

Foundational Information on Assignment and Authorization

December 9th, 2013

9:00 am – 12:00 pm

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Enclosures

PowerPoint Presentation
English Learner Authorization Chart
AAM – Appendix 1 (Single Subject Content Area Authorizations)
Science Authorization Chart
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General Education Ladder
Special Education Ladder
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Ed Code 44258.9

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

Chat room questions – webinar@ctc.ca.gov



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

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Chat Room Questions

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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



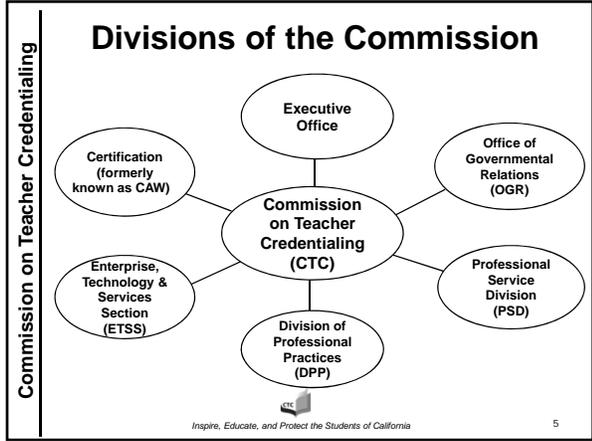
Commission on Teacher Credentialing

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

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Commission on Teacher Credentialing

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

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“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)
<http://government.westlaw.com/linkedslice/search/default.asp?RS=GVT1.0&VR=2.0&SP=CCR-1000>



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.

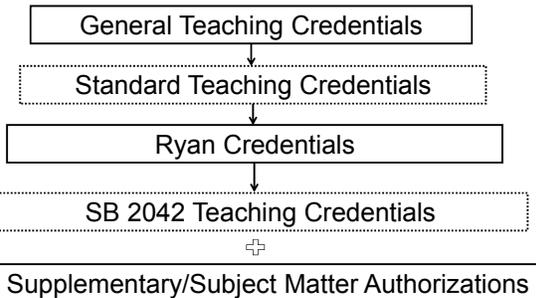


California Credentials

- ◆ **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



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



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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



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Standards - Majors and Minors

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



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"Ryan 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



Commission on Teacher Credentialing

Supplementary & Subject Matter Authorizations

Supplementary Authorizations

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

Subject Matter Authorizations

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

AAM – Section C

Why does curriculum grade level matter?

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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

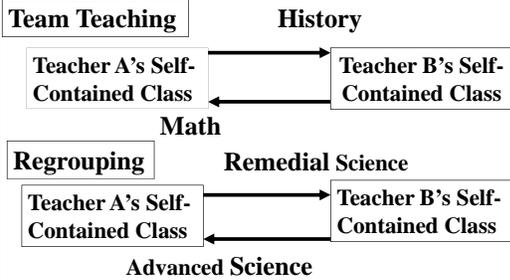


Departmentalized Settings

- ◆ 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



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

Teams Core Self-Contained

Grade Level at the middle schools

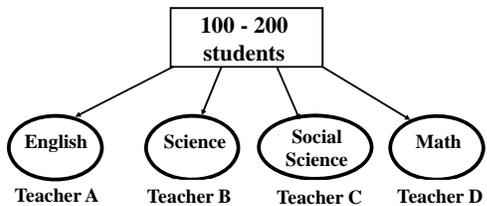
5-8, 6-8, 7-8, 7-9

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



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Middle School Assignments



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

Teams



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Middle School Core Assignments

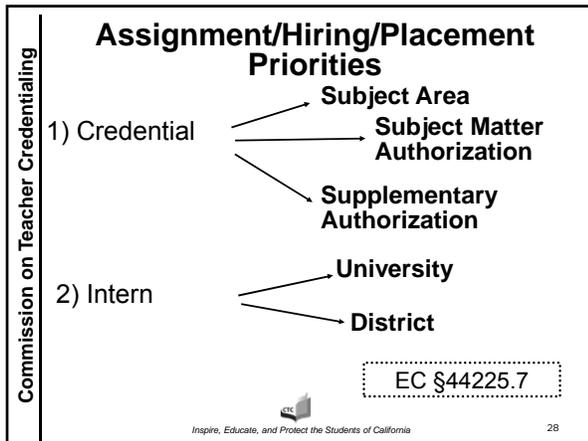
1	2	3	4	5	6	7
Math/Sci Grade 6	Prep	Math/Sci Grade 7	Lunch	Math or Science Grades 6 or 7		

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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Intern Credentials

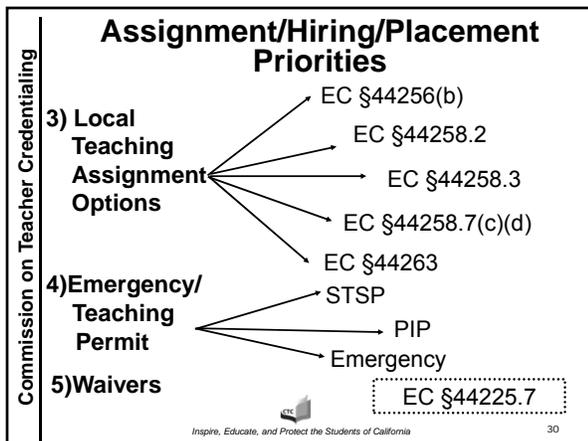
University Intern
University sponsored alternative teacher preparation program; cooperative effort between district and Institution of Higher Education (IHE)

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

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

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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

- ◆ 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



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Commission on Teacher Credentialing

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



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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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Commission on Teacher Credentialing

Teaching Permits Purpose

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

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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



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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



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General Education Certification Ladder

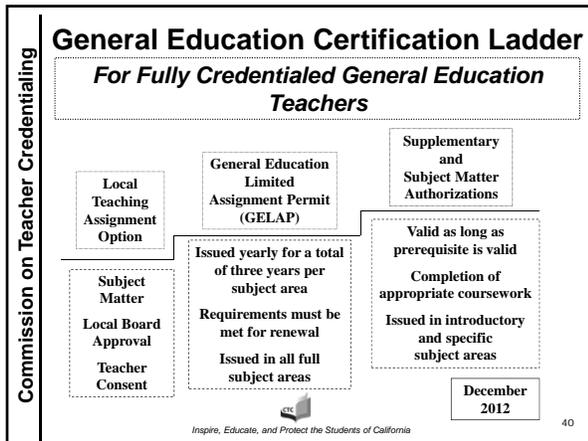
Initial Issuance

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



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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
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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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Break
10 Minutes
+
Return for Chat Line Q&A



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Teachers of English
Learners (ELs)



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California Education Code (EC)

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

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



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Education Code §44253.1

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



English Learner (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



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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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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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Common Topics in Assignments

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Foundational-Level Mathematics

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

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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

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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

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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



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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 limitations such as General and Standard Credentials and supplementary and subject matter authorizations

Type of Credential	Biological Science	Chemistry	Physics	Earth Geosciences	Integrated Science	Intro-General Science	Intro Life Science	Intro Physical Science
<i>Single Subject Teaching Credentials (service in grades preschool, K - 12, and adults)</i>								
Science: Biological Science	X				K-12	X	X	X
Science: Chemistry		X			K-12	X	X	X
Science: Physics			X		K-12	X	X	X
Science: Geoscience				X	K-12	X	X	X
<i>Foundational Level General Science</i>								
Biological Science (Specialized)	X				K-8	X	X	X
Chemistry (Specialized)		X						
Physics (Specialized)			X					
Geoscience (Specialized)				X				
Life Science	X				7-9	X	X	
Physical Science		X	X	X	7-9	X		X
<i>Standard Elementary Teaching Credentials (service in grades K-5)</i>								
MAJOR in biological science area	X				7-8	X	X	
MAJOR in physical science area		*	*	*	7-8	X		X
MINOR in biological science area	X						X	
MINOR in physical science area		*	*	*				K-8
<i>Standard Secondary Teaching Credentials (service in grades 7-12)</i>								
MAJOR in biological science area	X				7-9	X	X	
MAJOR in physical science area		*	*	*	7-9	X		X
MINOR in biological science area	X						X	
MINOR in physical science area		*	*	*				7-8

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

Elective Classes

Is there a credential that authorizes the service?

Driver Education → **YES** Must hold appropriate credential or authorization

Drama → **YES** Cannot assign teacher holding any credential

French → **YES**

Study Skills → **NO** Fully credentialed teacher whose training and knowledge best fits needs of the students; requires teacher consent – Title 5 section 80005(b)

Leadership → **NO**

Peer Mentoring → **NO**

AAM – Section C



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Intervention Classes

- ◆ Content of the class is determining factor for appropriate assignment
- ◆ Type of class such as review, honors, interventional, 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



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



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

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



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



Special Education Certification Ladder
For Fully Credentialed Special Education Teachers

Commission on Teacher Credentialing

Local Teaching Assignment Option

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

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

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Sunset of Local Teaching Assignment Option for Autism

Commission on Teacher Credentialing

◆ 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

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Special Education Limited Assignment Permit (SELAP)

Purpose

Commission on Teacher Credentialing

- ◆ 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

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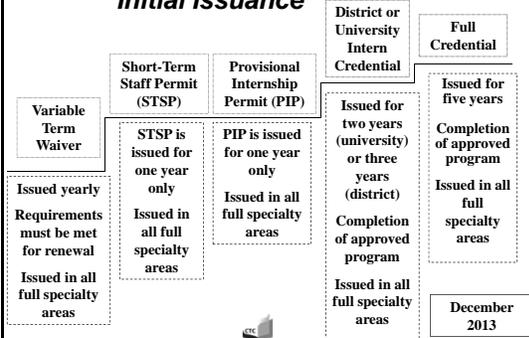
SELAP Requirements

- ◆ 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



Assignment Responsibilities



Commission on Teacher Credentialing

Do Teachers Need to Hold a Credential or Authorization?

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

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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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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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)

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Assignment Responsibility

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

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



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

AAM – Section Q



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 §44258.9 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



Commission on Teacher Credentialing

Contact Information

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



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Commission on Teacher Credentialing

Keep Informed!

Subscribe to these Listservs to stay up to date:

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



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Commission on Teacher Credentialing

Lunchtime

- ◆ Thanks for tuning in. We'll be back at 1:00 PM with the afternoon session.
- ◆ If you will be tuning in to the PM broadcast, you must log out of this session first.
- ◆ Use this link for the PM broadcast:
<http://video.ctc.ca.gov/2013-12-09-Assignments-webcast-PM/>



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G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

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

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

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

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

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

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

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

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

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

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

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

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

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

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

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

SUBJECTS WITHIN THE SINGLE SUBJECTS AREA

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.

Subject Area	Subjects that Fall Within Single Subject Area
Agriculture	Agricultural management, agricultural mechanics, agricultural science, animal science, forestry, horticulture, landscaping, and plant science
Art	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
Business	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
English	Composition, creative writing, debate, drama, forensics, grammar, humanities, journalism, language arts, language structure, literature, poetry, public speaking, speech, theater arts, and yearbook
Health	Child development, family life, human sexuality, nutrition, sexually transmitted disease education, and substance abuse
Home Economics	Child development, clothing, consumer education, family life, foods, family economics, housing, human development, interior design, nutrition, parenting, and textiles
Industrial and Technology Education	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
Languages Other Than English	Courses in culture, grammar, composition, language structure, and literature of the language listed on the document
Mathematics	Basic or general mathematics, algebra, calculus, computer science, consumer mathematics, geometry, mathematical analysis, statistics and probability, and trigonometry
Music	Instrumental music, music appreciation, music theory, and vocal music
Physical Education	Aquatics, dance, fundamental and creative movement, gymnastics, interscholastic sports, motor development or learning, physical conditioning, sports, and weightlifting

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

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

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

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

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

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

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

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

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

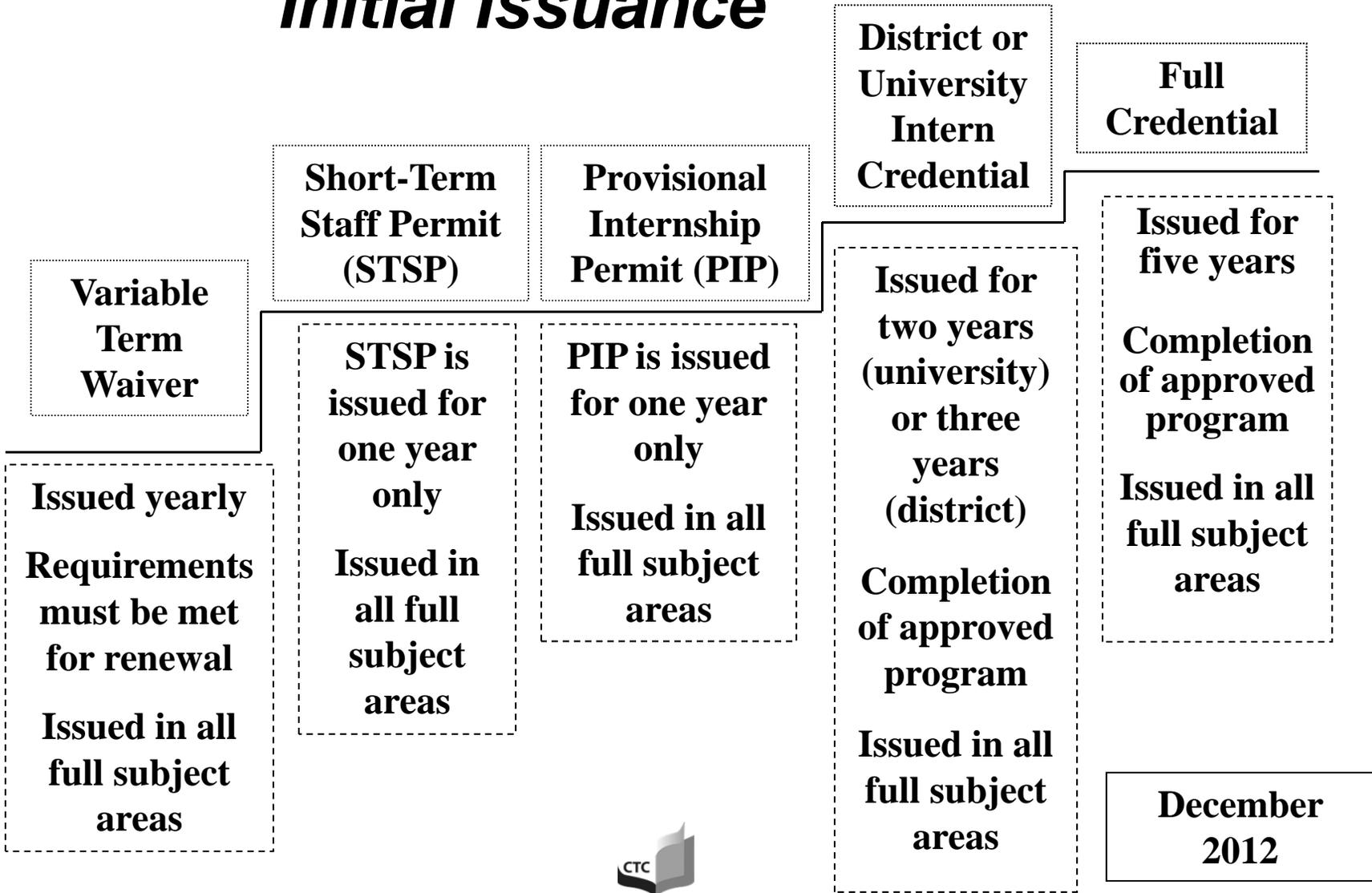
Authorizations to Teach Integrated Science in Grades 6 - 8

Type of Credential	Content Area of Credential *
R Y A N	<p>Single Subject with a Major in:</p> <ul style="list-style-type: none"> • Life Science • Physical Science • Science: Biological Sciences • Foundational-Level General Science • Science: Chemistry • Science: Geosciences • Science: Physics
	<p>Supplementary or Subject Matter Authorization(s) in:</p> <ul style="list-style-type: none"> • General Science (<i>added to elementary credentials</i>) • General Science (<i>added to secondary credentials-<u>RIA</u> authorization code</i>) • Introductory General Science (<i>added to secondary credentials</i>) • Introductory Life <u>and</u> Physical Science (<i>added to secondary credentials</i>) • Introductory Science (<i>added to secondary credentials</i>) • Life Science <u>and</u> Physical Science (<i>added to elementary credentials</i>) • Science (<i>added to elementary credentials</i>)
S T A N D A R D	<p>Standard Secondary (grades 7 - 8 only) or Elementary with a Major in:</p> <ul style="list-style-type: none"> • Astronomy • Biological Science • Biological Science & Mathematics (<i>added to elementary only</i>) • Chemistry • Geology • Physical Science (<i>added to elementary only</i>) • Physical Science & Mathematics (<i>added to elementary only</i>) • Physics
	<p>Standard Secondary (grades 7 - 8 only) or Elementary with a Minor in Biological Science or Biological Science & Mathematics: Biological Science AND a Minor or a Supplementary Authorization in one of the following:</p> <ul style="list-style-type: none"> • Astronomy • Chemistry • Geology • Physical Science • Physical Science: Chemistry, Geology, or Physics • Physics
	<p>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:</p> <ul style="list-style-type: none"> • Biological Science(s) • Biological Science & Mathematics: Biological Science
General	<p>General Elementary General Junior High (grades 7 - 8 only) General Secondary (grades 7 - 8 only)</p>

* 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.

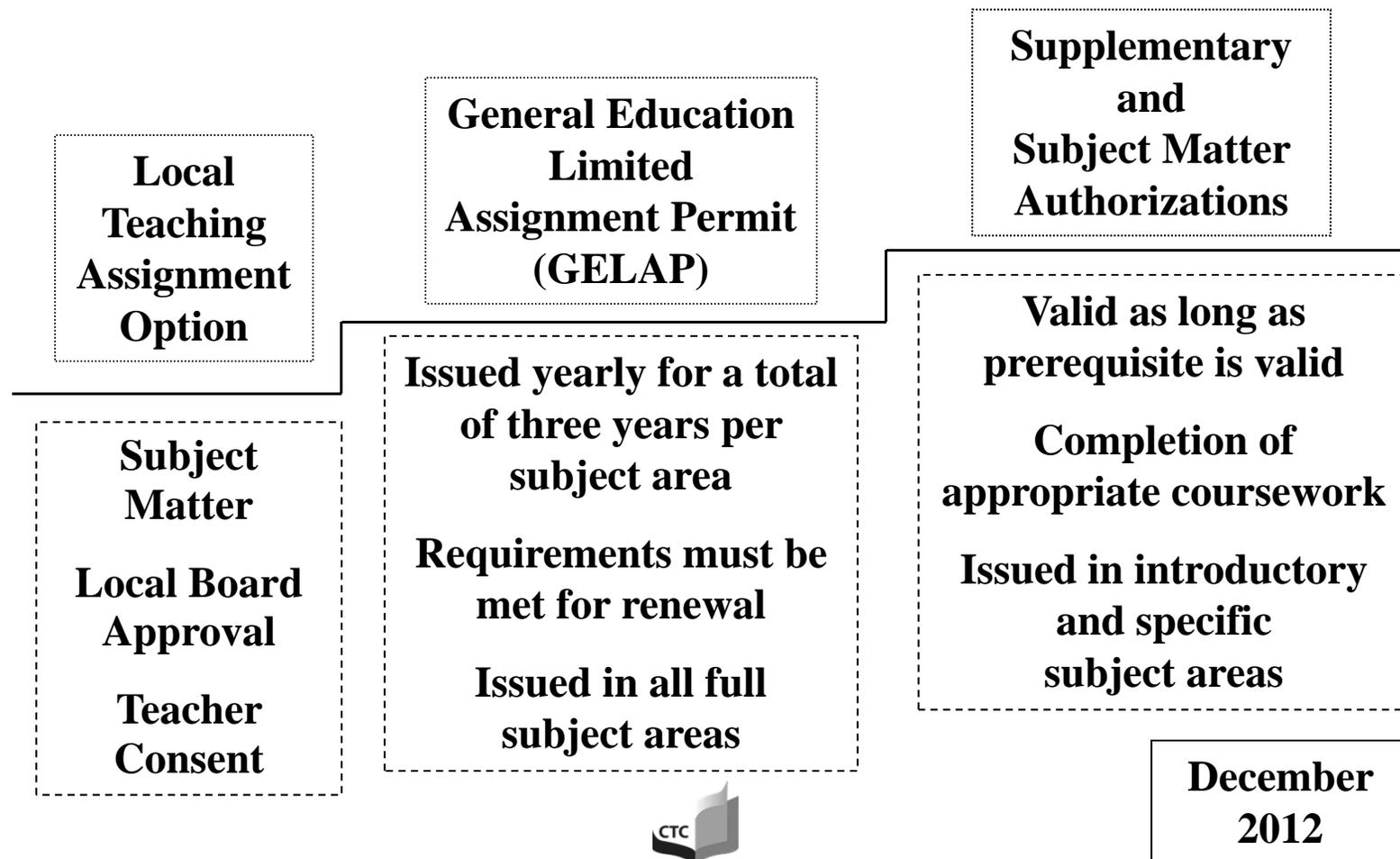
General Education Certification Ladder

Initial Issuance



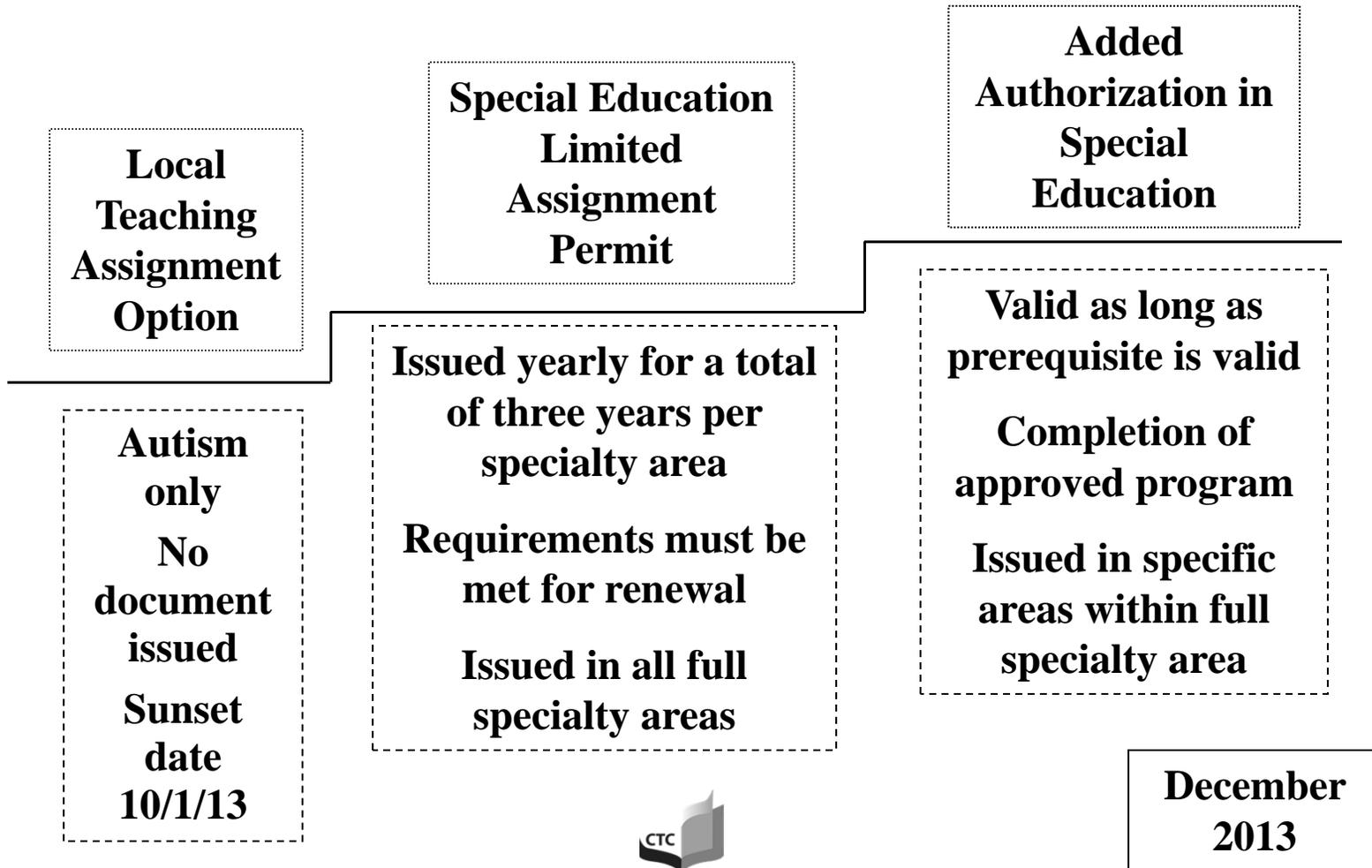
General Education Certification Ladder

For Fully Credentialed General Education Teachers



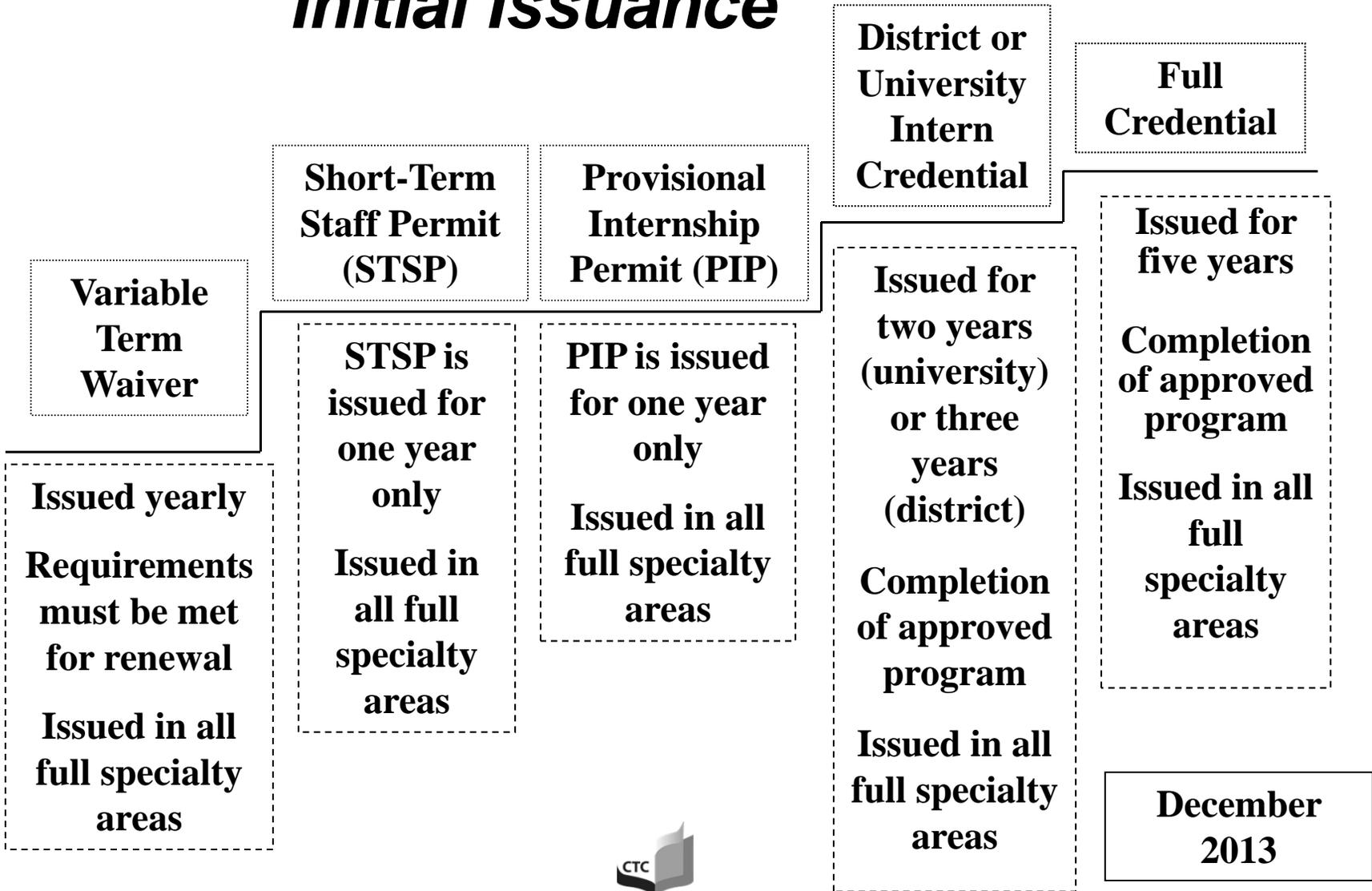
Special Education Certification Ladder

For Fully Credentialed Special Education Teachers



Special Education Certification Ladder

Initial Issuance



December 2013



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

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

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

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

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

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

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

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

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

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

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

- 1 Autism Spectrum Disorders (ASD) content is included in all preliminary Education Specialist Teaching Credential programs in all specialty areas. The preliminary credential will authorize the holder to provide autism instructional services to students within the specialty area(s) of their credential. The additional ASD authorization is for California-prepared special educators. The ASD authorization will appear as a separate authorization on the Education Specialist Teaching Credential document.
- 2 The Language and Academic Development Education Specialist Credential authorizes services for ages preschool to age 22 across disability areas **limited to** students identified with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas.
- 3 An individual must hold a valid prerequisite special education credential; the certificate and added authorization authorizes services for ages birth to pre-K only.
- 4 Individuals 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.