



# CODED CORRESPONDENCE

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**TO:**

All Individuals and Groups Interested in the Activities  
of the Commission on Teacher Credentialing

**FROM:**

Mary Vixie Sandy  
Executive Director  
Commission on Teacher Credentialing

**SUBJECT: Approved Addition and Amendments to Title 5 of the California Code of Regulations  
Pertaining to Teaching Permit for Statutory Leave (TPSL)**

**Summary:**

The addition and amendments to Title 5 CCR sections 80022 and 80025.3 were approved by the Office of Administrative Law and are effective as of August 16, 2016. The addition of section 80022 creates a new permit, the Teaching Permit for Statutory Leave (TPSL), which authorizes the holder to serve as the interim teacher of record for the full length of a statutory leave for any contracted teacher of record. Specific statutory leaves for which the TPSL permit may be used are explained in further detail below. Additionally, the amendments to section 80025.3 expand the types of permits that authorize day-to-day substitute teaching.

**Key Provisions:**

The TPSL permit is available at the request of a Local Employing Agency (LEA) who anticipates a need to fill assignments where a teacher of record will be out due to a statutory leave. The TPSL will authorize the holder to serve as the interim teacher of record for the full length of leave for any contracted teacher on a statutory leave as defined in regulations. The TPSL is not an option to fill teacher vacancies, and shall be restricted to the LEA requesting the permit. LEAs must verify that all permit requirements have been met. Service shall be limited to the specific setting indicated in the document's authorization statement, which may be requested in specific Single Subject areas, Multiple Subject, or Special Education, depending on an individual's qualifications. A TPSL holder may serve in multiple statutory leave assignments throughout the validity of the permit, and the permit is renewable upon verification from the employing agency that all requirements for renewal have been met.

**Authorization**

The Multiple Subject authorization allows the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, or in classes organized primarily for adults for any one teacher that is out on a statutory leave for (up to) the entire length of said leave during a school year. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.

The Single Subject authorization allows the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K–12, or in classes organized primarily for adults for any one teacher that is out on a statutory leave for (up to) the entire length of said leave during a school year.

The Special Education authorization allows the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals and provide instruction. In addition, the authorization allows for Special Education Support to individuals identified as needing special education services across the continuum of program options available and in any specialty area in grades twelve and below, including preschool, and in classes organized primarily for adults for any one teacher that is out on a statutory leave for (up to) the entire length of said leave during a school year.

**Acceptable Statutory Leaves**

The TPSL permit will allow an individual to serve as the interim teacher of record for more than 30 days for any one teacher (20 days for special education) only when the teacher of record is out on one of the statutory leaves specified in regulations and in *Table 1* below. When more than one acceptable leave is taken consecutively, as is often the case, the TPSL holder may still continue to serve as the interim teacher of record for the entire length of those leaves. Note that administrative leave is **not** listed as an acceptable leave.

**Table 1**

Type of Leave	Length of Leave	Statutory Reference
Sick Leave	As accumulated by teacher	EC §44978
Differential Sick Leave	5 months	EC §44977
Pregnancy Disability Leave Act	4 months	GC §12945
Family and Medical Leave	12 workweeks	GC §12945.2 and 29 U.S.C. §2601, et seq.
California Family Rights Act	12 workweeks	GC §12945.2
Industrial Accident and Illness Leave	60 days	EC §44984

LEAs may use local terminology to describe teacher leaves that differs from the leave types named above. A TPSL permit will authorize service under any leave that is authorized by the referenced sections of Education Code, Government Code, or US Code, regardless of what the local term for the leave is.



### *Requirements for Issuance*

To qualify for an initial TPSL permit, an individual must meet all of the following requirements:

1. Possession of a Bachelor's or higher degree from a regionally accredited college or university;
2. Satisfaction of the California Basic Skills Requirement (see Commission [Leaflet CL-667](#) for more information);
3. Satisfaction of the TPSL subject-matter requirement;
4. Completion of 45 hours of TPSL preparation as defined in regulations; and
5. Verification from the LEA that orientation, mentoring, and support shall be provided to the permit holder for each statutory leave assignment.

For renewal, the TPSL holder must complete the appropriate renewal requirements as outlined below:

1. One of the following, as applicable:
  - a. For both the first and second renewal, the holder must complete an additional 45 hours of TPSL preparation as defined in regulations.
  - b. For the third and all subsequent renewals, the holder must complete the same professional learning activities that are required of the LEA's regular teaching staff.
2. Verification from the LEA that continued orientation, mentoring, and support shall be provided to the permit holder for each statutory leave assignment.

### TPSL Subject-Matter Requirement

An individual may qualify for the TPSL permit in one or more of the optional authorizations. Commission staff may evaluate for multiple authorizations when an initial application and fee is received, or permit holders may apply for an added authorization by submitting a subsequent application and processing fee, or upon renewal of their permit. The options to meet subject-matter competence are outlined below:

**Single Subject:** A degree major in the subject area or at least 18 semester units, or 9 upper division semester units, of course work in the subject to be listed on the permit.

For a permit in one of the science subjects, at least nine semester units must be in the specific science area. For a permit in Foundational-Level General Science, an individual has two options. First is to verify a bachelor's or higher degree in science. This includes biological science, chemistry, geoscience, physics, and science areas that fall within these broad categories such as anatomy, earth science, and oceanography. This does not include a degree in health science. Second is to verify 18 semester units (or nine upper division semester units) across the four science areas of biological science, chemistry, geosciences, and physics. A minimum of one course in each of the four areas is required.

Passage of subject matter examinations in the single subject content area sought may also be used to meet this requirement. See Commission leaflet [CL-674S](#).



The statutory single subjects available for a Teaching Permit for Statutory Leave are as follows:

Agriculture	Music
Art	Physical Education
Business	Science: Biological Sciences
English	Science: Chemistry
Foundational-Level General Science	Science: Geosciences
Foundational-Level Mathematics	Science: Physics
Health Science	Social Science
Home Economics	World Languages-Languages other than English ( <a href="#">specify</a> )
Industrial and Technology Education	World Language: English Language Development
Mathematics	

**Multiple Subject:** A degree major in liberal studies or 40 semester units including 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three of the subject areas and an additional 10 semester units in a combination of two of the remaining subject areas. Subject areas include language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science, and human development.

Passage of the appropriate [subject matter examinations](#) for the Multiple Subject Credential may also be used to meet this requirement.

**Special Education:** Complete the requirements for the Single Subject or Multiple Subject as listed above, or verify a minimum of one year of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students (experience as an aide is acceptable) or verify a minimum of nine semester units of course work in special education or in a combination of special education and general education.

All course work must meet the following criteria:

- Must be completed at a regionally-accredited college or university
- Must be baccalaureate degree-applicable (non-remedial)
- Must be earned with a “C” grade or higher (“Pass” and “Credit” grades meet this requirement)

### TPSL Preparation Requirement

The preparation requirements for the first three issuances of the TPSL permit include 45 hours of focused preparation to ready the permit holder for service as the interim teacher of record beyond 20 or 30 days. This preparation must be completed in 45 hour increments prior to the LEA’s submission of an application. However, nothing precludes an individual from completing all preparation for initial issuance and the first two renewals in advance (135 hours total). The TPSL regulations break the required preparation into 12 broad content areas that include specific



content that must be covered in a tiered manner. The delivery of the preparation should begin with foundational level content, followed by intermediate level content, and ending with proficient level content. *Table 2* below shows the intended tiered delivery for TPSL preparation.

**Table 2**

<b>TPSL 45-Hour Preparation Modules Delivery of Broad Content Areas</b>			
<b>Broad Content Area</b>	<b>First Issuance</b>	<b>Second Issuance</b>	<b>Third Issuance</b>
Best Practices in Instruction and Individualized Education Programs (IEPs)	F	I	P
Classroom Management and the Learning Environment	F	I	P
Curriculum and Instruction	F	I	P
Ethics	F/I/P		
Health, Safety and Hygiene	F/I/P		
Human Development	F		I/P
Local Context	F/I/P	Ongoing	Ongoing
Pedagogy	F	I	P
Reading and Language Arts	F	I	P
Relationships Between Theory and Practice		F	I/P
Teaching English Learners	F	I	P
Using Technology in the Classroom		F/I	P
Key: F = Foundational Level    I = Intermediate Level    P = Proficient Level			

While the required content for TPSL preparation is clearly outlined in regulations, the design and delivery of the preparation is left to the LEA to determine. LEAs may leverage existing training and development to meet much of the TPSL preparation requirements as long as it covers the required areas. As well, LEAs may design new preparation courses or modules, or may partner with their county office, neighboring districts, local colleges and universities, or private companies in order to design and deliver preparation.

The Commission will not accredit or oversee any TPSL preparation; the responsibility to verify that all regulatory requirements for preparation have been met lies with the LEA requesting the permit. If an applicant has previous teacher experience, preparation, or training, it will be the LEA’s responsibility to evaluate previous experience and determine if an individual is deficient in any of the required preparation. For example, if an LEA wishes to recruit a fully credentialed teacher for TPSL assignments, the LEA must determine if the teacher preparation program completed by the applicant meets the TPSL preparation requirements outlined in regulations.

**Orientation, Mentoring, and Support**

To meet the orientation, mentoring, and support requirement, the LEA must provide the TPSL holder with an early orientation before or during their first month of service in a statutory leave assignment. Such orientation should be specific to the assignment’s setting and classroom type.



As well, LEAs must develop a system of support for the TPSL holder that includes an average of two hours of mentoring, support, and/or coaching per week of service in a statutory leave assignment. This system of support must be coordinated and/or provided by an identified mentor who holds a valid life or clear credential that authorizes service in the area of the TPSL holder's assignment. The mentor should assist with curriculum and lesson planning for the first four weeks of the assignment in the event that the teacher of record on leave has not developed them prior to his or her leave.

### *Monitoring and Reporting*

Local employing agencies who employ TPSL permit holders for statutory leave assignments will need to maintain documentation on the assignment of TPSL holders and report data on the use of the TPSL permit through their regular certificated assignment monitoring activities. Documentation verifying the appropriate use of each permit must include:

1. Name of the permit holder serving in the assignment;
2. Teacher of record;
3. Specific statutory leave section(s) that justifies use of the TPSL permit;
4. School site of assignment;
5. Setting, subject, and grade level of assignment;
6. Name of mentor assigned to TPSL permit holder;
7. Number of cumulative days the TPSL holder served in specific statutory leave assignment;  
and
8. A declaration that reasonable efforts in hiring a substitute with a full teaching credential that matches the setting and/or subject for the statutory leave position were made, and that no such candidate is available.

### *Amendments to Title 5 CCR 80025.3*

The TPSL regulatory action also included amendments to Title 5 of the California Code of Regulations (CCR) section 80025.3. These changes allow individuals who hold the TPSL, Short-Term Staff Permit, or Provisional Internship Permit to serve as a day-to-day substitute based on possession of a permit that required a Bachelor's degree and satisfaction of the basic skills requirement. This modification aligns these permits with other Commission-issued documents that are authorized under this section of regulations to serve as a substitute teacher.

### **Important Date:**

The TPSL permit may be initially issued on or after August 16, 2016.

### **Background:**

Current law specifies that day-to-day substitute teachers may not serve more than 30 cumulative days for any one teacher of record during the school year (5 CCR sections 80025 and 80025.3), except in special education classrooms, where they may serve no more than 20 cumulative days during a school year for any one teacher [Education Code section 56061(a)], unless they hold a specific teaching authorization in the subject and/or setting of the substitute assignment. This service limitation becomes problematic when LEAs are tasked with covering assignments where



the teacher of record is out of their classroom beyond 20 or 30 days due to a statutory leave situation. The addition of 5 CCR section 80022 creates a new permit that provides LEAs with an additional option for staffing statutory leave assignments that extend beyond the 20 or 30 day service limitation that applies to Emergency 30-Day Substitute Teaching Permits.

**Sources:**

Title 5, California Code of Regulations, sections 80022 and 80025.3

**References:**

Teaching Permit for Statutory Leave (CL-902)

<http://www.ctc.ca.gov/credentials/leaflets/cl902.pdf>

Verification of Requirements for the Teaching Permit for Statutory Leave (CL-903)

<http://www.ctc.ca.gov/credentials/cig2/CIG-leaflets/cl903.pdf>

**Contact Information:**

Questions regarding certification requirements and application submission may be directed to the Commission's Information Services Unit by email at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov), or by telephone at (916) 322-4974, Monday through Friday from 12:30 pm to 4:30 pm.

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

**§ 80022. Teaching Permit for Statutory Leave.**

Local employing agencies may request the Teaching Permit for Statutory Leave to be used when a teacher of record is unable to provide services due to a statutory leave.

(a) If a local employing agency elects to request a Teaching Permit for Statutory Leave, the following shall be required for the initial issuance:

- (1) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442.
- (2) Possession of a baccalaureate or higher degree from a regionally accredited college or university.
- (3) Meet the basic skills requirement as described in Education Code section 44252, unless exempt by statutes or regulations.
- (4) Successful completion of the subject-matter requirement for the authorization(s) requested as found in (A), (B) or (C):

(A) For any single subject authorization, completion of one of the following:

1. 18 semester units (or 9 upper division units), or equivalent quarter units, of appropriate non-remedial course work taken at a regionally accredited college or university with a grade of “C” or higher, “Pass”, or “Credit” in a single subject or subsumed subject area as defined in §80005.
2. A degree major in a statutory single subject or subsumed subject area as defined in §80005.
3. Passage of the appropriate subject-matter examination(s) in the single subject area as provided in Education Code Sections 44280, 44281, and 44282.

(B) For the multiple subject authorization, completion of one of the following:

1. At least 10 semester units of non-remedial course work taken at a regionally accredited college or university with a grade of “C” or higher, “Pass”, or “Credit” in each of at least four of the following subject areas or at least 10 semester units of course work in each of three subject areas and an additional 10 semester units of course work in a combination of two of the remaining subject areas. The subject





areas are as follows: language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science and human development.

2. A degree major in liberal studies.
  3. Passage of the appropriate multiple subject subject-matter examination(s) as provided in Education Code Sections 44280, 44281, and 44282.
- (C) For the special education authorization, completion of one of the requirements in either (A) or (B), or one of the following:
1. Verify a minimum of one year of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students.
  2. Verify a minimum of 9 semester units of course work in special education or in a combination of special education and regular education that are appropriate to a special education or regular education teaching credential.
- (5) The local employing agency shall submit to the Commission verification of completion of 45 hours of pre-service preparation that shall include, but is not limited to, the following:
- (A) Foundational level content covering Curriculum and Instruction.
  - (B) Foundational level content covering Reading and Language Arts.
  - (C) Foundational level content covering Pedagogy.
  - (D) Foundational level content covering Human Development.
  - (E) Foundational level content covering Teaching English Learners.
  - (F) Foundational level content covering Best Practices in Instruction and Individualized Education Programs.
  - (G) Foundational, intermediate, and proficient level content for Health, Safety and Hygiene.
  - (H) Foundational, intermediate, and proficient level content for Ethics.
  - (I) Foundational, intermediate, and proficient level content for Local Context.



- (J) Foundational level content covering Classroom Management and the Learning Environment.
- (6) The local employing agency shall submit to the Commission verification of orientation, mentoring, and accountability.
- (b) The Teaching Permit for Statutory Leave shall be valid for no less than one year and expires one calendar year from the first day of the month immediately following the date of issuance.
- (c) Use of the Teaching Permit for Statutory Leave for statutory leave assignments shall be restricted to the local employing agency(ies) requesting the permit.
- (d) If a local employing agency elects to request the reissuance of the Teaching Permit for Statutory Leave, the following shall be required:
  - (1) For the first reissuance:
    - (A) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442.
    - (B) The local employing agency shall submit to the Commission verification of continued mentoring and accountability.
    - (C) The local employing agency shall submit to the Commission verification of completion of an additional 45 hours of preparation that shall include, but is not limited to, the following:
      1. Intermediate level content covering Curriculum and Instruction.
      2. Intermediate level content covering Reading and Language Arts.
      3. Foundational level content covering Relationships Between Theory and Practice.
      4. Intermediate level content covering Pedagogy.
      5. Intermediate level content covering Teaching English Learners.
      6. Foundational and intermediate level content covering Using Technology in the Classroom.
      7. Intermediate level content covering Best Practices in Instruction and Individualized Education Programs.



8. Foundational, intermediate, and proficient level content for Local Context.
  9. Intermediate level content covering Classroom Management and the Learning Environment.
- (2) For the second reissuance:
- (A) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442.
  - (B) The local employing agency shall submit to the Commission verification of continued mentoring and accountability.
  - (C) The local employing agency shall submit to the Commission verification of completion of an additional 45 hours of preparation that shall include, but is not limited to, the following:
    1. Proficient level content covering Curriculum and Instruction.
    2. Proficient level content covering Reading and Language Arts.
    3. Intermediate and proficient level content covering Relationships Between Theory and Practice.
    4. Proficient level content covering Pedagogy.
    5. Intermediate and proficient level content covering Human Development.
    6. Proficient level content covering Teaching English Learners.
    7. Proficient level content covering Using Technology in the Classroom.
    8. Proficient level content covering Best Practices in Instruction and Individualized Education Programs.
    9. Foundational, intermediate, and proficient level content for Local Context.
    10. Proficient level content covering Classroom Management and the Learning Environment.
- (3) For the third and all subsequent reissuances:
- (A) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442.



- (B) The local employing agency shall submit to the Commission verification of continued mentoring and accountability.
  
- (C) The local employing agency shall submit to the Commission verification of completion of professional learning activities that are offered to the local employing agency's regular teaching staff.
  
- (e) The Teaching Permit for Statutory Leave may be issued with one or more of the following authorizations:
  - (1) A multiple subject authorization that shall authorize instructional service as the interim teacher of record to students in a self-contained setting as defined for the Multiple Subject Teaching Credential in §80003.
  - (2) A specific single subject authorization that shall authorize instructional service as the interim teacher of record to students in a departmentalized setting as defined for the Single Subject Teaching Credential in §80004.
  - (3) A special education authorization that shall authorize instructional service as the interim teacher of record to students with any disability area as is authorized by an Education Specialist Instruction Credential in §80048.6.
  
- (f) Definitions:
  - (1) The term "accountability" as used in this section shall mean the following:
    - (A) That the local employing agency has made reasonable efforts in hiring a substitute with a full teaching credential that matches the setting and/or subject for the statutory leave position and that no such candidate is available, and
    - (B) That documentation verifying the appropriate use of each permit holder's assignment shall be kept on file with the local employing agency and that data on the assignments of the permit holder shall be reported to the local county office of education annually as part of the assignment monitoring specified under Education Code section 44258.9. Documentation verifying the appropriate use of each permit shall include:
      - 1. name of the permit holder serving in the assignment,
      - 2. teacher of record,
      - 3. specific statutory leave section that justifies use of the TPSL permit,



4. school site of assignment,
  5. setting, subject, and grade level of statutory leave assignment,
  6. name of mentor assigned to TPSL permit holder, and
  7. number of cumulative days the TPSL holder served in specific statutory leave assignment.
- (2) The term “Best Practices in Instruction and Individualized Education Programs” as used in this section shall mean the following: federal disability category definitions and specific best practices; basic explanation of individualized education programs and other special education acronyms; how to interpret an individualized education program goal and collect data; how to interpret and implement a behavior plan; differentiated instruction and universal design for learning including visual supports, applied behavior analysis and positive behavioral interventions and supports; communication with parents; working with related service providers and paraeducators.
- (3) The term “Classroom Management and the Learning Environment” as used in this section shall mean the following: research-based strategies for creating and maintaining effective learning environments; classroom organization; behavior management plans that support student engagement and learning; positive behavior supports; and local context (e.g., school-wide behavior management systems, Positive Behavioral Interventions and Support (PBIS), Multi-Tier Systems of Support (MTSS), Response to Instruction and Intervention (RTI2), Restorative Justice Approach).
- (4) The term “Curriculum and Instruction” as used in this section shall mean the following: preparation in developing, implementing, adapting, modifying, and evaluating a variety of pedagogical approaches to instruction; using and developing instructional sequences and lesson plans that provide all students with equitable access to the content and experiences found in the state-approved core curriculum.
- (5) The term “employing agency” as used in this section shall mean any of the following: public school districts in California; county offices of education or county superintendents of schools in California; schools that operate under the direction of a California state agency; nonpublic, nonsectarian schools and agencies as defined in Education Code sections 56365 and 56366; charter schools as established in Education Code section 47605.
- (6) The term “Ethics” as used in this section shall mean the following: confidentiality regarding student information; mandated reporting and child abuse prevention; Americans with Disabilities Act of 1990 (ADA); Individuals with Disabilities Education Act (IDEA); Section



504 of the Rehabilitation Act of 1973; non-discrimination; universal access, designing and implementing equitable and inclusive learning environments for all students.

- (7) The term “foundational” as used in this section shall mean the most basic or introductory level.
- (8) The term “Health, Safety and Hygiene” as used in this section shall mean the following: emergency behavior interventions and de-escalation strategies; establishing a physically, socially, and emotionally safe classroom environment; specialized health care procedures; injury and illness prevention; lifting, carrying, and use of mechanical lifts and equipment; general and specialized ergonomics; blood-borne pathogens and universal precautions.
- (9) The term “Human Development” as used in this section shall mean the following: comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood; knowledge of developmental stages and development associated with various disabilities and risk conditions (e.g., visual impairment, autism spectrum disorders, cerebral palsy); resilience and protective factors (e.g., attachment, temperament) and their implications for learning.
- (10) The term “intermediate” as used in this section shall mean that which is in advance of or builds upon the foundational level.
- (11) The term “Local Context” as used in this section shall mean the following: employer-specific software or programs used for attendance, grading, and individualized education program tracking; school expectations; local educational programs.
- (12) The term “mentoring” as used in this section shall mean that for each statutory leave assignment the local employing agency shall provide an average of two hours of mentoring, support, and/or coaching per week through a system of support coordinated and/or provided by a mentor who possesses a valid life or clear credential that would also authorize service in the statutory leave assignment, and that within this system of support the TPSL holder shall be provided lesson plans for the first four weeks of the assignment as well as continued assistance in the development of curriculum, lesson planning, and Individualized Education Programs (IEPs).
- (13) The term “orientation” as used in this section shall mean that the local employing agency shall provide early orientation to the assignment before or during the first month of service in the statutory leave assignment.



- (14) The term “Pedagogy” as used in this section shall mean the following: introductory coursework in planning and delivering content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks; knowledge of the full range of the service delivery system, including special and general education, diversity of grades/ages, and federal disability categories.
- (15) The term “professional learning activities” as used in this section shall mean activities that are offered to the local employing agency’s regular teaching staff.
- (16) The term “proficient” as used in this section shall mean the complete or skilled level.
- (17) The term “Reading and Language Arts” as used in this section shall mean the following: systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework that meets the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.
- (18) The term “Relationships Between Theory and Practice” as used in this section shall mean the following: exposure to the relationships between foundational issues, theories, and professional practice in relation to the principles of human learning and development, pedagogical strategies, curriculum, instruction, assessment, student accomplishments, attitudes, and conduct.
- (19) The term “statutory leave” as used in this section shall mean when an employing agency must temporarily fill a position belonging to a teacher of record whose absence is authorized by any leave as defined in Education Code section 44977, Education Code section 44978, Education Code section 44984, Government Code section 12945, Government Code section 12945.2 and 29 U.S.C. Chapter 28.
- (20) The term “Teaching English Learners” as used in this section shall mean the following: principles of linguistic development; language acquisition; assessment of language proficiency; academic delivery and building strategies for English language learners; knowledge of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students.
- (21) The term “Using Technology in the Classroom” as used in this section shall mean the following: knowledge in the basic principles of operation of computer hardware and software; use of technology to facilitate the teaching and learning process; legal and



ethical issues related to the use of technology; best practices and research on the use of technology to deliver lessons that enhance student learning; integration of technology-related tools into the educational experience.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b), 44225(d), 44225(e), 44225(l), 44252, 44258.9, 44280, 44281, 44282, 44300(i), 44977, 44978, 44984, 47605, 56365 and 56366, Education Code.

**§ 80025.3. Day to Day Substitute Teaching.**

- (a) The holder of a valid California teaching or services credential for which the requirements are equal to or greater than those listed in Title 5 Section 80025(a)(1) and (2) for an Emergency 30-Day Substitute Teaching Permit is authorized to serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year. Holders of teaching or services credentials issued prior to February 1, 1983 will not be held to the requirement in Education Code Section 44252(b) if the requirements for the credential included a bachelor's degree and a professional preparation program.
  
- (b) The holder of a permit or credential issued according to the provisions of Title 5 Sections 80021, 80021.2, 80022, 80023.2, 80025.1 or 80071.4(c) may, in addition to the authorization of the permit, serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults during the valid period of the permit in any district within the county listed on the document. However, the holder shall not serve as a substitute for more than 30 days for any one general education teacher or classroom, or more than 20 days for any one special education teacher or classroom during the school year.
  
- (c) The provisions of this section do not apply to teachers who hold documents issued under the provisions of Education Code Sections 44321 or 44325.

Note: Authority cited: Sections 44225(q) and 56061(a), Education Code. Reference: Section 44225(e), Education Code.

