

# Advanced Topics in Assignment and Authorization

December 9<sup>th</sup>, 2013

1:00 pm – 4:00 pm

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## Enclosures

PowerPoint Presentation  
English Learner Authorization Chart  
AAM – Appendix 1 (Single Subject Content Area Authorizations)  
Science Authorization Chart  
Integrated Science Chart  
General Education Ladder  
Special Education Ladder  
Federal Disability Definitions  
Special Education Authorization Chart  
Education Code section 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](mailto:webinar@ctc.ca.gov)



**Commission on Teacher Credentialing**

# Advanced Topics in Assignment and Authorization

**December 9, 2013**



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## Presentation and Handouts

**Link to Advanced Webcast Session -**  
<http://video.ctc.ca.gov/2013-12-09-Assignments-webcast-PM/>

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

**Chat Room Questions**  
[webinar@ctc.ca.gov](mailto:webinar@ctc.ca.gov)



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## Topics

- ◆ Middle School Core Settings
- ◆ Common Core State Standards (CCSS)
- ◆ Next Generation Science Standards (NGSS)
- ◆ Science, Technology, Engineering and Math (STEM)
- ◆ Teachers of English Learners
- ◆ Career Technical Education (CTE) and Linked Learning
- ◆ Special Education Assignments
- ◆ Assignment Monitoring



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## Middle School Core Settings

**Education Code §44258.1.**

*The holder of a credential authorizing instruction in a self-contained classroom may teach in any of grades 5 to 8, inclusive, in a middle school –*

- ◆ Two or more subjects for two or more periods per day to the same group of pupils
- ◆ Any subject(s) from the core setting to a separate group of pupils at the same grade level for an additional period or periods, provided that the additional period or periods do not exceed 50% of the teacher's total assignment.



Title 5 §80003

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## Core Assignment Examples

1	2	3	4	5	6	7
Math/Sci Gr. 6	Prep	Math/Sci Gr. 7	Lunch	Math or Sci Gr. 6 or 7		
1	2	3	4	5	6	7
Eng Gr. 8	Eng Gr. 6	Prep	Lunch	Eng or SS Gr. 6 or 8	SS Gr. 6	SS Gr. 8



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## Block Scheduling Examples

- ◆ Rotating Block – (Also known as the alternate day block) Students and teachers meet in three or four 90- to 120-minute classes on alternate days for school year
- ◆ 4x4 Block Schedule - Four 90-minute classes a day. Students change courses every 45 days (four times a school year)
- ◆ Statue specifies 'per day' with the core setting serving as a transition from the self-contained setting experienced at the elementary



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# Common Core State Standards (CCSS)

## Next Generation Science Standards (NGSS)

## Science, Technology Engineering and Math (STEM)



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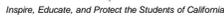
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# CCSS

- ◆ Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.
- ◆ CCSS adopted by the State Board of Education in August 2010
  - Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
  - Common Core Standards for Mathematics



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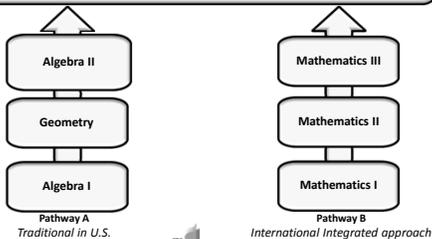
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# Model Course Pathways for Mathematics

Courses in higher level mathematics: Precalculus, Calculus (upon completion of Precalculus), Advanced Statistics, Discrete Mathematics, Advanced Quantitative Reasoning, or other courses.



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## NGSS

- ◆ NGSS adopted by the State Board of Education in September 2013
- ◆ Emphasis on science concepts and engaging in scientific thinking while addressing big ideas and cross cutting concepts
  - Integration of science and engineering practices within the content
  - Integration of the CCSS
  - Integration of skills and practices across the content areas as the foundation of STEM education
  - Student understanding and use of scientific knowledge within and across science disciplines
  - Learning progressions that develop from Kindergarten through grade 12

etc  
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## NGSS

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

Type of Credential	Content Area of Credential *
<b>R Y A N</b>	<i>Single Subject with a Major in:</i> <ul style="list-style-type: none"> <li>• Life Science</li> <li>• Physical Science</li> <li>• Science: Biological Sciences</li> <li>• Foundational-Level General Science</li> <li>• Science: Chemistry</li> <li>• Science: Geosciences</li> <li>• Science: Physics</li> </ul>
	<i>Supplementary or Subject Matter Authorization(s) in:</i> <ul style="list-style-type: none"> <li>• General Science (added to elementary credentials)</li> <li>• General Science (added to secondary credentials-<u>RLA</u> authorization code)</li> <li>• Introductory General Science (added to secondary credentials)</li> <li>• Introductory Life and Physical Science (added to secondary credentials)</li> <li>• Introductory Science (added to secondary credentials)</li> <li>• Life Science and Physical Science (added to elementary credentials)</li> <li>• Science (added to elementary credentials)</li> </ul>

etc  
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## California STEM Education

- ◆STEM education is an interdisciplinary approach to learning where the four disciplines are combined using a variety of strategies ranging from classroom integration, to project- & problem-based learning, to career and college pathways.
- ◆At this level, STEM education exemplifies the axiom "the whole is more than the sum of the parts."




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## Teachers of English Learners




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## Education Code §44253.1

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




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### Appropriate Assignment of Teachers of English Learners

English Learner (EL) authorizations required when local level determines EL instructional services needed regardless of . . .

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

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### 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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### Future Authorization Structure

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

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### Timeline for MS/SS Ed Sp Transition to Future Authorizations

- ◆ Last Date to enroll for current authorizations = 12/31/2013
- ◆ 2 years for completion to retain current authorization with one exception  
\*3 years, Ed Spec District Interns
- ◆ Extension may be granted through appeal process
- ◆ Final Issuance Dates: 12/31/2016; 12/31/2017



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### NEW Single Subject World Languages Content Area

*World Languages –  
English Language Development  
WL: ELD*



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### English Language Development

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



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## Career Technical Education (CTE) and Linked Learning



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

- ◆ Designated Subjects Credential in CTE authorizes teaching in career, technical, trade or vocational courses within broad industry sector
- ◆ Two tier system: Preliminary and Clear
- ◆ Clear level, based on new program standards, authorizes SDAIE instructional services to English learners



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### CTE Industry Sectors

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

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## New CTE Model Curriculum Standards

- ◆ Adopted by State Board of Education in January 2013
- ◆ Changes to Industry Sector Names
- ◆ Changes to Pathways and Occupations within Industry Sectors
- ◆ Commission Transition Plan




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## Industry Sector Changes

<i>Building Trades and Construction</i>	⇒	<i>Building and Construction Trades</i>
<i>Finance and Business</i>	⇒	<i>Business and Finance</i>
<i>Energy and Utilities</i>	⇒	<i>Energy, Environment and Utilities</i>
<i>Engineering and Design</i>	⇒	<i>Engineering and Architecture</i>
<i>Information Technology</i>	⇒	<i>Information and Communications Technologies</i>
<i>Manufacturing and Product Development</i>	⇒	<i>Manufacturing and Product Design</i>




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## CTE Course Defined

EC §51225.3 (E)(ii)

A course in career technical education means a course in a district-operated CTE program that is aligned to the CTE model curriculum standards and framework adopted by the state board




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### CTE Assignments

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



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### Regulatory Assignment Option for CTE Instruction

Title 5 §80004(c)

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



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### Local Assignment Options in Education Code

*Additional Options for Local Level Flexibility –*

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



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### Business and Industry Partnership Teacher (BIPT)

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



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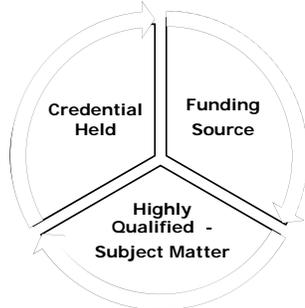
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### Factors to Consider



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### Primary Focus of Content

As CTE-designated courses become integrated with academic curricula, counties and districts must ask questions related to the focus of the course and how instruction is delivered to understand the Linked Learning program structure:

- ◆ Is course focused on CTE standards and industry sector content?
- ◆ Is course focused on academic content standards taught through the lens of an industry sector?



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### Linked Learning

- ◆ Linked Learning involves integrating academic and career technical education curriculum and is often focused around an industry sector. Students may be involved in a comprehensive high school program focused on academies or industry-themed pathways
- ◆ Collaborative process between academic discipline teacher, CTE teacher, and business industry partners



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### Linked Learning Courses

- ◆ Content of the class and authorization(s) held are determining factors for appropriate assignment
- ◆ Necessary for LEA to determine primary focus of course content and course designation
- ◆ Verify designation by CALPADS course assignment code, course description, and course syllabus.



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### Alternative Methods for Meeting High School Graduation Requirements

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



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### Alternative Methods for Meeting High School Graduation Requirements

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



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### Co-teaching

- ◆ Additional Staffing Option –
  - Some integrated courses have a dual emphasis in CTE and academic standards
  - Some integrated curriculum is offered as part of a 2 course sequence
  - Co-teaching models and collaborative teaching is one method for staffing these courses



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### California Partnership Academies (CPA)

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



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

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Commission on Teacher Credentialing	Current Topics in Special Education
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Commission on Teacher Credentialing	Special Education Misassignment
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### Special Education Services

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

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

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### Special Education Delivered Across Full Continuum of Options

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

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### Determination of Appropriate Services

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

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## Special Education Student Placement

Title 5 §80046.5

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

**No Majority Rule**



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## Collaboration and Co-Teaching

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



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## 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



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### Senate Bill 1381 Intellectual Disabilities

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

  
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### Multiple Disabilities

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

  
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### Low Incidence Disability Areas

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

  
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### Education Specialist Teaching Credential Structure (2010)

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

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### Subject-Matter Competence Change (2010)

- ◆ Aligned with No Child Left Behind
- ◆ Art, English, foreign language, mathematics, music, science, and social science *(exam or approved program)*
- ◆ Elementary subject matter *(exam only)*

**Only for New Preliminary**

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### Autism Spectrum Disorders (ASD)

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

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### Additional ASD Authorizations

- ◆ Added Authorization in Special Education (AASE) in ASD may be added to any special education credential that does not already authorize teaching students on the autism spectrum
- ◆ ECSE Added Authorization (*Birth to Pre-K Only*)
- ◆ Special Education Limited Assignment Permit (SELAP), Provisional Internship Permit (PIP), Short-Term Staff Permit (STSP), and Variable Term Waiver
  - Moderate/Severe or ECSE




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### Autism Spectrum Disorders (ASD) Authorizations

#### Credentials

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




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### 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




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## Resource Specialist Services

*The resource specialist services are provided for students whose IEP indicates –*

1. Enrollment in a resource specialist program
2. Assigned to a general education teacher for more than 50% of their school day


EC§56362

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## Across Disability Areas

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



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## Resource Specialist

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

**RSP – service across all disability areas**



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### Speech Language Pathology (SLP) Credential Authorization

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



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### Special Class Authorization (SCA)

- ◆ May be added to SLP or former Clinical and Rehabilitative Services Credential
- ◆ Authorizes providing academic instruction to students with special needs in the area of speech and language impairment and autism



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### SLP Local Assignment Option

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



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Commission on Teacher Credentialing

## Assignment Monitoring



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### Do Teachers Need to Hold a Credential or Authorization?

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

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



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### Assignment Responsibility

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

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



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## Misassignment (Unauthorized Assignment)

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



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## Sanctions

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

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



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## In The Beginning...

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

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

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



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### Monitoring Responsibilities

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



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### 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



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### 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



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### Notification of Misassignment

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

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

EC§44258.9(e)(2)




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### Notification Reminders

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

EC§44258.9(e)(2)




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### Duties and Responsibilities

#### Site Administrators - provide to district

- ◆ School site (class)/master schedules

#### School District Office - provide to county

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




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### Assignment Monitoring Documentation

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

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



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### Assignment Monitoring for Special Education

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



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### Online Assignment Monitoring Databases

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



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### Review of Decile 1, 2, and 3 Schools Exception

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




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### Charter Schools

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




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### Administrator's Assignment Manual (AAM)

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




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### Contact Information

- ◆ Information Services - Certification  
Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)
- ◆ Assignment Program  
Email: [cawassignments@ctc.ca.gov](mailto:cawassignments@ctc.ca.gov)



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### Keep Informed!

Subscribe to these Listservs to stay up to date:

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



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### Thank you for attending



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **SUBJECTS WITHIN THE SINGLE SUBJECTS AREA**

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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.

<b>Subject Area</b>	<b>Subjects that Fall Within Single Subject Area</b>
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

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## SUBJECTS WITHIN THE SINGLE SUBJECTS AREAS (CONTINUED)

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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
<b><i>Single Subject Teaching Credentials (service in grades preschool, K - 12, and adults)</i></b>								
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
<b><i>Standard Elementary Teaching Credentials (service in grades K- 8)</i></b>								
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
<b><i>Standard Secondary Teaching Credentials (service in grades 7 - 12)</i></b>								
MAJOR in biological science area	X				7-9	X	X	
MAJOR in physical science area		*	*	*	7-9	X		X
MINOR in biological science area	X						X	
MINOR in physical science area		*	*	*				7-8

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

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

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

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

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

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

Type of Credential	Biological Science	Chemistry	Physics	Earth/ Geosciences	Integrated Science	Intro/General Science	Intro Life Science	Intro Physical Science
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**Introductory Subject Matter Authorizations added to Single Subject, Multiple Subject Standard Elementary or Standard Secondary Teaching Credential, or Special Secondary (in academic subjects only) Teaching Credentials (authorize the holder to teach only the subject matter content typically included for that subject in curriculum guidelines and textbooks for study in grades 9 and below to students in preschool, kindergarten, grades 1–12, or in classes organized primarily for adults)**

Intro Science	X	◆	◆	X	7-9	X	X	X
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**Specific Subject Matter Authorizations added to Single Subject, Standard Secondary, Multiple Subject Standard Elementary or Standard Secondary Teaching Credential or Special Secondary (in academic subjects only) Teaching Credentials (service in grades K - 12)**

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

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

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

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

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

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

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

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

General Science ●					7-12	X	X	X
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- Supplementary authorizations in Animal Science and supplementary/subject matter authorizations in Plant Science authorize teaching the specific subject only
- ◆ The holder is authorized to teach this subject area; however, the subject area is not commonly taught in grades 9 and below
- "(Basic)" supplementary authorizations were issued under regulations in effect prior to 6-30-83; these are broad subject areas, but the term "(Basic)" should alert the employing agency that the holder may not have had extensive course work in the area and may not be the best choice to teach an advanced course in the subject

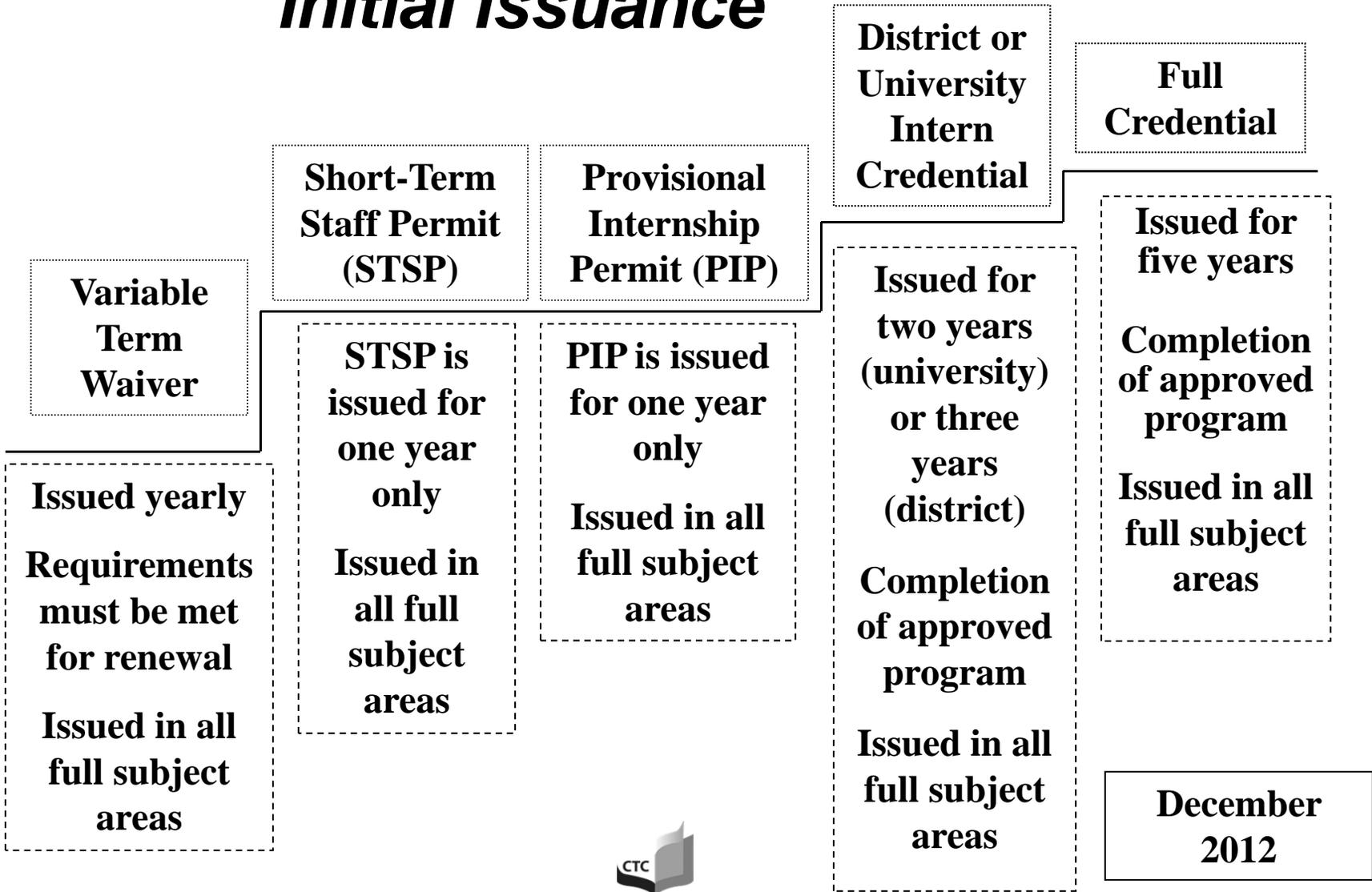
## Authorizations to Teach Integrated Science in Grades 6 - 8

Type of Credential	Content Area of Credential *
<b>R Y A N</b>	<p><b>Single Subject with a Major in:</b></p> <ul style="list-style-type: none"> <li>• Life Science</li> <li>• Physical Science</li> <li>• Science: Biological Sciences</li> <li>• Foundational-Level General Science</li> <li>• Science: Chemistry</li> <li>• Science: Geosciences</li> <li>• Science: Physics</li> </ul>
	<p><b>Supplementary or Subject Matter Authorization(s) in:</b></p> <ul style="list-style-type: none"> <li>• General Science (<i>added to elementary credentials</i>)</li> <li>• General Science (<i>added to secondary credentials-<u>RIA</u> authorization code</i>)</li> <li>• Introductory General Science (<i>added to secondary credentials</i>)</li> <li>• Introductory Life <u>and</u> Physical Science (<i>added to secondary credentials</i>)</li> <li>• Introductory Science (<i>added to secondary credentials</i>)</li> <li>• Life Science <u>and</u> Physical Science (<i>added to elementary credentials</i>)</li> <li>• Science (<i>added to elementary credentials</i>)</li> </ul>
<b>S T A N D A R D</b>	<p><b>Standard Secondary (grades 7 - 8 only) or Elementary with a Major in:</b></p> <ul style="list-style-type: none"> <li>• Astronomy</li> <li>• Biological Science</li> <li>• Biological Science &amp; Mathematics (<i>added to elementary only</i>)</li> <li>• Chemistry</li> <li>• Geology</li> <li>• Physical Science (<i>added to elementary only</i>)</li> <li>• Physical Science &amp; Mathematics (<i>added to elementary only</i>)</li> <li>• Physics</li> </ul>
	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Astronomy</li> <li>• Chemistry</li> <li>• Geology</li> <li>• Physical Science</li> <li>• Physical Science: Chemistry, Geology, or Physics</li> <li>• Physics</li> </ul>
	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Biological Science(s)</li> <li>• Biological Science &amp; Mathematics: Biological Science</li> </ul>
<b>General</b>	<p><b>General Elementary</b>  <b>General Junior High (grades 7 - 8 only)</b>      <b>General Secondary (grades 7 - 8 only)</b></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](mailto:cawassignments@ctc.ca.gov) if you have questions.

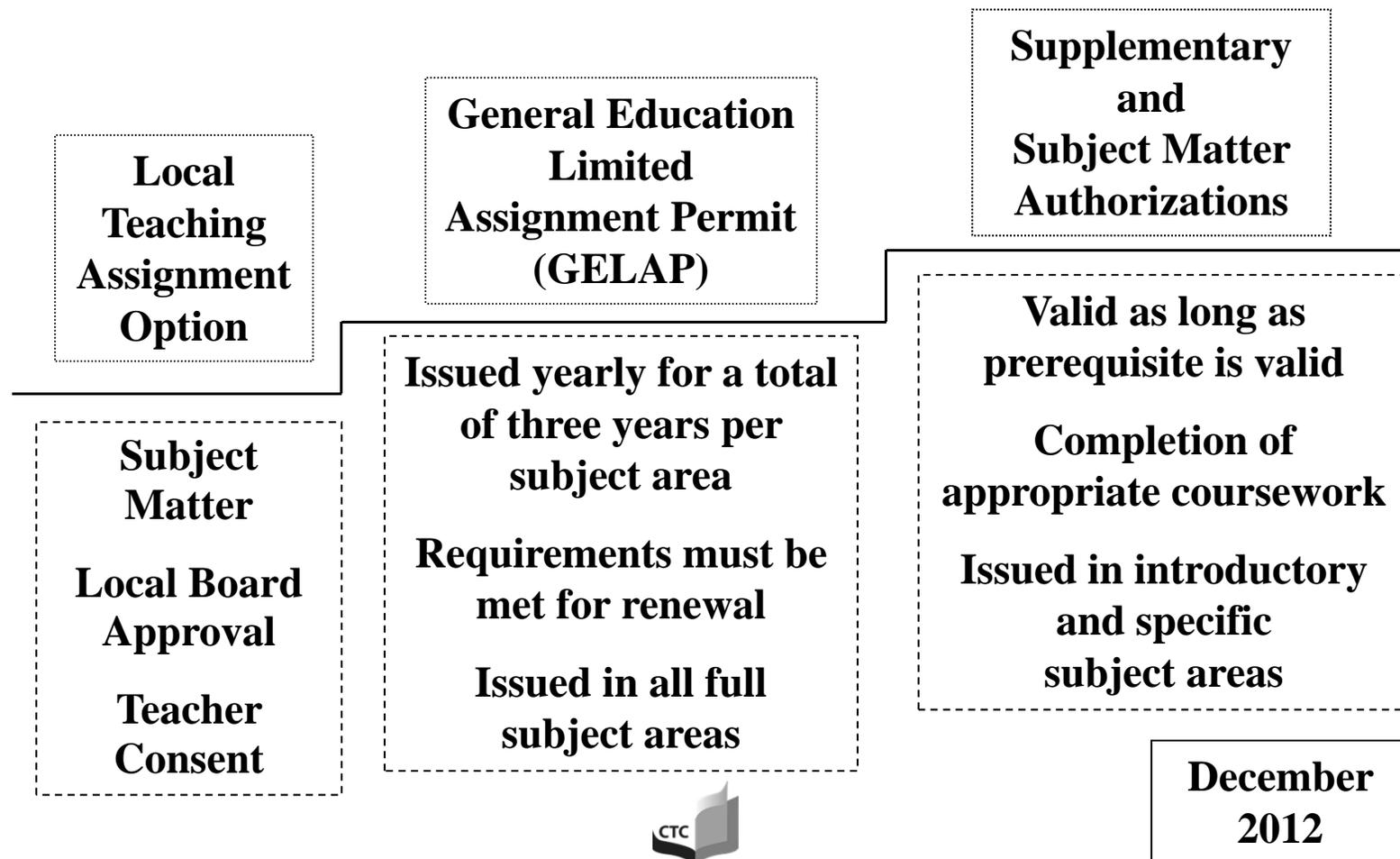
# General Education Certification Ladder

## *Initial Issuance*



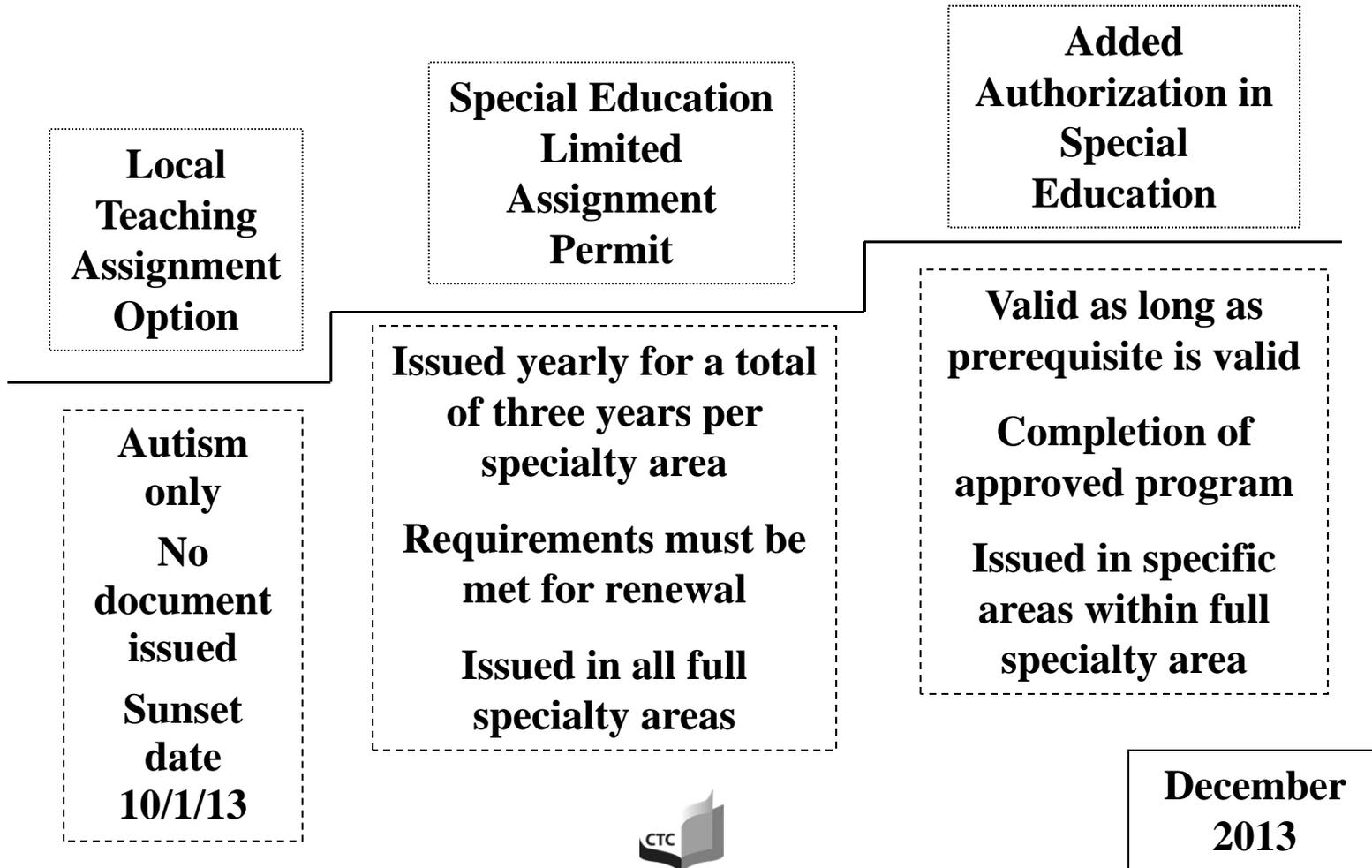
# General Education Certification Ladder

***For Fully Credentialed General Education Teachers***



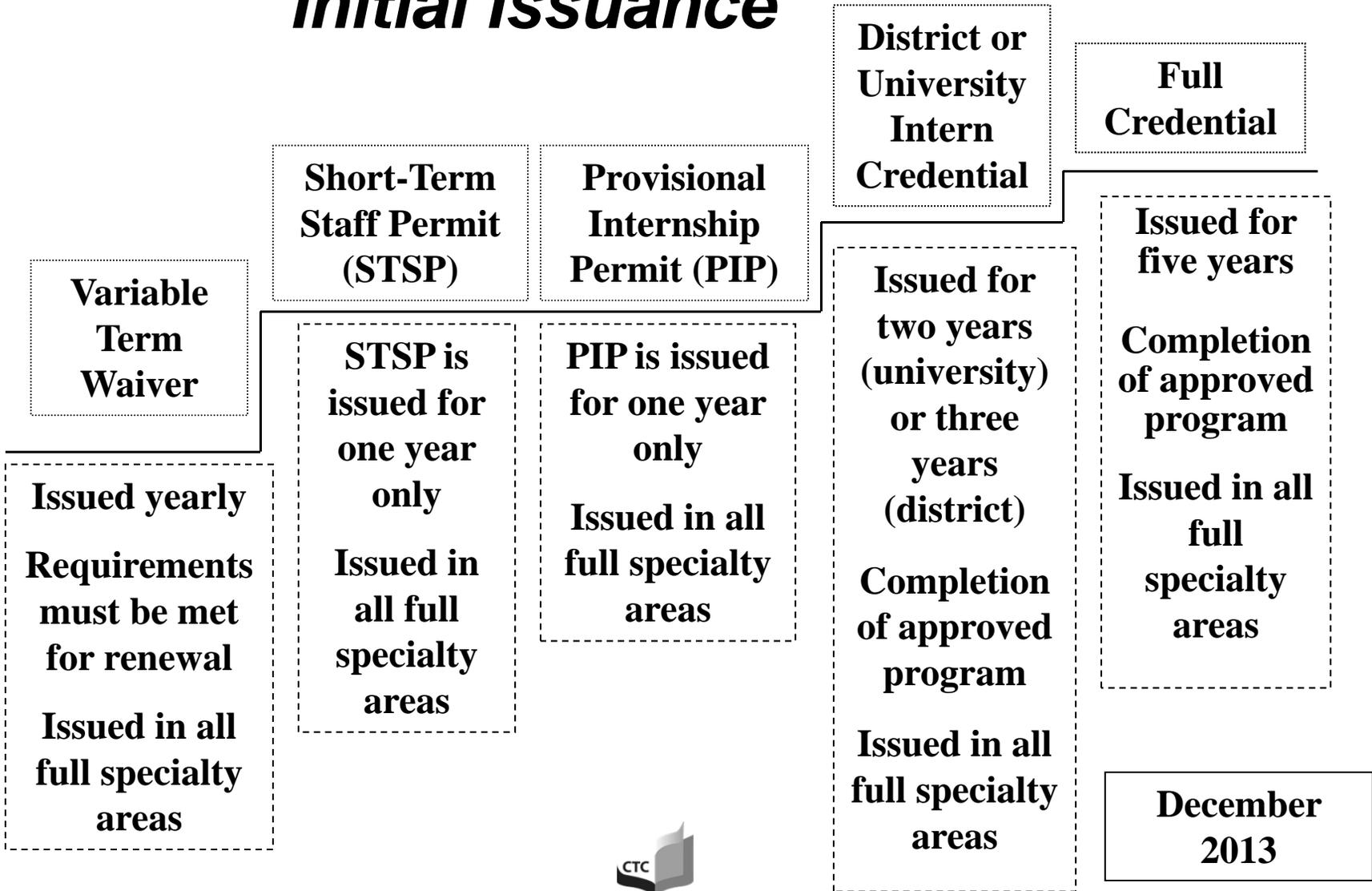
# **Special Education Certification Ladder**

## ***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					◆ <sup>4</sup>	X	X	X				
Learning Handicapped	X		◆ <sup>5</sup>								X	
Severely Handicapped		X	X	X	X			X				
Physically Handicapped				X					◆ <sup>6</sup>	X	X	X
Visually Handicapped								X	X			

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

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

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

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

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

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

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

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

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

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

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

## **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.*