



# CODED CORRESPONDENCE

<b>DATE:</b> February 5, 2014	<b>NUMBER:</b> 14-01
<b>TO:</b> All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	<b>FROM:</b> Mary Vixie Sandy Executive Director Commission on Teacher Credentialing
<b>SUBJECT: Approval of Amendments to Title 5 of the California Code of Regulations Pertaining to the World Language: English Language Development Content Area Authorization and the English Learner Authorizations for California Prepared Teachers</b>	

**Summary:**

The amendments to Title 5 of the California Code of Regulations (CCR) pertaining to the World Language: English Language Development (ELD) content area authorization and English learner authorizations for California prepared teachers were approved by the Office of Administrative Law. This correspondence provides the effective dates and implementation information for the approved amendments to the regulations.

**Key Provisions:**

This correspondence addresses two types of instruction provided to English learner (EL) students in California’s public schools: Specially Designed Academic Instruction in English (SDAIE) and ELD. SDAIE is one component of a comprehensive program for EL students. It is an instructional approach consisting of a variety of strategies, techniques, and materials specially designed to provide students access to grade-level academic curriculum in English across all content areas. ELD refers to systematic, explicit instruction designed to help EL students move along a continuum of English language proficiency, including the development of academic language and literacy.

The English Learner Authorizations Advisory (ELAA) Panel determined that current teacher preparation in California is not sufficient to support an ELD departmentalized authorization for general and special education teachers. The amended regulations implement the recommendations made by the ELAA Panel and approved by the Commission to address this issue.

*World Language: English Language Development Content Area*

The ELAA Panel determined that ELD represents a separate discipline that should have its own Single Subject credential within the World Language content area. As approved by the Commission, the amended regulations add the new Single Subject content area of World

Language: English Language Development effective October 1, 2013. The World Language: ELD content area may be listed as a stand-alone authorization on a Single Subject Teaching Credential (similar to any other available content area such as Art, English, Social Science, etc.). The World Language: ELD content area may also be requested on intern credentials (university and district) by a program sponsor with an approved pedagogy course, Short-Term Staff Permits (STSPs), Provisional Internship Permits (PIPs), and Variable Term Waivers.

The World Language: ELD content area authorizes the following in grades pre-K to 12 and in classes organized primarily for adults:

- Departmentalized ELD instruction including reading, writing, listening, and speaking; and
- SDAIE for additional content areas added to the Single Subject credential or any additional basic credential earned.

The full text of the World Language: ELD authorization statement is available in Appendix A. Table A provides the authorization and subject codes for the World Language: ELD content area. A separate English learner authorization will not be listed on the Single Subject Teaching Credential because the World Language: ELD content area authorization is equivalent to the Crosscultural, Language, and Academic Development (CLAD) Certificate/English learner authorization earned by passage of the California Teacher of English Learners (CTEL) examinations or completion of a CTEL program.

#### Subject-Matter Knowledge for World Language: ELD

Subject-matter knowledge for the World Language: ELD content area may be verified by passage of the appropriate California Subject Examinations for Teachers (CSET) or by completion of a Commission-approved World Language: ELD subject-matter program.

The CSET examination for the WL: ELD content area was developed and the first administration took place in November 2013. A passing score of 220 for each Subtest of the CSETs World Language: ELD content area was established by the Commission at the December 2013 meeting. The CSET for the WL: ELD examination will be administered two times each year in the months of November and May. A link to the CSET website is available in the References section.

No subject-matter programs for the World Language: ELD content area are currently approved by the Commission. World Language: ELD subject-matter programs will be posted to the *Commission-Approved Subject-Matter Programs* chart on the Commission's website as they become available. A link to the chart is available in the References section.

#### Pedagogy Requirement for World Language: ELD

Pedagogical preparation to teach ELD as a single subject, departmentalized content area will be provided through coursework and fieldwork offered within Commission-approved single subject preparation programs for California prepared teachers. The pedagogical preparation standards for World Language: ELD were approved by the Commission in January 2013, but no program sponsors are currently approved to offer a program in this content area. The *Commission-Approved Professional Preparation Programs* chart on the Commission's website will be updated to display the program sponsors with approved pedagogy courses for the World Language: ELD content area as they become available. A link to the chart is available in the References section. Commission-approved preparation program sponsors cannot recommend for the World Language: ELD content area until pedagogy courses are approved.

**Out-of-State Prepared Teachers**

Out-of-state prepared teachers who hold stand-alone, professional-level English as a Second Language (ESL), Teaching English as a Second Language (TESL), or similar teaching credentials will now qualify for the Single Subject content area of World Language: ELD and the subject-matter knowledge requirement will be satisfied. Out-of-state prepared teachers with professional-level teaching credentials that list only a middle school authorization(s) may apply for the World Language: ELD content area, but will be required to verify their subject-matter competence by coursework evaluation, completion of an approved program, or by examination (in addition to any other renewal requirements listed on the preliminary) to qualify for the clear credential.

Issuance of a Single Subject Teaching Credential in World Language: ELD to an out-of-state prepared teacher will satisfy California’s English learner authorization requirement. However, a separate English learner authorization will not be listed on the Single Subject Teaching Credential because the World Language: ELD content area authorization is equivalent to the CLAD Certificate/English learner authorization earned by passage of the CTEL examinations or completion of a Commission-approved CTEL program.

Many states offer certification to earn an authorization equivalent to the Commission’s English Learner Authorization (ELA) that allows the Commission to add an ELA on Multiple and Single Subject and Education Specialist Credentials. An additional evaluation is required by Commission staff if the out-of-state credential authorizes elementary education, special education, or lists another content area in addition to the ESL/TESL authorization. This is to determine if the applicant will qualify for the World Language: ELD content area or if the ESL/TESL authorization will only satisfy California’s English learner authorization requirement.

**Out-of-Country Prepared Teachers**

Teachers prepared outside the United States who complete ESL/TESL programs may apply for a Preliminary Single Subject Teaching Credential in World Language: ELD, but will be required to verify their subject-matter knowledge by program or examination (in addition to any other renewal requirements listed on the preliminary) to qualify for the clear credential.

**Table A: Single Subject World Language: ELD Authorization Codes\***

Document Term	Authorization Code	Subject Code	Subject Matter Knowledge Route or Status
Preliminary, Clear, or University Intern	R1WL	WLEL	Approved program or not yet met**
		WLEX	Examination
STSP	R1WL	WLEL	Approved program or not yet met
		WLEX	Examination
PIP	R1WL	WLEL	Not yet met
District Intern	R9W	WLEL	Approved program
		WLEX	Examination

\* Separate English learner authorization will not be listed on the document.

\*\*Out-of-state and out-of-country prepared teachers may be required to satisfy the subject-matter knowledge requirement by program or examination to qualify for the clear credential.



*English Learner Authorizations*

The Commission adopted a revised English learner authorization structure at its December 2011 meeting that limits the authorization for providing ELD instruction that occurs within the scope of the teacher’s basic credential authorization, as is consistent with the level of preparation provided by current California teacher preparation programs. Since the authorization to provide SDAIE instruction is clearly tied in statute to the teacher’s underlying prerequisite credential, it is consistent with legislative intent and with the mission of meeting the needs of all California’s diverse students that the ELD authorization also be tied to the teacher’s underlying prerequisite credential.

Revised English Learner Authorizations

Candidates who enroll in California teacher preparation programs on or after January 1, 2014 will earn a revised English learner authorization upon program completion. Table B provides an outline of both the revised scope of the English learner authorizations based on the preparation route completed and the scope of the new World Language: ELD content area authorization. Table C on page five provides the new English learner authorization codes to be used by program sponsors during the online recommendation process for candidates who enroll on or after January 1, 2014. Refer to Appendix A for the complete text of the authorization statements associated with the codes.

**Table B: English Learner Authorizations Scope for California Prepared Educators**

<b>EL Preparation Route</b>	<b>Revised Scope of the EL Authorization</b>
Multiple Subject Credential	SDAIE and ELD in self-contained and core settings
Single Subject Credential	SDAIE and ELD within the content area(s) authorized on the credential
Education Specialist Instruction Credential	SDAIE and ELD for students with special needs 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
CLAD Certificate or English Learner Authorization based on completion of a Commission-approved CTEL program or examination	SDAIE and ELD in the grade levels, subjects and settings authorized by the prerequisite teaching credential and ELD as a separate departmentalized content area in grades Pre-K-12 and for adults
Single Subject Credential or STSP/PIP in World Language: ELD*	Departmentalized ELD including reading, writing, listening and speaking in grades Pre-K-12 and classes organized primarily for adults and SDAIE (for additional subjects added to the basic credential or any additional basic credential earned)

\*Separate English learner authorization will not be listed on the credential.

Sunset Dates for Broad English Learner Authorization

All current holders of valid California teaching credentials with an English learner authorization will retain the broad English learner authorization (refer to the “ELA1” authorization statement in Appendix A). In addition, candidates enrolled in California teacher preparation programs by December 31, 2013 who remain continuously enrolled, as defined in Education Code §44252.1(b), will earn the broad English learner authorization upon program completion, provided program completion occurs before the established sunset dates discussed below. For all



Multiple Subject and Single Subject credential candidates and all Education Specialist candidates except those enrolled in district intern programs, the final initial issuance date for the preliminary credential with the broad English learner authorization is **December 31, 2016**. The final initial issuance date for a preliminary Education Specialist credential with the broad English learner authorization for candidates enrolled in district intern programs is **December 31, 2017**.

Intern Credentials and Short-Term Staff/Provisional Internship Permits

Education Code §44454 states, “An internship credential authorizes the same service at the same levels as the regular credential authorizes.” Similar authorization language is provided in 5 CCR §80021(e) for STSPs and 5 CCR §80021.1(e) for PIPs. Therefore, intern credentials (university and district), STSPs, and PIPs with an initial issue date on or after January 1, 2014 will be issued with the revised English learner authorizations. Table C provides the revised English learner authorization codes to be used by program sponsors during the online recommendation process for candidates who enroll on or after January 1, 2014. The table also provides the English learner authorization codes that will be listed on STSPs and PIPs initially issued on or after January 1, 2014. Refer to Appendix A for the complete text of the authorization statements associated with the codes.

**Table C: New EL Authorization Codes for Program Enrollment or Intern/ STSP/PIP with Initial Issue Date on or after January 1, 2014**

Document Type	Document Term	New EL Authorization Code
Multiple Subject	Preliminary University Intern STSP or PIP	ELAM
	District Intern	ELA3
Single Subject	Preliminary University Intern STSP or PIP	ELAS
	District Intern	ELA3
Education Specialist	Preliminary University Intern STSP or PIP	ELAE
	District Intern	ELA3

CLAD Certificate/English Learner Authorization

The authorization for current and future holders of CLAD Certificates and English learner authorizations earned upon passage of the CTEL examination or completion of a Commission-approved CTEL program remains unchanged (refer to the “ELA1” authorization statement in Appendix A).

Because the authorization of the CLAD Certificate and English learner authorization earned upon passage of the CTEL examinations or completion of a CTEL program is broader than the English learner authorization California prepared teachers will earn in the future, individuals who hold a teaching credential with the revised English learner authorization may apply through their employing agencies for an Emergency CLAD Permit if needed for assignment purposes. The Emergency CLAD Permit will authorize the holder to teach departmentalized ELD classes



while completing the requirements for the CLAD Certificate or English learner authorization via a Commission-approved CTEL program or the CTEL examinations.

Adding a Teaching or Content Area to a General Education Credential

Individuals who hold Multiple Subject Teaching Credentials with the broad English learner authorization (ELA1) will be issued Single Subject Teaching Credentials with the broad English learner authorization (ELA1), or vice versa, when qualifying via the provisions of 5 CCR §80499.

Individuals who hold Multiple Subject Teaching Credentials with the revised English learner authorization (ELAM) will be issued Single Subject Teaching Credentials with the revised English learner authorization (ELAS), or vice versa, when qualifying via the provisions of 5 CCR §80499.

Individuals who hold Single Subject Teaching Credentials in World Language: ELD will be issued Multiple Subject Teaching Credentials with the *broad* English learner authorization (ELA1) when qualifying via the provisions of 5 CCR §80499. The World Language: ELD content area authorization is broader than the revised English learner authorization California prepared teachers will earn when enrollment in a program occurs on January 1, 2014 or later. Therefore, a separate English learner authorization will not be listed on Single Subject Teaching Credentials (including intern credentials), STSPs, or PIPs in World Language: ELD.

Table D displays the English learner authorization codes that will be listed on credentials earned under the provisions of 5 CCR §80499 depending on the type of English learner authorization listed on the initial credential held. Refer to Appendix A for the complete text of the authorization statements associated with the codes.

**Table D: EL Authorization Codes for Added Credentials and Content Areas**

Credential Held	EL Authorization	Credential Earned	EL on Credential Earned
Multiple Subject	ELA1	Single Subject	ELA1
	ELAM	Single Subject	ELAS
Single Subject (other than WL: ELD)	ELA1	Multiple Subject	ELA1
	ELAS	Multiple Subject	ELAM
	ELA1	Single Subject content area	ELA1
	ELAS	Single Subject content area	ELAS
Single Subject WL: ELD	<i>None</i>	Multiple Subject	ELA1
	<i>None</i>	Single Subject content area	<i>None</i>

As of the date of this correspondence, there are no Commission-approved pedagogy courses available for the World Language: ELD content area. Individuals who hold general education



teaching credentials (Multiple Subject or Single Subject) must wait until pedagogy courses are approved by the Commission or complete an appropriate pedagogy course through an out-of-state college or university in order to add the World Language: ELD content area under the provisions of 5 CCR §80499. Refer to Coded Correspondence 13-17 and Program Sponsor Alert 14-01 the References section for additional information pertaining to adding a teaching or content area to a general education credential and the subject specific pedagogy course requirement.

#### Revised English Learner Authorization in Conjunction with other Credentials or Permits Held

The revised English learner authorizations may be used in conjunction with other valid, non-emergency credentials or permits held but only within the settings or content/specialty area(s) at the grade/age levels authorized. For example:

- An individual issued a Single Subject Teaching Credential with the revised English learner authorization who is subsequently issued a Designated Subjects Adult Education Teaching Credential may provide ELD and SDAIE instruction to adults within the subject(s) authorized by the Designated Subjects credential. The individual in this example would not be authorized to provide departmentalized ELD instruction to adults.
- An individual issued a Multiple Subject Teaching Credential with the revised English learner authorization who subsequently earns a Single Subject Teaching Credential via the provisions of 5 CCR §80499 may provide ELD and SDAIE instruction in the content area(s) at the grade levels listed. The individual in this example would not be authorized to provide departmentalized ELD instruction.

#### Bilingual Authorizations

Bilingual Authorizations were not affected by the amended regulations. Bilingual authorizations will continue to authorize ELD as a separate departmentalized content area at the grade or age levels listed on the credential or permit, in addition to SDAIE, instruction for primary language, and content instruction delivered in the primary language. Refer to the Bilingual Authorizations leaflet provided in the References section for additional information on this topic.

#### *Application Submissions*

Program Sponsors must recommend applicants for the Single Subject Teaching Credential in WL: ELD through the Commission CTC Online process. WL: ELD applications may only be submitted directly to the Commission by the applicant or an employing agency if the educator completed an appropriate program and credential from out-of-state or outside the United States.

The new English learner authorization codes and statements as well as the WL: ELD content area codes have been added to the Commission's computer system. Commission staff will contact program sponsors with Commission-approved Multiple and Single Subject and Educator Specialist Credential programs concerning the recommendation process for new English learner and WL: ELD authorizations. Currently there are no Commission-approved teacher preparation programs in WL: ELD.

Program sponsors must hold all intern credential (district and university) applications with an issue date of January 1, 2014 until the new English learner authorization codes and statements are available.

**Important Dates:**

**October 1, 2013:** Effective date for the World Language: ELD authorization.

**December 31, 2013:** Date by which a candidate must enroll in a California teacher preparation program in order to earn the broad English learner authorization.

**January 1, 2014:** Candidates enrolled in California teacher preparation programs on or after this date will earn the revised English learner authorization upon program completion. Intern credentials (university and district), STSPs, and PIPs initially issued on or after this date will be issued with the revised English learner authorization.

**December 31, 2016:** Final initial issuance date for Preliminary Multiple and Single Subject Teaching Credentials and Preliminary Education Specialist Instruction Credentials (except for those enrolled in District Intern programs) with the broad English learner authorization for candidates enrolled by December 31, 2013.

**December 31, 2017:** Final initial issuance date for Preliminary Education Specialist Instruction Credentials with the broad English learner authorization for candidates enrolled in District Intern programs by December 31, 2013.

**Source:**

Education Code §§ 44225, 44253.2, 44253.3, and 44259.5

5 California Code of Regulation §§ 80003, 80004, 80048.6

**References:**

Bilingual Authorizations (CL-628B): <http://www.ctc.ca.gov/credentials/leaflets/cl628b.pdf>

California Subject Examinations for Teachers (CSET): <http://www.ctcexams.nesinc.com/>

Coded Correspondence 13-17 – Approved Amendments to Title 5 Section 80499 of the California Code of Regulations Pertaining to Adding a Teaching or Content Area to a General Education Credential: <http://www.ctc.ca.gov/notices/coded/2013/1317.pdf>

Commission-Approved Professional Preparation Programs chart:  
[http://cig.ctc.ca.gov/cig/CTC\\_apm/SS.php](http://cig.ctc.ca.gov/cig/CTC_apm/SS.php)

Commission-Approved Subject-Matter Preparation Programs chart:  
[http://134.186.81.79/fmi/xsl/CTC\\_NewSubject/AllSubjects.xsl](http://134.186.81.79/fmi/xsl/CTC_NewSubject/AllSubjects.xsl)

Education Specialist Instruction Credential – Requirements for Teachers Prepared in California for the Preliminary and Clear Credentials (CL-808CA):  
<http://www.ctc.ca.gov/credentials/leaflets/cl808c.pdf>

Multiple Subject Teaching Credential – Requirements for Teachers Prepared in California (CL-561C): <http://www.ctc.ca.gov/credentials/leaflets/cl561c.pdf>

Program Sponsor Alert 14-01: Subject Specific Pedagogy Courses:  
<http://www.ctc.ca.gov/educator-prep/PS-alerts/2014/PSA-14-01.pdf>



Single Subject Teaching Credential – Requirements for Teachers Prepared in California (CL-560C): <http://www.ctc.ca.gov/credentials/leaflets/cl560c.pdf>

**Contact Information:**

Commission’s Information Services Unit by telephone at (916) 322-4974 Monday through Friday from 12:30 pm to 4:30 pm or by email at: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).

**CALIFORNIA CODE OF REGULATIONS  
TITLE 5. EDUCATION  
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING**

**§ 80003. Multiple Subject Teaching Credential Authorization for Service.**

The Multiple Subject Teaching Credential authorizes the holder to provide the services described below in grades twelve and below, including preschool, and in classes organized primarily for adults.

- (a) Teach all subjects in a self-contained class;
- (b) Teach in a team teaching setting or regroup students across classrooms as authorized in Education Code Section 44258.15. For the purpose of this section, team teaching is defined as two teachers of the same grade level exchanging students for the purpose of instruction in specific subjects. Regrouping of students is the practice of two or more teachers combining students across classes for specific instructional purposes;
- (c) Teach core classes to students in grades five through eight pursuant to Education Code Section 44258.1. Core classes consist of teaching two or more subjects to the same group of students;
- (d) Teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core classes for less than fifty percent of his or her work day pursuant to Education Code Section 44258.1; and
- (e) One of the following:
  - (1) Individuals enrolled in a multiple subject teacher preparation program pursuant to Education Code Section 44259.5(a) on or before December 31, 2013 who remain continuously enrolled, as defined in Education Code Section 44252.1(b)(2), until program completion are authorized to provide instruction to limited-English proficient pupils as specified in Education Code Section 44253.3(a). The final initial issuance date for a preliminary Multiple Subject Teaching Credential with the English learner authorization specified in this subsection shall be December 31, 2016.
  - (2) Individuals enrolled in a multiple subject teacher preparation program as specified in Education Code Section 44259.5(a) after December 31, 2013 are authorized to provide instruction for English language development as defined in Education Code Section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code Section 44253.2(b) in the settings specified in subsections (a) through (d).

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(e), 44252.1, 44253.2(a), 44253.2(b), 44253.3(a), 44256(b), 44258.1, 44258.15 and 44259.5(a), Education Code.

**§ 80004. Single Subject Teaching Credential Authorization for Service.**

- (a) The Single Subject Teaching Credential authorizes the holder to teach the content area(s) listed on the document in grades twelve and below, including preschool, and in classes organized primarily for adults.
- (b) The holder of a Single Subject Teaching Credential in the following content areas is authorized to teach health science:
  - (1) Health Science,
  - (2) Life Science, and
  - (3) Physical Education if the document was initially issued prior to January 1, 1981.
- (c) The holder of a Single Subject Teaching Credential in Agriculture, Business, Home Economics, Industrial Arts, or Industrial and Technology Education is authorized to teach the content area listed on the document in classes designated as career technical, trade, or vocational by the employing agency.
- (d) The holder of a Single Subject Teaching Credential in Foundational-Level General Science is authorized to teach the subject areas as described below in the following grade levels.
  - (1) Grades twelve and below, including preschool, and in classes organized primarily for adults:
    - (A) Introductory and general science,
    - (B) Introductory life science, and
    - (C) Introductory physical science.
  - (2) Grades preschool, and kindergarten through eight:
    - (A) Integrated science.
- (e) The holder of a Single Subject Teaching Credential in World Language: English Language Development is authorized to teach the subject area as described below at the grade and age levels specified in subsection (a):
  - (1) Departmentalized instruction in English language development including reading, writing, listening, and speaking as defined in Education Code section 44253.2(a);
  - (2) Specially designed content instruction delivered in English as defined in Education Code section 44253.2(b) within any content area(s) added to the credential or any additional credential(s) or subject area authorization(s) earned.
- (f) The Single Subject Teaching Credential also authorizes the holder to provide one of the following:
  - (1) Individuals enrolled in a single subject teacher preparation program pursuant to Education Code Section 44259.5(a) on or before December 31, 2013 who remain continuously enrolled, as defined in Education Code Section 44252.1(b)(2), until program completion are authorized to provide instruction to limited-English proficient pupils as specified in Education Code Section 44253.3(a). The final initial issuance date for a preliminary Single Subject Teaching Credential with the English learner authorization specified in this subsection shall be December 31, 2016.
  - (2) Individuals enrolled in a single subject teacher preparation program as specified in Education Code Section 44259.5(a) after December 31, 2013 are authorized to provide instruction for English language development as defined in Education Code Section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code Section 44253.2(b) within the content area(s) listed on the document.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(e), 44252.1, 44253.2(a), 44253.2(b), 44253.3(a), 44256 and 44259.5, Education Code.

**§ 80048.6. Authorizations for Education Specialist Instruction Credentials and Special Education Added Authorization.**

- (a) The following definitions apply to authorizations for Education Specialist Instruction Credentials and Special Education Added Authorizations:
- (1) “Service across the continuum of program options available”; Pursuant to Education Code Sections 56031, 56360, and 56361, the continuum includes resource rooms or services; special education settings; general education settings; special schools; home/hospital settings; state hospitals; development centers; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.
  - (2) “Developmental delay”: Student who needs special education and related services by experiencing a delay in one or more of the following: physical development, cognitive development, communication development, social or emotional development or adaptive development.
  - (3) “Hard-of-hearing or hearing loss includes unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy”: Hearing impairment or hearing loss, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness but may include problems involving the cochlea, the sensory organ of hearing.
  - (4) “Educational Assessment”: Assessment of students in a comprehensive manner within the authorization of the teaching credential or added authorization using multiple sources of information and a variety of strategies that directly measure a student’s performance to meet goals in areas of grade-level academic curriculum and/or functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program, and/or Individualized Transition Plan goals and objectives regarding eligibility and services that directly result from the student’s disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students’ educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.
  - (5) “Special Education Support”: Support includes participation in the IEP, Individualized Family Service Program, and/or Individualized Transition Plan process including planning and implementation of the student’s IEP, Individualized Family Service Program, and/or Individualized Transition Plan; providing consultative, collaborative, and coordinating specially designed instruction with students, parents, teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative to and within the authorization of the credential or added authorization. Special education support does not include providing language, speech and hearing therapy, orientation and mobility, or audiology services.
- (b) The following authorizations refer to the disabilities defined in Title 34 Code of Federal Regulations:
- (1) The Education Specialist Instruction Credential: Mild/Moderate Disabilities authorizes the holder to conduct Educational Assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate intellectual disabilities, other health impairment, and emotional disturbance, in kindergarten, grades 1 - 12 through

- age 22, and classes organized primarily for adults in services across the continuum of program options available.
- (2) The Education Specialist Instruction Credential: Moderate/Severe Disabilities authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of autism, moderate/severe intellectual disabilities, deaf-blind, emotional disturbance, and multiple disabilities, to students in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.
  - (3) The Education Specialist Instruction Credential: Deaf and Hard-of-Hearing authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary or secondary disability of deaf or hard-of-hearing or deaf-blind, and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
    - (A) Holders of Education Specialist Credentials in Deaf and Hard-of Hearing and previously issued credentials authorizing deaf and hard-of-hearing instructional services who were employed prior to July 1, 2010 to provide instructional services in American Sign Language (ASL) to general education students may continue to provide instructional services in the area of ASL. Effective July 1, 2010, no new special education credential holders may qualify using this provision.
  - (4) The Education Specialist Instruction Credential: Physical and Health Impairments authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
  - (5) The Education Specialist Instruction Credential: Visual Impairments authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of visual impairment including blind and deaf-blind, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
  - (6) The Education Specialist Instruction Credential: Early Childhood Special Education authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, and provide instructional and Special Education Support to students from birth through pre-kindergarten who are eligible for early intervention special education and related services, to individuals with a primary disability in specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism, moderate/severe intellectual disabilities, emotional disturbance, and multiple

- disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.
- (7) The Early Childhood Special Education Added Authorization authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals and provide instructional and special Education Support to students from birth through pre-kindergarten who are eligible for early intervention special education and support with a primary disability in specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism, moderate/severe intellectual disabilities, emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition, in services across the continuum of program options available.
  - (8) The Education Specialist Instruction Credential: Language and Academic Development authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals as defined in subsections 300.8(c)(1) through (10), (12), and (13) and to students with expressive or receptive language disorders within subsection 300.8(c)(11) of Title 34 Code of Federal Regulations, Subpart A, 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, in preschool, kindergarten, in grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available. The Education Specialist Instruction Credential: Language and Academic Development authorizes the holder to provide instructional services to students with academic communication and language needs but does not take the place of speech and language services as defined in Education Code Section 56333.
  - (9) Individuals enrolled in an education specialist teacher preparation program on or after January 1, 2010 who complete content in autism spectrum disorders are authorized to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of autism as defined in subsection 300.8(c)(1) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels within the specialty area(s) of the education specialist credential held.
  - (10) An Education Specialist Instruction Credential also authorizes the holder to provide one of the following:
    - (A) Individuals enrolled in an education specialist teacher preparation program that includes content for teaching English learners as described in Education Code Section 44259.5 on or before December 31, 2013 who remain continuously enrolled, as defined in Education Code Section 44252.1(b)(2), until program completion are authorized to provide instruction to limited-English proficient pupils as specified in Education Code Section 44253.3(a).
      - (i) The final initial issuance date for a preliminary Education Specialist credential pursuant to this subsection shall be December 31, 2016 for individuals enrolled in traditional, blended or integrated, and university intern programs.

- (ii) The final initial issuance date for a preliminary Education Specialist credential pursuant to this subsection shall be December 31, 2017 for individuals enrolled in district intern programs.
- (B) Individuals enrolled in an education specialist teacher preparation program that includes content for teaching English learners as described in Education Code Section 44259.5(a) after December 31, 2013 are authorized to provide instruction for English language development as defined in Education Code Section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code Section 44253.2(b) within the specialty area(s) and grade/age level authorization of the Education Specialist credential.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 16191, 44252.1, 44253.2(a), 44253.2(b), 44259.5, 44265, 44265.5, 56031, 56360, 56361, 56365, and 56366, Education Code; 34 C.F.R. 300.8 (a), (b) and (c) and 300.39(a)(1)(i); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

## **Appendix A**

### **Text of World Language: ELD and English Learner Authorization Codes**

#### **World Language: ELD**

**R1WL** – Single Subject preliminary, clear, and university intern credentials and STSPs and PIPs. Use subject code WLEL when subject matter met by approved program or WLEX when subject matter met by examination:

*This document authorizes the holder to provide departmentalized instruction in English language development designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English in grades twelve and below, including preschool and in classes organized primarily for adults. This document also authorizes the following instruction within any content area(s) listed on this document and classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized: (1) English language development designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a content area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students.*

**R9W** – Single Subject district intern credentials. Use subject code WLEL when subject matter met by approved program or WLEX when subject matter met by examination:

*This document authorizes the holder to teach the following in grades six through twelve within any content area(s) listed on this document: (1) departmentalized instruction in English language development designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students.*

#### **English Learner Authorizations**

**ELA1** – English learner authorization code for preliminary, clear, and university intern credentials for candidates who enrolled in programs prior to January 1, 2014 and STSPs and PIPs initially issued prior to January 1, 2014:

*The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.*

**ELA2** – English learner authorization code for district intern credentials issued prior to January 1, 2014:

*The following instructional services may be provided to English learners limited to the grades authorized by the intern credential: (1) instruction for English language development; (2) specially designed content instruction delivered in English in the subjects and programs authorized by the intern credential.*

**ELAM** – English learner authorization code for **Multiple Subject** preliminary and clear credentials for candidates who enroll in programs on or after January 1, 2014 and university interns, STSPs, and PIPs initially issued on or after January 1, 2014:

*The following instructional services may be provided to English learners in the settings and content area(s) specified on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.*

**ELAS** - English learner authorization code for **Single Subject** preliminary and clear credentials for candidates who enroll in programs on or after January 1, 2014 and university interns, STSPs, and PIPs initially issued on or after January 1, 2014:

*The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.*

**ELAE** - English learner authorization code for **Education Specialist** preliminary and clear credentials for candidates who enroll in programs on or after January 1, 2014 and university interns, STSPs, and PIPs initially issued on or after January 1, 2014:

*The following instructional services may be provided to English learners within the specialty area(s) and grade/age level authorization of this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.*



**ELA3** – English learner authorization code for all **district intern** credentials initially issued on or after January 1, 2014:

*The following instructional services may be provided to English learners limited to the settings or content/specialty area(s) listed at the grade/age levels authorized by the intern credential: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students.*