Technology & Services 
  Section (ETSS)

CTC
Governor-Appointed Commissioners
- Preservice Preparation
- Induction with CDE
- Educator Licensing
- Educator Discipline
- Institutional and Program Accreditation
- Assignment Monitoring

CDE
Elected State Superintendent
- Inservice Development
- Induction with CTC
- K-12 Standards and Curriculum Frameworks
- K-12 Student Assessment
- Funding
- Compliance Monitoring
“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.

California Education Code (EC)
http://leginfo.legislature.ca.gov/faces/codes.xhtml

“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.

Title 5 (T5) of the California Code of Regulations (CCR)

Commission Authority for Authorization Scope
EC §44225(e) provides that the Commission shall:

- Determine the scope and authorization of credentials, to ensure competence in teaching and other educational services
- Establish sanctions for the misuse of credentials and the misassignment of credential holders.
Commission Authority for Authorizations

EC §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.

California Credentials

- Elementary
  Multiple Subject Credential (self-contained and core settings)
- Secondary
  Single Subject Credential (departmentalized settings)
- Special Education
  Education Specialist Credential
- Specialist
  Reading, Math, Bilingual, Gifted, Early Childhood
- Preschool
  Child Development Permits
- Services
  Administrator, Counselor, Nurse, Librarian, Speech-Language Pathology, Audiology, and Orientation and Mobility
- Career Technical Education
  Designated Subjects Credential (in career areas aligned with industry sectors)
- Adult Education
  Designated Subjects Credential (academic & general subjects)

Historical Overview of General Education Credentials

- General Teaching Credentials
- Standard Teaching Credentials
- Ryan Credentials
- SB 2042 Teaching Credentials
- Supplementary/Subject Matter Authorizations
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, 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, 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
### 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)

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**Why does curriculum grade level matter?**

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### Supplementary Authorizations

**Introductory Supplementary Authorizations**
- If added to a Single Subject Credential, authorizes teaching content typically approved for study in grades 9 and below (students may be above grade 9)
- If added to a Multiple Subject Credential authorizes the educator to teach the content to students in grades 9 and below ONLY

**Specific Supplementary Authorizations**
- Added to Single Subject Credentials only (K-12)

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### Settings and Assignments

- **Elementary**
  - Self-Contained
- **Secondary**
  - Departmentalized

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### Self-Contained Settings
- Generally found in elementary schools
- Most subjects taught to one group of children by a single teacher
- Examples of self-contained classroom at a higher grade level: one-room school, continuation high school classroom

### Departmentalized Settings
- Generally found in middle, junior, and high schools
- Teacher assigned to instruct several different groups of students in specific subject matter area(s)
- Examples of departmentalized classes in elementary schools: physical education, music, art

### Elementary/Middle School Assignments

<table>
<thead>
<tr>
<th>Team Teaching</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A’s Self-Contained Class</td>
<td>Teacher B’s Self-Contained Class</td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Regrouping</td>
<td>Remedial Science</td>
</tr>
<tr>
<td>Teacher A’s Self-Contained Class</td>
<td>Teacher B’s Self-Contained Class</td>
</tr>
<tr>
<td>Advanced Science</td>
<td></td>
</tr>
</tbody>
</table>
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?

Middle School Assignments

100 - 200 students

- English
- Science
- Social Science
- Math

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

Teams

Middle School Core Assignments

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/Sci Grade 6</td>
<td>prep</td>
<td>Math/Sci Grade 7</td>
<td>Lunch</td>
<td>Math or Science Grades 6 or 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
Assignment/Hiring/Placement Priorities

1) Credential
   - Subject Area
   - Subject Matter Authorization
   - Supplementary Authorization

2) Intern
   - University
   - District
   - EC §44225.7

Intern Credentials

University Intern
University sponsored alternative teacher preparation program; cooperative effort between district and Institution of Higher Education (IHE)

District Intern
District/County Office of Education (COE) sponsored alternative teacher preparation program

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

Assignment/Hiring/Placement Priorities

3) Local Teaching Assignment Options
   - EC §44256(b)
   - EC §44258.2
   - EC §44258.3
   - EC §44258.7(c)(d)
   - EC §44263
   - STSP
   - PIP
   - Emergency

4) Emergency/Teaching Permit

5) Waivers
   - EC §44225.7
<table>
<thead>
<tr>
<th>Option</th>
<th>Requires</th>
<th>Grade</th>
<th>Basic Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC §44256(b)</td>
<td>6/12 sem units</td>
<td>K-8</td>
<td>elementary</td>
</tr>
<tr>
<td>EC §44258.2</td>
<td>6/12 sem units</td>
<td>5-8</td>
<td>secondary</td>
</tr>
<tr>
<td>EC §44258.3 (Craven)</td>
<td>subject matter competence per board approved policies/procedures</td>
<td>K-12</td>
<td>elementary/secondary</td>
</tr>
<tr>
<td>EC §44258.7 (Comm on Assign) (Elective classes only)</td>
<td>subject matter competence per board approved policies/procedures</td>
<td>K-12</td>
<td>elementary/secondary</td>
</tr>
<tr>
<td>EC §44263</td>
<td>9/18 sem units</td>
<td>K-12</td>
<td>elem/secondary</td>
</tr>
</tbody>
</table>

To teach in a departmentalized setting

Education Code §44865
- Local assignment option available to broadly assign fully credentialed teachers outside of their subject area in specified alternative education settings
- 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

General Education Limited Assignment Permits (GELAP)
- Issue in Multiple or Single Subject
- Renewal Requirements
  - Hold a valid teaching credential
  - 6 semester or 9 quarter units or pass two sections of required subject matter exams
**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

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**Teaching Permits**

**Purpose**

<table>
<thead>
<tr>
<th>Short-Term Staff Permit (STSP)</th>
<th>Provisional Internship Permit (PIP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Acute staffing need</em></td>
<td><em>Anticipated staffing need</em></td>
</tr>
<tr>
<td>Teacher unable to complete school year</td>
<td>Conducts a diligent search but unable to find credentialed teacher</td>
</tr>
<tr>
<td>Enrollment adjustments</td>
<td></td>
</tr>
</tbody>
</table>

**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
### PIP
- Issued in one year increments, restricted to employing agency
- 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

### Variable Term Waiver
- Allows employer to fill an assignment while searching for a credentialed educator
- Only issued if the employer and the candidate meets the waiver criteria for the assignment

**Option of Last Resort**

### General Education Certification Ladder

#### Initial Issuance
- **Short-Term Staff Permit (STSP)**
  - Issued for one year only
  - Issued in all full subject areas
- **Provisional Internship Permit (PIP)**
  - Issued for one year only
  - Issued in all full subject areas
- **District or University Intern Credential**
  - Issued for two years (university) or three years (district)
  - Completion of approved program
  - Issued in all full subject areas

#### Full Credential
- Issued for five years
- Completion of approved program
- Issued in all full subject areas

**December 2012**
General Education Certification Ladder

For Fully Credentialed General Education Teachers

- **Local Teaching Assignment Option**
- **Subject Matter Approval**
- **Teacher Consent**
- **General Education Limited Assignment Permit (GELAP)**
- **Supplementary and Subject Matter Authorizations**

- 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
- December 2012

Substitute Teaching

- Fully credentialed teacher
- Emergency 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

AAM – Section H

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.
Break
10 Minutes
Return for Chat Line Q&A

Teachers of English Learners (ELs)

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 (EL) 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

Previous and Current EL Authorizations

<table>
<thead>
<tr>
<th>PREVIOUS</th>
<th>CURRENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Development Specialist (LDS), CLAD emphasis</td>
<td>Crosscultural Language and Academic Development (CLAD) Certificate, EL Authorization</td>
</tr>
<tr>
<td>BCC, BCLAD</td>
<td>Bilingual Authorization</td>
</tr>
<tr>
<td>SB 1969, SB395, AB2913 CCSD</td>
<td>SB 1292 Certificate of Completion of Staff Development (CCSD)</td>
</tr>
</tbody>
</table>

Common Topics in Assignments
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

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

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
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

Elective Classes

Is there a credential that authorizes the service?

Driver Education → YES
Drama
French → NO

Study Skills
Leadership
Peer Mentoring → AAM – Section C

Must hold appropriate credential or authorization
CANNOT assign teacher holding any credential

Fully credentialed teacher whose training and knowledge best fits needs of the students; requires teacher consent – Title 5 section 8005(b)
**Intervention Classes**

- Content of the class is determining factor for appropriate assignment
- Type of class such as review, honors, intervention, supplemental instruction, advanced preparation is not a factor nor is the reason why the class is offered such as to help with the high school exit exam

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**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

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**Special Education**
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)

Education Specialist Teaching Credential Structure

<table>
<thead>
<tr>
<th>Content Specialization</th>
<th>Entry Certification</th>
<th>Advanced Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild/Moderate</td>
<td>Preliminary MM</td>
<td>Clear Teaching Credential</td>
</tr>
<tr>
<td>Moderate/Severe</td>
<td>Preliminary MS</td>
<td>Clear Teaching Credential</td>
</tr>
<tr>
<td>Deaf and Hard of Hearing</td>
<td>Preliminary DHH</td>
<td>Clear Teaching Credential</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Preliminary VI</td>
<td>Clear Teaching Credential</td>
</tr>
<tr>
<td>Physical Impairment</td>
<td>Preliminary PHI</td>
<td>Clear Teaching Credential</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>Preliminary ECSE</td>
<td>Clear Teaching Credential</td>
</tr>
</tbody>
</table>

Federal Disability Categories
- Autism
- Deaf-Blindness
- Deafness
- Hearing Impairment
- Emotional Disturbance
- Intellectual Disabilities (Mental Retardation)
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment including Blindness
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

AASE

- Six areas
  - Autism Spectrum Disorders (ASD)
  - Deaf-Blind (DB)
  - Emotional Disturbance (ED)
  - Orthopedically Impaired (OI)
  - Other Health Impairment (OHI)
  - Traumatic Brain Injury (TBI)
Special Education Certification Ladder
For Fully Credentialed Special Education Teachers

- Local Teaching Assignment Option
- Special Education Limited Assignment Permit
- Added Authorization in Special Education

Issued yearly for a total of three years per specialty area
Requirements must be met for renewal
Issued in all full specialty areas
Valid as long as prerequisite is valid
Completion of approved program
Issued in specific areas within full specialty area
December 2013

Sunset of Local Teaching Assignment Option for Autism

- EC §44265.1 (Sunset Date - 10/1/2013)
  - Local assignment option for serving students with autism outside of specialty area on credential
  - Use of local assignment option does not result in issuance of authorization; no grandfathering
  - Must hold appropriate authorization prior to providing instructional services

Special Education Limited Assignment Permit (SELAP) Purpose

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

Special Education Certification Ladder

**Initial Issuance**

<table>
<thead>
<tr>
<th>Variable Term Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-Term Staff Permit (STSP)</td>
</tr>
<tr>
<td>STSP is issued for one year only</td>
</tr>
<tr>
<td>Issued in all full specialty areas</td>
</tr>
<tr>
<td>Provisional Internship Permit (PIP)</td>
</tr>
<tr>
<td>PIP is issued for one year only</td>
</tr>
<tr>
<td>Issued in all full specialty areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District or University Intern Credential</th>
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</thead>
<tbody>
<tr>
<td>Issued for two years (university) or three years (district)</td>
</tr>
<tr>
<td>Completion of approved program</td>
</tr>
<tr>
<td>Issued in all full specialty areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issued for five years</td>
</tr>
<tr>
<td>Completion of approved program</td>
</tr>
<tr>
<td>Issued in all full specialty areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provisional Internship Permit (PIP)</th>
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<td>Issued for one year only</td>
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<td>Issued in all full specialty areas</td>
</tr>
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</table>

December 2013

Assignment Responsibilities
Do Teachers Need to Hold a Credential or Authorization?

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

<table>
<thead>
<tr>
<th>EC §44001</th>
<th>EC §44225(e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC §44830(a)</td>
<td>EC §44831</td>
</tr>
<tr>
<td>EC §44253.1</td>
<td>EC §33126(b)(5)(B)</td>
</tr>
<tr>
<td>EC §44258.9 (b)(2)</td>
<td>EC §44258.9 (e)(2)(3)</td>
</tr>
</tbody>
</table>

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.

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).
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.

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.

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 compliance – Titleii@cde.ca.gov.
Assignment Monitoring and Reporting

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

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 §442458.9 directs county superintendents to annually report the results of the review of assignments in the schools districts within their county
**COE 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 (2012 API) schools (unless under state or federal review)
- Data collection for appropriate EL certification of K-12 teachers in Decile 1, 2, and 3 (2012 API) schools
- Verify that all misassignments identified are corrected within 30 days

**2012 API**

(Academic Performance Index)

- Starting with the 2013-2014 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

**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
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

Assignment Monitoring Documentation

Districts and counties work together to provide all necessary information including:
- Site Information
- Teacher Information
- Student Information
- Assignment Information

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 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

### 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

### Administrator’s Assignment Manual (AAM)

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

- Information Services - Certification
  Email: credentials@ctc.ca.gov

- Assignment Program
  Email: cawassignments@ctc.ca.gov

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

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/2013-12-09-Assignments-webcast-PM/
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.

<table>
<thead>
<tr>
<th>English Language Development (ELD)</th>
<th>Specially Designed Academic Instruction in English (SDAIE)</th>
<th>Instruction in Primary Language (Bilingual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bilingual Specialist Credential</td>
<td>Bilingual Specialist Credential</td>
<td>Bilingual Specialist Credential</td>
</tr>
<tr>
<td>2 Bilingual Certificate of Competence (BCC)</td>
<td>Bilingual Certificate of Competence (BCC)</td>
<td>Bilingual Certificate of Competence (BCC)</td>
</tr>
<tr>
<td>3 BCLAD Certificate or BCLAD Emphasis</td>
<td>BCLAD Certificate or BCLAD Emphasis</td>
<td>BCLAD Certificate or BCLAD Emphasis</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Sojourn Teaching Credential</td>
</tr>
<tr>
<td>5 Bilingual Authorization or Educator Authorization (Bilingual)</td>
<td>Bilingual Authorization or Educator Authorization (Bilingual)</td>
<td>Bilingual Authorization or Educator Authorization (Bilingual)</td>
</tr>
<tr>
<td>7 CLAD Certificate or CLAD Emphasis</td>
<td>CLAD Certificate or CLAD Emphasis</td>
<td></td>
</tr>
<tr>
<td>8 Multiple or Single Subject Credential with AB 1059 English Learner Authorization</td>
<td>Multiple or Single Subject Credential with AB 1059 English Learner Authorization</td>
<td></td>
</tr>
<tr>
<td>9 Multiple or Single Subject SB 2042 Credential</td>
<td>Multiple or Single Subject SB 2042 Credential</td>
<td></td>
</tr>
<tr>
<td>10 Education Specialist Credential with AB 1059 English Learner Authorization</td>
<td>Education Specialist Credential with AB 1059 English Learner Authorization</td>
<td></td>
</tr>
<tr>
<td>11 General Teaching Credential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Supplementary Authorization in English as a Second Language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

<table>
<thead>
<tr>
<th><strong>English Language Development (ELD)</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
<th><strong>Specially Designed Academic Instruction in English (SDAIE)</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
<th><strong>Instruction in Primary Language (Bilingual)</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Certificate of Completion of Staff Development&lt;sup&gt;5&lt;/sup&gt;</td>
<td>Certificate of Completion of Staff Development&lt;sup&gt;5&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Clear Designated Subjects Career Technical Education Credential with SDAIE Authorization</td>
<td></td>
</tr>
<tr>
<td>15 SB 1969 Certificate of Completion&lt;sup&gt;6&lt;/sup&gt;</td>
<td>SB 1969 Certificate of Completion&lt;sup&gt;6&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

**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 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.
Title 5 §80005(a) clarifies the authorization for the subject areas for service in departmentalized classes to allow an individual to be assigned to teach classes that fall within the broad single subject areas. Some subjects are listed under more than one subject such as photography which may be found under both art and industrial and technology education and child development which is listed under both health and home economics. The employing agency must make the decision which broad single subject area the content of the class falls under for subjects listed under more one subject.

The regulation also allows flexibility at the local level. An employing agency may determine that an individual may teach a class directly related in content to one of the broad subject areas if the subject is not already listed under another subject area. There is no flexibility if the class already appears on the list.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Subjects that Fall Within Single Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Agricultural management, agricultural mechanics, agricultural science, animal science, forestry, horticulture, landscaping, and plant science</td>
</tr>
<tr>
<td>Art</td>
<td>Art appreciation, art history, arts and crafts, art theory, calligraphy, cartooning, ceramics, commercial art, costume design, crafts, design, drawing, humanities, illustration, interior decoration, jewelry, leathermaking, painting, photography, sculpture, stagecraft, and yearbook</td>
</tr>
<tr>
<td>Business</td>
<td>Accounting, business communications, business English, business mathematics, business management, business marketing, computer concepts and applications, consumer education, data processing, economics, general office occupations, keyboarding, marketing, shorthand, typewriting, and word processing</td>
</tr>
<tr>
<td>English</td>
<td>Composition, creative writing, debate, drama, forensics, grammar, humanities, journalism, language arts, language structure, literature, poetry, public speaking, speech, theater arts, and yearbook</td>
</tr>
<tr>
<td>Health</td>
<td>Child development, family life, human sexuality, nutrition, sexually transmitted disease education, and substance abuse</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Child development, clothing, consumer education, family life, foods, family economics, housing, human development, interior design, nutrition, parenting, and textiles</td>
</tr>
<tr>
<td>Industrial and Technology Education</td>
<td>Automotive mechanics, carpentry, computer technology, construction, drafting, electricity, electronics, industrial crafts, industrial design, metals, millwork, photography, plastics, radio and television, technical science/power mechanics, welding, and woods</td>
</tr>
<tr>
<td>Languages Other Than English</td>
<td>Courses in culture, grammar, composition, language structure, and literature of the language listed on the document</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Basic or general mathematics, algebra, calculus, computer science, consumer mathematics, geometry, mathematical analysis, statistics and probability, and trigonometry</td>
</tr>
<tr>
<td>Music</td>
<td>Instrumental music, music appreciation, music theory, and vocal music</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Aquatics, dance, fundamental and creative movement, gymnastics, interscholastic sports, motor development or learning, physical conditioning, sports, and weightlifting</td>
</tr>
</tbody>
</table>
SUBJECTS WITHIN THE SINGLE SUBJECTS AREAS (CONTINUED)

Science: Biological Science
Anatomy, biology, botany, ecology, environmental science, evolution, genetics, physiology, and zoology

Science: Chemistry
Chemical reactions, qualitative analysis, quantitative analysis, and structure and stability

Science: Geosciences
Astronomy, cosmology, earth science, forestry, geology, meteorology, oceanography, and paleontology

Science: Physics
Energy, mechanics, and thermodynamics

Social Science
American government, anthropology, contemporary issues, current events, cultural studies, economics, ethnic studies, geography, government, history, humanities, international government, law, politics, psychology, sociology, United States history, and world history

Commonly Asked Topics Concerning Subjects Within Subject Areas

Foundational Level Mathematics (FLM): FLM authorizes the holder to teach the following content areas: general mathematics, all levels of algebra, geometry, probability and statistics, and consumer mathematics. Calculus and math analysis classes are outside the scope of the authorization. Trigonometry is not included in the authorization for FLM. If the content of a precalculus (or any other math) class has a significant focus in trigonometry, the FLM credential does not authorize such an assignment. This introduction of trigonometry in an algebra or geometry class is authorized by the FLM credential. An introduction to the next progression area of math does not require an authorization in the introduced area of math.

Multimedia and Web Design: Many multimedia and web page design classes are computer classes which fall within the subject areas of business, mathematics, and industrial and technology education.

Science: The list may also be applied to holders of Single Subject Teaching Credentials in Life and Physical Science. Holders of life science credentials may teach the subject areas that fall under Science: Biological Science. Physical science credential holders may teach subject areas that fall under Science: Chemistry, Physics, and Geosciences because all three of these areas are physical sciences.

Science: Biological Science, Chemistry, Geosciences and Physics credentials have a broad authorization. See the charts in the Appendix beginning on page 3. Specialized Science credentials have a limited authorization and only allow the holder to teach the specific science area listed.

Standard Teaching Credentials: The list may also be used as a guide when assigning individuals who hold Standard Secondary or Special Secondary Teaching Credentials with majors or minors in broad subject areas. A Standard Secondary Teaching Credential in a specific subject area such as sociology authorizes the holder to teach only sociology not all of the subjects that fall within the broad subject area of social science.

Video Broadcasting and Editing: Classes such as video production, broadcasting, video editing, while not specifically listed in the regulations, would generally fall under the area of radio and television within the industrial and technology education area.
## 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.

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

*Service is restricted to the specific subject area of the major, minor, or supplementary/subject matter authorization listed on the credential.
<table>
<thead>
<tr>
<th>Type of Credential</th>
<th>Biological Science</th>
<th>Chemistry</th>
<th>Physics</th>
<th>Earth/Geoscience</th>
<th>Integrated Science</th>
<th>Intro/General Science</th>
<th>Intro Life Science</th>
<th>Intro Physical Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (gr K-8)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>7-8</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Junior High (gr 7-9)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>7-9</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Secondary (gr 7-12)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>7-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**General Teaching Credentials**

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

* Service is restricted to the specific subject area of the major, minor, or supplementary/subject matter authorization listed on the credential.
<table>
<thead>
<tr>
<th>Type of Credential</th>
<th>Biological Science</th>
<th>Chemistry</th>
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<th>Intro/General Science</th>
<th>Intro Life Science</th>
<th>Intro Physical Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Subject Matter Authorizations</td>
<td>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)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro Science</td>
<td>X</td>
<td>◆</td>
<td>◆</td>
<td>X</td>
<td>7-9</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

| 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 | | | | | | | |
| Chemistry | X | | | | | | | |
| Geosciences | | | | | | | | |
| 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 | | | | | | | | |
| Intro Life Science | X | | | | | | | |
| Intro Physical Science | ◆ | ◆ | 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 | | | | | | | |
| Chemistry | X | | | | | | | |
| Earth Science | | | | | | | | |
| Physics | X | | | | | | | |
| Biological Science | X | | | | | | | |
| Geosciences | | | | | | | | |
| 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 | | | | | | | | |
| Life Science | X | | | | | | | |
| Physical Science | ◆ | ◆ | 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 | | | | | | | | |

- 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.
# Authorizations to Teach Integrated Science in Grades 6 - 8

<table>
<thead>
<tr>
<th>Type of Credential</th>
<th>Content Area of Credential *</th>
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<tbody>
<tr>
<td><strong>RYAN</strong></td>
<td>Single Subject with a Major in:</td>
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<tr>
<td></td>
<td>• Life Science</td>
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<td></td>
<td>• Physical Science</td>
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<tr>
<td></td>
<td>• Science: Biological Sciences</td>
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<td></td>
<td>• Foundational-Level General Science</td>
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<td>• Science: Chemistry</td>
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<td></td>
<td>• Science: Geosciences</td>
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<td>• Science: Physics</td>
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<tr>
<td><strong>STANDARD</strong></td>
<td>Supplementary or Subject Matter Authorization(s) in:</td>
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<tr>
<td></td>
<td>• General Science (added to elementary credentials)</td>
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<td></td>
<td>• General Science (added to secondary credentials-R1A authorization code)</td>
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<tr>
<td></td>
<td>• Introductory General Science (added to secondary credentials)</td>
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<tr>
<td></td>
<td>• Introductory Life and Physical Science (added to secondary credentials)</td>
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<td></td>
<td>• Introductory Science (added to secondary credentials)</td>
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<tr>
<td></td>
<td>• Life Science and Physical Science (added to elementary credentials)</td>
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<td></td>
<td>• Science (added to elementary credentials)</td>
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<td>Standard Secondary (grades 7 - 8 only) or Elementary with a Major in:</td>
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<tr>
<td></td>
<td>• Astronomy</td>
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<td></td>
<td>• Biological Science</td>
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<td></td>
<td>• Biological Science &amp; Mathematics (added to elementary only)</td>
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<td>• Chemistry</td>
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<td>• Geology</td>
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<td></td>
<td>• Physical Science (added to elementary only)</td>
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<td>• Physical Science &amp; Mathematics (added to elementary only)</td>
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<tr>
<td></td>
<td>• Physics</td>
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<td></td>
<td><strong>STANDARD</strong></td>
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<td>Standard Secondary (grades 7 - 8 only) or Elementary with a Minor in Biological Science or Biological Science &amp; Mathematics: Biological Science AND a Minor or a Supplementary Authorization in one of the following:</td>
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<tr>
<td></td>
<td>• Astronomy</td>
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<td>• Chemistry</td>
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<td></td>
<td>• Physical Science</td>
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<td></td>
<td>• Physical Science: Chemistry, Geology, or Physics</td>
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<td>• Physics</td>
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<td><strong>STANDARD</strong></td>
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<td>Standard Secondary (grades 7 - 8 only) or Elementary with a Minor in Astronomy, Chemistry, Geology, or Physics AND a Minor or a Supplementary Authorization in one of the following:</td>
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<td></td>
<td>• Biological Science(s)</td>
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<td>• Biological Science &amp; Mathematics: Biological Science</td>
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<tr>
<td><strong>General</strong></td>
<td>General Elementary</td>
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<td></td>
<td>General Junior High (grades 7 - 8 only)</td>
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<td></td>
<td>General Secondary (grades 7 - 8 only)</td>
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</tbody>
</table>

* Subjects listed by examination are also appropriate. There are a few rarely issued subjects that are not listed. Contact the Commission’s Assignment Program at cawassignments@ctc.ca.gov if you have questions.
General Education Certification Ladder

**Initial Issuance**

- **Short-Term Staff Permit (STSP)**
  - Issued for one year only
  - Issued in all full subject areas

- **Provisional Internship Permit (PIP)**
  - PIP is issued for one year only
  - Issued in all full subject areas

- **District or University Intern Credential**
  - Issued for two years (university) or three years (district)
  - Completion of approved program
  - Issued in all full subject areas

- **Full Credential**
  - Issued for five years
  - Completion of approved program
  - Issued in all full subject areas

- **Variable Term Waiver**
  - Issued yearly
  - Requirements must be met for renewal
  - Issued in all full subject areas

- **Provisional Internship Permit (PIP)**
  - Issued yearly
  - Requirements must be met for renewal
  - Issued in all full subject areas

- **District or University Intern Credential**
  - Issued for two years (university) or three years (district)
  - Completion of approved program
  - Issued in all full subject areas

- **Full Credential**
  - Issued for five years
  - Completion of approved program
  - Issued in all full subject areas

December 2012

Inspire, Educate, and Protect the Students of California
General Education Certification Ladder

For Fully Credentialed General Education Teachers

Local Teaching Assignment Option

Subject Matter

Local Board Approval

Teacher Consent

General Education Limited Assignment Permit (GELAP)

Issued yearly for a total of three years per subject area

Requirements must be met for renewal

Issued in all full subject areas

Supplementary and Subject Matter Authorizations

Valid as long as prerequisite is valid

Completion of appropriate coursework

Issued in introductory and specific subject areas

December 2012

Commission on Teacher Credentialing

Inspire, Educate, and Protect the Students of California
Special Education Certification Ladder

For Fully Credentialed Special Education Teachers

Local Teaching Assignment Option

Special Education Limited Assignment Permit

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

Valid as long as prerequisite is valid

Completion of approved program

Issued in specific areas within full specialty area

December 2013

Autism only
No document issued
Sunset date 10/1/13

CTC

Inspire, Educate, and Protect the Students of California
Special Education Certification Ladder

Initial Issuance

- **Variable Term Waiver**
  - Issued yearly
  - Requirements must be met for renewal
  - Issued in all full specialty areas

- **Short-Term Staff Permit (STSP)**
  - STSP is issued for one year only
  - Issued in all full specialty areas

- **Provisional Internship Permit (PIP)**
  - PIP is issued for one year only
  - Issued in all full specialty areas

- **District or University Intern Credential**
  - Issued for two years (university) or three years (district)
  - Completion of approved program
  - Issued in all full specialty areas

- **Full Credential**
  - Issued for five years
  - Completion of approved program
  - Issued in all full specialty areas

December 2013

Inspire, Educate, and Protect the Students of California
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=a8493b2e1c8d7bb90fca3eeef0c28b3eb&rgn=div8&view=text&node=34:2.1.1.1.1.1.36.7&idno=34
<table>
<thead>
<tr>
<th>Credential Authorization</th>
<th>Specific Learning Disability/Mental Retardation (Mild/Moderate)</th>
<th>Mental Retardation (Moderate/Severe)</th>
<th>Emotional Disturbance</th>
<th>Multiple Disabilities</th>
<th>Autism</th>
<th>Speech or Language Impairment</th>
<th>Deafness or Hearing Impairment</th>
<th>Deaf-Blindness</th>
<th>Visual Impairment Including Blindness</th>
<th>Orthopedic Impairment</th>
<th>Other Health Impairment</th>
<th>Traumatic Brain Injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Specialist Instruction Credentials (initially issued effective September 27, 1997- except Language and Academic Development effective September 03, 2011) *Also authorizes service as a resource specialist across all disability areas at the grade level of the document.</td>
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<tr>
<td>Mild/Moderate * (K-12 to Age 22)</td>
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<td>Moderate/Severe * (K-12 to Age 22)</td>
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<td>Deaf &amp; Hard-of-Hearing * (Birth to Age 22)</td>
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**Added Authorizations in Special Education - AASE (initially issued effective July 03, 2009) **
**Holder authorized to conduct assessments, provide instruction, and special education related services to individuals within disability across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential.**

<p>| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Autism Spectrum Disorders** | | | | | | X | | | | | | |
| Deaf-Blind ** | | | | | | | X | | | | | |
| Emotional Disturbance ** | | | | | | X | | | | | | |</p>
<table>
<thead>
<tr>
<th>Credential Authorization</th>
<th>Specific Learning Disability/Mental Retardation (Mild/Moderate)</th>
<th>Mental Retardation (Moderate/Severe)</th>
<th>Emotional Disturbance</th>
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<th>Speech or Language Impairment</th>
<th>Deafness or Hearing Impairment</th>
<th>Deaf-Blindness</th>
<th>Visual Impairment Including Blindness</th>
<th>Orthopedic Impairment</th>
<th>Other Health Impairment</th>
<th>Traumatic Brain Injury</th>
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<tr>
<td>Added Authorizations in Special Education - AASE (continued)</td>
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<td>Other Health Impairment **</td>
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<td>Orthopedic Impairment **</td>
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<td>Traumatic Brain Injury **</td>
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<td>Ryan Service Credentials with a Special Class Authorization</td>
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<td>Speech Language Pathology Services With Special Class Authorization (Birth to Age 22)</td>
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<td>Clinical or Rehabilitative Services in Language, Speech &amp; Hearing With Special Class Authorization (Birth to Age 22)</td>
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<td>Ryan Specialist Instruction Teaching Credentials (initially issued 1976 to September 27, 1997; renewals available)</td>
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The Administrator’s Assignment Manual F-2012/2011
### Credential Authorization

<table>
<thead>
<tr>
<th></th>
<th>Specific Learning Disability/Mental Retardation (Mild/Moderate)</th>
<th>Mental Retardation (Moderate/Severe)</th>
<th>Emotional Disturbance</th>
<th>Multiple Disabilities</th>
<th>Autism</th>
<th>Speech or Language Impairment</th>
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<th>Orthopedic Impairment</th>
<th>Other Health Impairment</th>
<th>Traumatic Brain Injury</th>
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<tbody>
<tr>
<td>Standard Teaching Credentials  (initially issued 1961 to 1976; renewals available)</td>
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<td>Minor-Mentally Retarded</td>
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## Credential Authorization

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<th>Emotional Disturbance</th>
<th>Multiple Disabilities</th>
<th>Autism</th>
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<th>Visual Impairment Including Blindness</th>
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**Special Secondary Teaching Credentials initially issued prior to 1961; renewals available**

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.
Assignment Monitoring Responsibilities as Provided in Statute

Education Code section 44258.9.

(a) The Legislature finds that continued monitoring of teacher assignments by county superintendents of schools will ensure that the rate of teacher misassignment remains low. To the extent possible and with funds provided for that purpose, each county superintendent of schools shall perform the duties specified in subdivisions (b) and (c).

(b) (1) Each county superintendent of schools shall monitor and review school district certificated employee assignment practices in accordance with the following:

(A) Annually monitor and review schools and school districts that are likely to have problems with teacher misassignments and teacher vacancies, as defined in subparagraphs (A) and (B) of paragraph (5) of subdivision (b) of Section 33126, based on past experience or other available information.

(B) Annually monitor and review schools ranked in deciles 1 to 3, inclusive, of the base Academic Performance Index, as specified in paragraph (2) of subdivision (c) of Section 1240, if those schools are not currently under review through a state or federal intervention program. If a review completed pursuant to this subparagraph finds that a school has no teacher misassignments or teacher vacancies for two consecutive years, the next review of that school may be conducted according to the cycle specified in subparagraph (C), unless the school meets the criteria of subparagraph (A).

(C) All other schools on a four-year cycle.

(2) Each county superintendent of schools shall investigate school and district efforts to ensure that a credentialed teacher serving in an assignment requiring a certificate issued pursuant to Section 44253.3, 44253.4, or 44253.7 or training pursuant to Section 44253.10 completes the necessary requirements for these certificates or completes the required training.

(3) The Commission on Teacher Credentialing shall be responsible for the monitoring and review of those counties or cities and counties in which there is a single school district, including the Counties of Alpine, Amador, Del Norte, Mariposa, Plumas, and Sierra, and the City and County of San Francisco. All information related to the misassignment of certificated personnel and teacher vacancies shall be submitted to each affected district within 30 calendar days of the monitoring activity.

(c) County superintendents of schools shall submit an annual report to the Commission on Teacher Credentialing and the department summarizing the results of all assignment monitoring and reviews. These reports shall include, but need not be limited to, the following:

(1) The numbers of teachers assigned and types of assignments made by the governing board of a school district under the authority of Sections 44256, 44258.2, and 44263.

(2) Information on actions taken by local committees on assignment, including the number of assignments authorized, subject areas into which committee-authorized teachers are
assigned, and evidence of departures from the implementation plans presented to the county superintendent by school districts.

(3) Information on each school district reviewed regarding misassignments of certificated personnel, including efforts to eliminate these misassignments.

(4) (A) Information on certificated employee assignment practices in schools ranked in deciles 1 to 3, inclusive, of the base Academic Performance Index, as specified in paragraph (2) of subdivision (c) of Section 1240, to ensure that, at a minimum, in any class in these schools in which 20 percent or more pupils are English learners, the assigned teacher possesses a certificate issued pursuant to Section 44253.3 or 44253.4, or has completed training pursuant to Section 44253.10, or is otherwise authorized by statute.

(B) This paragraph shall not relieve a school district from compliance with state and federal law regarding teachers of English learners or be construed to alter the definition of “misassignment” in subparagraph (B) of paragraph (5) of subdivision (b) of Section 33126.

(5) After consultation with representatives of county superintendents of schools, other information as may be determined to be needed by the Commission on Teacher Credentialing.

(d) The Commission on Teacher Credentialing shall submit biennial reports to the Legislature concerning teacher assignments and misassignments that shall be based, in part, on the annual reports of the county superintendents of schools.

(e) (1) The Commission on Teacher Credentialing shall establish reasonable sanctions for the misassignment of credentialholders. Prior to the implementation of regulations establishing sanctions, the Commission on Teacher Credentialing shall engage in a variety of activities designed to inform school administrators, teachers, and personnel within the offices of county superintendents of schools of the regulations and statutes affecting the assignment of certificated personnel. These activities shall include the preparation of instructive brochures and the holding of regional workshops.

(2) Commencing July 1, 1989, a certificated person who is required by an administrative superior to accept an assignment for which he or she has no legal authorization, after exhausting existing local remedies, shall notify the county superintendent of schools in writing of the illegal assignment. The county superintendent of schools, within 15 working days, shall advise the affected certificated person concerning the legality of his or her assignment. There shall be no adverse action taken against a certificated person who files a notification of misassignment with the county superintendent of schools. During the period of the misassignment, the certificated person who files a written notification with the county superintendent of schools shall be exempt from Section 45034. If it is determined that a misassignment has taken place, any performance evaluation of the employee under Sections 44660 to 44664, inclusive, in any misassigned subject shall be nullified.

(3) The county superintendent of schools shall notify, through the office of the school district superintendent, a certificated school administrator responsible for the assignment of a certificated person to a position for which he or she has no legal authorization of the
misassignment and shall advise him or her to correct the assignment within 30 calendar days. The county superintendent of schools shall notify the Commission on Teacher Credentialing of the misassignment if the certificated school administrator has not corrected the misassignment within 30 days of the initial notification, or if the certificated school administrator has not described, in writing, within the 30-day period, to the county superintendent of schools the extraordinary circumstances which make this correction impossible.

(4) The county superintendent of schools shall notify the superintendent of a school district in which 5 percent or more of all certificated teachers in the secondary schools are found to be misassigned of the misassignments and shall advise him or her to correct the misassignments within 120 calendar days. The county superintendent of schools shall notify the Commission on Teacher Credentialing of the misassignments if the school district superintendent has not corrected the misassignments within 120 days of the initial notification, or if the school district superintendent of schools has not described, in writing, within the 120-day period, to the county superintendent of schools the extraordinary circumstances that make this correction impossible.

(f) An applicant for a professional administrative service credential shall be required to demonstrate knowledge of existing credentialing laws, including knowledge of assignment authorizations.

(g) The Superintendent shall submit a summary of the reports submitted by county superintendents pursuant to subdivision (c) to the Legislature. The Legislature may hold, within a reasonable period after receipt of the summary, public hearings on pupil access to teachers and to related statutory provisions. The Legislature also may assign one or more of the standing committees or a joint committee, to determine the following:

(1) The effectiveness of the reviews required pursuant to this section.

(2) The extent, if any, of vacancies and misassignments, as defined in subparagraphs (A) and (B) of paragraph (5) of subdivision (b) of Section 33126.

(3) The need, if any, to assist schools ranked in deciles 1 to 3, inclusive, of the base Academic Performance Index, as defined in paragraph (2) of subdivision (c) of Section 1240, to eliminate vacancies and misassignments.