

THE ADMINISTRATOR'S ASSIGNMENT MANUAL



Commission on Teacher Credentialing
Ensuring Teacher Quality

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The Administrator's Assignment Manual

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Notice

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HOW TO USE THIS MANUAL

This *Manual* is designed to be used by school site administrators who are responsible for assigning teachers and other certificated employees to specific positions and by personnel officers and credential technicians. Individuals enrolled in Commission-approved Administrative Services Credential programs also use this *Manual* in their program. Please feel free to duplicate the *Manual* as needed.

The *Manual* is organized by the type of position that needs to be filled. The section on each position tells which credentials authorize service for that position and provides local assignment options in case the employing agency cannot find someone who holds one of the listed credentials. The credentials are listed according to the law under which they were issued from earliest to current (General, Standard, or Ryan) because it is convenient to identify them in those terms. No preference is implied by the order of the list; all the listed credentials authorize the type of service being described.

There are some general principles which underlie this *Manual* and the making of assignments. The first consideration should always be the **students** who will be served by the person filling the teaching and non-teaching assignments, not the **teachers** or other certificated staff that may have an opening in their schedule. For teaching positions, determine exactly what the curriculum or content is for the class, decide what type of credential authorizes the teaching of that curriculum, and then find a teacher who has that credential. In most cases, there will be a credential with a subject that clearly covers the curriculum of each class. Several factors may cloud the issue. These include the graduation credit given for a class, funding issues, and compliance with No Child Left Behind (NCLB).

Graduation Credit

If the student receives specific subject area graduation credit, the type of credit given by the employing agency will usually dictate the credential or authorization needed. If, for example, the students are receiving social science graduation credit for a class in 'leadership', the teacher must have an authorization to teach social science. However, if the graduation credit received for the class conflicts with the curriculum, the curriculum takes precedence. A review of the curriculum may determine which credential or authorization is the appropriate choice. The title of a class may not adequately describe the curriculum or provide enough information to determine which credential authorizes the service.

Funding

Programs such as vocational, special education, English learners, and adult education receive funding from the California Department of Education (CDE) or other funding sources. CTC continues to advise employers to check with the CDE at the appropriate program office or other funding source before assigning an individual to a class which receives specific funding. Contact numbers are available in several sections of the *Manual*.

NCLB Compliance

NCLB compliance or 'highly qualified educator' is a federal requirement that each local employing agency must meet. Appropriate assignment is part of the compliance and CTC may respond to questions for this part of NCLB compliance.

HOW TO USE THIS MANUAL (CONTINUED)

See the Glossary on page ix for a complete definition. Questions concerning NCLB subject matter competence, HOUSSSE, or overall NCLB compliance must be addressed to the CDE at writecde@cde.ca.gov. Additional information may be found on CDE's website at: <http://www.cde.ca.gov/nclb/sr/tq/index.asp>.

If an employing agency is unable to assign a teacher or other certificated employee with the appropriate credential, there are options the employing agency may consider which are described in the various sections of this *Manual*. Some employing agencies have policies which may specify preferred credentials and may prohibit the use of some of the options. Employers should know exactly what their district's policies are before assigning an individual into a position using one of the options.

Employing a person who holds the appropriate credential assures the employing agency that the teacher, counselor, administrator, librarian, nurse, or other certificated employee has met the standards established for that position by the state through legislation (*Education Code*) and regulation (*California Code of Regulations, Title 5*). School site administrators, as well as district and county administrators, have the responsibility under EC §44258.9(b) to have evidence of the credential(s) each individual holds in order to make a legal and appropriate assignment. If an employing agency assigns an individual using an assignment option, documentation of the reason which authorizes the assignment (*Education Code* section, *Title 5* section, etc) should be referenced in the employing agency's files.

The information provided in the *Manual* is thoroughly researched. There are a few authorizations that may appear ambiguous and there are assignment questions that can only be answered on an individual basis. Always check the document itself to confirm the authorization and read the entire text of the *Education Code* or *Title 5* section if there are doubts about using it in a specific context.

If you still have questions about filling an assignment, contact the school district or local employing agency:

Name of Employing Agency

Telephone Number

You may be referred to the county office of education:

Name of County Office of Education

Telephone Number

HOW TO USE THIS MANUAL (CONTINUED)

If you have additional assignment or credential authorization questions, contact the Commission on Teacher Credentialing (CTC):

When requesting specific information regarding an individual, please include their name, date of birth, and last four digits of the social security number. CTC cannot respond to specific questions without checking an individual's credential(s).

CTC Assignment Unit **Telephone Voice Mail** Message (916) 322-5038
CTC Assignment Unit **E-mail**..... cawassignments@ctc.ca.gov
CTC Assignment Unit **Fax**..... (916) 322-0048

For the voicemail line, e-mail, or fax, leave your name, telephone number, name of agency, and a short message. A response to most messages will be received within 72 hours.

If your question concerns an application, application or credential status, credential information, or credential requirements, call:

CTC Information Services Telephone Calls.... (916) 445-7254 or toll free (888) 921-2682
(currently 1:00 – 4:45 pm Monday through Friday [except State Holidays])

CTC Information Services e-mail..... credentials@ctc.ca.gov
CTC World Wide Web Page..... www.ctc.ca.gov

Comments and Suggestions for Updates and Revisions to this Manual

Commission on Teacher Credentialing
Attn.: Assignment Unit
1900 Capitol Avenue
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cawassignments@ctc.ca.gov

Hard Copies of the *Administrator's Assignment Manual*

You may download the *Administrator's Assignment Manual* from the Credential Information Section of the CTC's website <http://www.ctc.ca.gov>. For information on duplication of this Manual, please see the inside of the front cover.

GLOSSARY OF TERMS

Authorizations	Each credential, certificate, permit, or waiver authorizes an individual to serve in a subject or subject area(s) in a setting at a grade level listed on the document. The authorization statement, printed on the document since 1989, provides the specifics for the authorization.
Basic Skills Requirement (BSR)	California requires individuals to meet a basic skills requirement for many types of certification. The California Basic Educational Skills Test (CBEST) is a standardized written test of basic skills in reading, writing, and mathematics developed by CTC. It is also required in some cases for employment purposes. The examination was adopted by California in 1982 and became effective February 1, 1983. Additional options were added to meet California’s basic skills requirement on January 1, 2007. See the BSR link under ‘Information Leaflets’ in Section R.
Charter School	A charter school is a public school that may provide instruction in grades K-12. The schools are usually sponsored by an existing public school district or county office of education. Charter schools are exempt from most laws governing school districts that include assignment monitoring per EC §44258.9. Appropriate assignment falls under the chartering authority.
Coded Correspondence	Official CTC correspondence that notifies the public and interested parties of pending or implementation of changes in the CTC’s regulations, policies, and procedures. Copies are found on the CTC’s web page www.ctc.ca.gov . Coded Correspondence is distributed through E-News. See Section R for instructions to subscribe to the CTC ListServ.
Commission on Teacher Credentialing	The Commission on Teacher Credentialing is the autonomous state standards board for the state of California. One of the Commission’s responsibilities is to ensure appropriate assignment of teaching and non-teaching certificated staff. References in this <i>Manual</i> are cited as ‘CTC’.
Committee on Assignments	The Committee on Assignments is a local committee established with the approval of the superintendent and the president/chair of the district governing board. It is made up of an equal number of teachers selected by teachers, and school administrators selected by school administrators, to approve assignments of full-time teachers with special skills and preparation to teach an elective subject outside of their credential authorization. English, mathematics, science or social science are not considered electives when using this option. The Committee may not authorize a service assignment such as counseling, library, or administration.

GLOSSARY OF TERMS (CONTINUED)

<p>Credential Types</p> <p><i>SB 2042</i></p> <p><i>Ryan</i></p> <p><i>Standard</i></p> <p><i>General</i></p>	<p>There are four types of teaching and services documents.</p> <p>The term ‘SB 2042 Credential’ refers to multiple and single subject teaching credentials issued under Senate Bill 2042 (Chap. 623, Stats. 1999) statute, including amendments and additions, beginning in 2003.</p> <p>The term ‘Ryan Credential’ is used for teaching and services documents that are issued under the provisions of the Teacher Preparation and Licensing Law of 1970 (Ryan Act), its subsequent amendments and additions, including the Bergeson Act of 1988, and other laws and regulations currently in effect. These documents and those under the SB 2042 provisions are the only type that may be issued to first-time applicants.</p> <p>Standard Credentials were originally issued under the provisions of law (Fisher Act) that immediately preceded the Ryan Act. These credentials are no longer issued on an initial basis but renewals are issued to holders who qualify. The provisions of law that authorized the original issuance of Standard Credentials were in force from 1961 through 1970.</p> <p>General Credentials were originally issued under the provisions of law prior to 1961. These credentials are no longer issued on an initial basis but renewals are issued to holders who qualify.</p>
<p>Credential Handbook</p> <p>Credential Information Guide</p>	<p>The Credential Handbook was an extensive reference guide published by the CTC's Certification, Assignment and Waivers Division that included detailed information about requirements to earn a credential, certificate, permit, or waiver. In addition, it included a list of authorizations for all documents.</p> <p>The Credential Handbook was replaced in 2004 with an online version known as Credential Information Guide (CIG). It includes the information previously included in the Credential Handbook. Log-on information may be found in Section R under ‘web sites’.</p>
<p>Credential Waivers</p> <p><i>Short-Term</i></p>	<p>Since July 1, 1994, the responsibility to waive credentials and credential requirements shifted to CTC under the authority of EC §44225(m). There are two types of waivers: Variable Term and Short-Term. For information and guidelines, employers may contact the CTC’s Waiver Unit voicemail line at (916) 323-7136 or email waivers@ctc.ca.gov.</p> <p>Short-term waivers may be approved at the local level to provide the employing agency with one semester or less to address unanticipated, immediate, short-term organizational needs by assigning only individuals who hold basic teaching credentials to teach outside their credentialed authorizations with the consent of the teacher. They may be issued once to any</p>

GLOSSARY OF TERMS (CONTINUED)

<i>Variable Term</i>	<p>individual teacher and only once for a given class and cannot be used for a non-teaching assignment. A copy of the short-term waiver should be forwarded to the county office of education.</p> <p>Variable Term Waivers provide the employing agency up to one year or for a period set by CTC to: 1) allow individuals additional time to complete a credential requirement; 2) facilitate assignment in school programs addressing issues of educational reform; 3) allow geographically isolated regions with severely limited ability to develop personnel time to hire personnel; or 4) obtain waivers for situations when all other efforts to find appropriately credentialed teachers have been exhausted.</p>
Declaration of Need	The Declaration of Need (DON) is an annual form submitted to CTC from employing agencies. This form contains the estimated number of emergency permit and limited assignment permit teachers that will be employed during the school year. The DON is not needed when applying for a teaching permit.
Departmentalized Class	A departmentalized class is a class in which one instructor teaches a specific subject matter area. The instructor will teach the subject matter to several different groups of students. This is the classroom organization usually found in the middle, junior, or high school settings but may also be found at the elementary level in classes such as art, physical education, and music.
Dependent Credential	A dependent credential is a credential that may only be issued if the individual holds another specific type of credential. Library Services or Reading Specialist Credentials are examples of dependent credentials.
Education Code	<i>The California Education Code</i> lists the statutes that are passed by the State Legislature and signed into law by the Governor. References in this <i>Manual</i> are cited as ‘EC §’.
Emergency Permits	<p>Emergency permits in the area of resource specialist; library media services; Bilingual Crosscultural, Language, and Academic Development (BCLAD); and Crosscultural, Language, and Academic Development (CLAD) are issued at the request of an employing agency when no credentialed person is available for a position or when those available do not meet the specified employment criteria established for the position.</p> <p>Teaching permits in the area of multiple subject, single subject, and special education are also issued. See definition for <i>Teaching Permits</i> for more information.</p>
Employing Agency	An employing agency is a California public school district,, county office of education; non-public; nonsectarian school or agency; state or federal agency; charter school; or private school of equivalent status.

GLOSSARY OF TERMS (CONTINUED)

<p>E-News and CAW-News</p>	<p>E-news is the CTC’s listserv e-mail system that allows the CTC to communicate and distribute information through the email process, such as coded correspondence and press releases. CAW-News is for issues exclusive to credentialing, that includes the distribution of the Credential Information Alerts (CIAs). To subscribe to either Listserv system, see the instructions in Section R under ‘Contacts’.</p>
<p>English Learner (ELs)</p>	<p>English learners (ELs) are students who, on the basis of the state-approved California English-Language Development Test (CELDT), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs. Designating a student as an EL doesn’t define how the student will receive EL services. The local level employing agency determines the services provided.</p>
<p>Internship Credentials and Certificates</p> <p><i>District</i></p> <p><i>Individualized</i></p> <p><i>Pre-Internship</i></p> <p><i>University</i></p>	<p>CTC has issued four types of internship credentials and certificates. All four are described below, but only two are initially issued currently.</p> <p>District Internship programs require the intern to satisfy specific requirements and complete a program that is developed and implemented by a school district or county office of education in accordance with a Professional Development Plan. The intern is assisted and guided through the approved training period.</p> <p>In December 2002, the CTC established the Individualized Internship Certificate (IIC) as an option to individuals not enrolled in an existing district or university internship program. Following a court decision in December 2005, all valid IICs were voided and the CTC could not continue to initially issue the document. One of the stipulations in the court decision required the CTC to establish a Special Temporary Certificate (STC) that replaced the voided IICs.</p> <p>The Pre-Internship Certificate was issued to a participant in a program established by legislation in 1997. CTC ceased initial issuance of Pre-Internship Certificates for documents with an initial issuance date on or after July 1, 2004.</p> <p>University Internship Programs are a cooperative effort between a school district and an institution of higher education. The university intern must satisfy specific requirements. The internship program must be approved by CTC prior to enrolling students and may not be available in all school districts.</p>
<p>Local Assignment Option</p>	<p>Provisions within the Education Code and Title 5 regulations provide legal avenues for the assignment of certificated employees outside their basic credential document authorization. These options allow local employing agencies the flexibility to</p>

GLOSSARY OF TERMS (CONTINUED)

	<p>assign individuals to teach subjects or provide services other than those authorized by the credential held.</p> <p>In most cases, assignments made under these options require the agreement of the school site administrators and the governing board. Consent of the individual is also required. Most of the options are for teaching assignments and only a few are for services positions.</p>
Middle School	A middle school may be any school that has grades five through eight. This is generally an elementary, middle, or junior high school.
<p>No Child Left Behind</p> <p><i>High Objective Uniform State Standard of Evaluation (HOUSSE)</i></p>	<p>The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) of 1965. The federal law requires states to develop assessments linked to teacher quality. To align with NCLB, California’s State Board of Education established that teachers of NCLB core academic subjects must have: 1) a bachelor's degree; 2) a state credential or an intern credential for no more than three years; and 3) demonstrate core academic subject matter competence. Questions concerning NCLB compliance may be addressed to CDE at writecde@cde.ca.gov.</p> <p>California has developed a system for teachers to meet NCLB subject matter compliance entitled ‘High Objective Uniform State Standard of Evaluation’. Approval for subject matter competence by using the HOUSSE is not equivalent to an authorization to serve. An individual must also hold a credential or authorization appropriate to the assignment.</p>
Non-Public, Nonsectarian School/Agency	A non-public, nonsectarian school or agency is a private school or agency granted non-public school or agency status by the California Department of Education (CDE) as defined in EC sections 56365 and 56366.
Prerequisite Credential	A prerequisite credential is the document that an applicant must hold (or must qualify and apply for) in order to earn a ‘dependent’ credential. Many specialist and services credentials such as the reading specialist require prerequisite credentials. The statutes or regulations for each dependent credential specify which credential(s) may serve as prerequisites.
Self-Contained Classroom	A self-contained classroom setting is one whereby all subjects are taught by an instructor to a group of students and are usually found at the elementary level.
Subject Matter Authorizations	Subject matter authorizations were established in 2005 in response to NCLB and are issued as specific or introductory subjects. Both authorizations require the credentialed multiple subject, single subject, standard elementary, standard secondary, and some special secondary teachers to have either a degree

GLOSSARY OF TERMS (CONTINUED)

<p align="center"><i>Specific</i></p> <p align="center"><i>Introductory</i></p>	<p>major; a specific number of units in the subject; or a subject directly related to the subject area requested. Subjects are limited to NCLB core academic subject areas.</p> <p>A specific authorization authorizes the holder to teach the specific subject in grades preschool, K-12, and classes organized primarily for adults.</p> <p>An introductory authorization authorizes the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below; but the students may be in grades preschool, K-12, and classes organized primarily for adults.</p>
<p>Supplementary Authorizations</p> <p align="center"><i>Specific</i></p> <p align="center"><i>Introductory</i></p>	<p>Supplementary authorizations (established in 1979 for single subject and in 1982 for multiple subject) are issued as specific or introductory subjects. The teacher is required to have either a degree major or a specific number of units in the subject or a subject directly related to the subject to be listed.</p> <p>Specific authorizations may be added to single subject, standard secondary and some special secondary teaching credentials and authorize the holder to teach the specific subject in grades preschool, K-12, and classes organized primarily for adults.</p> <p>Introductory authorizations may be added to single subject, standard secondary, some special secondary, multiple subject, and standard elementary teaching credentials and authorize the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below; but the students may be in grades preschool, K-12, and in classes organized primarily for adults.</p>
<p>Teacher Consent</p>	<p>Many local assignment options require teacher consent because the individual is being assigned outside the subject area of their credential. The type of consent is not delineated in statute and the method used to acquire consent is a local level decision.</p>
<p>Teaching Permits</p> <p align="center"><i>Provisional Internship (PIP)</i></p>	<p>CTC took action in December 2003 to discontinue the issuance of multiple subject, single subject and education specialist emergency permits and to replace them with two types of teaching permits.</p> <p>The PIP is available when the employing agency knows that there will be a teacher vacancy yet is unable to recruit a suitable candidate. The PIP is restricted to the employing agency and may be issued in two one-year increments if the individual meets the renewal requirements. Only two PIP documents of any kind may be issued to an individual. The permit will not be issued to an individual who was issued five emergency permits.</p> <p>The STSP may be requested by an employing agency when</p>

GLOSSARY OF TERMS (CONTINUED)

<i>Short-Term Staff (STSP)</i>	there is an acute staffing need. The STSP is restricted to the employing agency requesting the permit and is issued for one year. The permit will not be issued to an individual who was issued five emergency permits.
Title 5 Regulations	The sections of the <i>California Code of Regulations, Title 5</i> , concerning education are established by state educational agencies, including CTC, and are intended to implement the statutes enacted by the State Legislature. References in this <i>Manual</i> are cited as ‘T5 §’.

A. ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

This chapter provides an overview of elementary, middle, and high school assignment characteristics and problems, while the following two chapters cover the specific teaching credentials that authorize general education classroom service in elementary schools, middle schools, and high schools. Specialist areas such as special education and bilingual education are covered in later chapters.

Elementary Schools

Most elementary schools, regardless of the grade level configuration (K-6, K-4, K-8, etc.), are still organized around the **self-contained classroom** where all, or most, subjects are taught to a group of children by a single teacher. Information about the credentials that authorize service in self-contained classrooms can be found on page B-1. All the credentials listed on that page also authorize the teacher to team teach or regroup pupils across classrooms according to EC §44258.15:

Notwithstanding Section 44258.1, the holder of a credential authorizing instruction in a self-contained classroom may provide instruction in a team teaching setting or may regroup pupils across classrooms in subjects authorized by the governing board of the school district.

Regrouping generally means two or more teachers each teach all the subjects in a self-contained classroom, but group their students for one or more of those subjects. Students may be grouped by their learning level. For example, one teacher may take the below-grade level math students from two or more classes, while another teacher takes the above-grade level math students, etc. The teachers usually begin the day with the students assigned to them for self-contained instruction. The concept of regrouping is not generally used in middle schools.

Team teaching may mean one teacher provides language arts instruction, for example, to both classes while the other teaches science to both allowing both teachers to use their strengths to instruct a larger number of students. In this manner, the teacher's subject area expertise becomes the important factor.

In both of these situations, each of the paired teachers has a self-contained class, but for part of their day the school chooses to allow them to team teach or regroup. These innovative teaching patterns are designed to meet specified educational goals and do not result in a single teacher teaching only one subject such as math or science for a full day. Regrouping and team teaching do not require specific unit approval by school boards as is required for a departmentalized assignment under EC §44256(b), 44263, and 44258.2.

Since October 1994, regulations allow for holders of some pre-Ryan teaching credentials to expand the authorization of their credential. The authorization for the General Kindergarten-Primary Teaching Credential expands from grades K-3 to K-8 in a self-contained classroom to align it more closely with the General Elementary Teaching Credential. In addition, the Standard Elementary and Standard Early Childhood Education Teaching Credentials are aligned with the Multiple Subject Teaching Credential to authorize teaching preschool, grades K-12, and classes organized primarily for adults in a self-contained classroom. School board approval is not needed, however teacher consent is required. See pages B-2 and C-8 for additional information.

A. ELEMENTARY, MIDDLE, AND HIGH SCHOOLS (CONTINUED)

Many elementary schools also have programs that take students from the self-contained classroom and place them in **departmentalized classes** for a period of time or assign the teacher of a specific subject to come into the self-contained classroom to teach their subject while the regular teacher is gone, such as during the regular teacher's prep period. The individual who teaches music or art, math or science, or physical education to several groups of children during the day must have an authorization to teach that subject in a departmentalized setting. For more information about the credentials that authorize teaching in departmentalized classes, see pages C-1 through 14.

Middle and Junior High Schools

Middle and junior high schools provide the transition from the elementary school's self-contained classroom model to the departmentalized programs offered at the high school level. As a result, they incorporate some features that are not generally present at either of the other levels and have some authorizations that apply only to them. Middle schools are defined as schools that most frequently include grades six through eight but may have any combination of grades five through eight. Junior high schools often also include grade nine. Many of the authorizations designed for middle schools do not apply to grade nine.

If the school's program has the curriculum arranged so that one teacher provides instruction in several subjects, it is a self-contained classroom and the teacher must have a credential that authorizes that service. Information about the credentials that authorize service in a **self-contained classroom** can be found on pages B-1 through 4.

When the teacher teaches one subject to several groups of students, he or she needs to have a credential that authorizes teaching that subject in a departmentalized setting. Refer to the chart on page 3 of this section for how to staff 'core' and 'team' assignments. For more information about the credentials that authorize teaching in departmentalized classes, see pages C-1 through 14.

Core Setting

EC §44258.1 defines a '**core**' setting as one in which a teacher is assigned on the basis of a credential that authorizes service in a self-contained classroom (Multiple Subject or Standard Elementary Teaching Credentials) to teach two or more subjects to the same group of students. The student population must remain substantially the same, but not absolutely, so that the time and the curricula of the subjects may be manipulated in ways that enhances good instruction. The language of §44258.1 reads:

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, provided that he or she teaches two or more subjects for two or more periods per day to the same group of pupils, and, in addition, may teach any of the subjects he or she already is teaching to a separate group of pupils at the same grade level as those pupils he or she already is teaching for an additional period or periods, provided that the additional period or periods do not exceed one-half of the teacher's total assignment.

The other feature of the code is the 'hanging' fifth period. Most teachers have two, two-period cores for four periods a day. Since January 1992, a teacher may teach in a departmentalized class any of the subjects he or she is teaching in a core assignment as

A. ELEMENTARY, MIDDLE, AND HIGH SCHOOLS (CONTINUED)

long as it is at the same grade level of the core and the departmentalized subjects do not constitute more than half of the teacher's total assignment.

It is important to note that EC §44258.1 does not state which subjects may be taught in a core setting and whether the subjects are academic or elective, therefore, any two or more subjects may be 'cored'. In addition, the classes do not have to be consecutive periods of the day. However, the students must remain the same.

The core may also be taught by someone with a credential that authorizes the teaching of both subjects in a departmentalized setting. For example, the holder of a Single Subject Teaching Credential in Social Science with a supplementary or subject matter authorization in Introductory English may legally teach a core of social studies and English. The classes may also be covered by one of the credentials or authorizations for departmentalized classes described on pages C-1 through 14. Supplementary authorizations and subject matter authorizations provide much of the needed flexibility for a middle school assignment. See page C-3 for more information about supplementary authorizations and other options.

Teams

A group of four teachers, certificated across the core disciplines of mathematics, English, science, and social science, may '**team**' to work with a large group of students. The grouping of the students may be called villages, communities, teams, etc. The teachers meet regularly in a commonly scheduled planning period to develop interdisciplinary lessons, identify individual student problems, etc. The credential becomes a problem when the teachers serving as team members are not credentialed in subjects they are expected to teach in the team. Being a member of a team is not the same as teaching in a core setting or team teaching.

A team is a group of teachers usually holding departmentalized credentials, such as the Single Subject or Standard Secondary Teaching Credential, or authorizations to teach departmentalized subjects to a group of students. A teacher with a credential that authorizes service in a self-contained classroom or in a core setting is not authorized to serve as a member of a team unless he or she holds a supplementary or subject matter authorization in the subject area taught or is covered by one of the credentials or authorizations for departmentalized classes described on pages C-1 through 14.

Additional Options

EC §44258.15(b) and (c), which provided another option for assigning teachers whose credentials authorized either self-contained or departmentalized instruction to departmentalized classes in the middle schools, sunsetted June 30, 1992.

There is also a section of the Education Code (§44258.2) which expands the authorization for holders of Single Subject or Standard Secondary Teaching Credentials so they may be assigned to teach in grades 5 through 8 in a middle school provided the teacher has completed a prescribed number of units of course work and has consented to the assignment.

The holder of a single subject teaching credential or a standard secondary teaching credential may, with his or her consent, be assigned by action of the governing board to teach classes in

A. ELEMENTARY, MIDDLE, AND HIGH SCHOOLS (CONTINUED)

grades 5 to 8, inclusive, in a middle school, if he or she has a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject to which he or she is assigned.

Another provision of the law, EC §44256(b), expands the authorization for the holder of a Multiple Subject or a Standard Elementary Teaching Credential to teach in a departmentalized setting below grade 9:

The governing board of a school district by resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. The authorization shall be with the teacher's consent.

EC §44264 expands the authorization to grades 5 and 6 of such pre-Ryan teaching credentials as the General Junior High, Standard Secondary, and General Secondary which authorize service in departmentalized classes in grades seven and above:

Notwithstanding any other provision of law, a person holding a credential issued under the laws and regulations in effect on or before December 31, 1971, authorizing teaching in grades 7 to 12, inclusive, or grades 7 to 9, inclusive, in the secondary schools may be assigned, with his or her consent, to teach any subject authorized on his or her credential in grades 5 and 6 or grade 5 or grade 6 in a departmentalized program in a school composed of grades 5, 6, 7, and 8 or grades 6, 7, and 8.

How to Staff Core and Team Settings

An 'X' denotes that the credential is appropriate to the assignment

Type of Credential	Core	Team
Multiple Subject	X	See note
Standard Elementary (in subject area of assignment for team assignment only)	X	X³
Standard Secondary with major or minor in subject area(s) of assignment	X¹ X²	X¹ X³
Single Subject in subject area(s) of assignment	X²	X³
Supplementary or subject matter authorization in subject area(s) of assignment	X	X
General Elementary	X	X
General Junior High		X¹
General Secondary		X¹

Note: The holder of a Multiple Subject Teaching Credential may be assigned on the basis of EC §44256(b), §44258.3, or §44263 in the subject area of the 'team' assignment.

¹ Use EC §44264 for grades 5 and 6.

² If the teacher's document is in only one or in neither of subjects of core assignment, the employing may use EC §44258.2, §44258.3, or §44263 for subject areas of assignment not listed on the document.

³ If the document is in another subject area than being taught in 'team' assignment, the employing agency may use EC §44258.2, §44258.3, or §44263 for subject areas of team.

A. ELEMENTARY, MIDDLE, AND HIGH SCHOOLS (CONTINUED)

Since October 1994, regulations allow for holders of some pre-Ryan teaching credentials to expand the authorization of their credential. In addition to the authorization to teach in a self-contained classroom, the Standard Early Childhood Education Teaching Credential may be extended to grades 9 and below in a departmentalized class in the subjects listed as a major or minor. The authorization for the General Junior High Teaching Credential expands from grades 7-9 to K-9 in a departmentalized classroom to align more closely with the General Elementary Teaching Credential and the General Secondary expands from grades 7-12 or 7-14 to grades K-12 or K-14 to teach in departmentalized classes in the major or minor. Both the General Junior High and Secondary Teaching Credentials require the individual to either have a major or minor in the subject area or have taught the subject area for three years within the last ten years. School board approval is not needed, however teacher consent is required. See page C-8 for additional information.

Finally, depending upon the type of class involved (self-contained, core, teams, or departmentalized), the assignment options provided in the following two chapters apply when a teacher with the appropriate credential is not available to fill a specific position.

High Schools

Most high schools have **departmentalized classes** and need to assign teachers who hold an appropriate credential as listed beginning on page C-1. Nontraditional schools and classes, such as opportunity schools, necessary small high schools, and performing arts schools are covered in the section beginning on page D-1.

B. SELF-CONTAINED CLASSROOM

The following credentials authorize service in a self-contained classroom. Self-contained classrooms are generally found in the elementary schools in grades preschool through six where all, or most, subjects are taught to one group of children by a single teacher. These credentials also authorize team teaching and regrouping pupils at the elementary level. It is possible to find a self-contained classroom at a higher grade level, such as in a one-room school or an opportunity classroom. Check both the authorization and the grade level listed on the document before assigning a teacher with one of these credentials.

If staffing a departmentalized classroom at an elementary school, such as instructional music or physical education or a math lab, see pages C-1 through 14 on departmentalized classes for appropriate credentials and assignment options. See pages O-1 and 3 for information on teaching and supervising in a preschool on the basis of an elementary credential.

General:

Kindergarten-Primary (grades K-3)
Elementary (grades K-8)

Standard:

Early Childhood (grades preschool-3)
Elementary (grades K-9)

A small percentage of these were issued authorizing service only in the subject of the non-academic major--check the document.

Ryan:

Multiple Subject (grades preschool, K-12 and adults)
Multiple Subject University Internship (grades preschool, K-12 and adults)
Service is restricted to the participating employing agency.
Multiple Subject District Intern Certificate (grades K-8)
Service is restricted to the participating employing agency.
Specialist Instruction Credential in Early Childhood Education

Note: Refer to Title 5 §80020(a), (b), and (c) on page B-2 for information on expanded grade level authorizations for selected credentials listed above.

Local Teaching Assignment Options for Self-Contained Classrooms: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

CTC cautions employing agencies when using local assignment options for teachers holding internship credentials to serve outside the authorization of their internship credential. Internship credential holders need to complete the teaching component required to fulfill the internship. If an employing agency wishes to use a local assignment option for the holder of an internship credential, the individual must meet the specific requirements of the teaching assignment option and fulfill the requirements for the internship credential.

It is not appropriate for an individual who holds an emergency or teaching permit to be assigned on the basis of a local assignment option available to employers. When an employing agency requests an emergency or teaching permit, it is for a particular

B. SELF-CONTAINED CLASSROOM (CONTINUED)

assignment. By assigning an emergency or teaching permit holder on the basis of one of the local assignment options, the employing agency violates the terms of the emergency or teaching permit.

EC §44263 allows the holder of a teaching credential, usually a General Secondary, Standard Secondary or Single Subject, to serve by resolution of the governing board and with the consent of the teacher, in a self-contained classroom if the teacher has completed 60 semester hours of course work equally distributed among the four subject areas in EC §44314. EC §44314 was amended in 1987 to list ten subject areas. The 60 semester hours of course work should be equally distributed among any four of the following subjects: language studies, literature, mathematics, science, social science, history, humanities, the arts, physical education, and human development.

A teacher licensed pursuant to the provisions of this article may be assigned, with his or her consent, to teach ... a multiple subject class if he or she holds at least 60 semester hours equally distributed among the four areas of a diversified major set forth in Section 44314. A three-semester-unit variance in any of the required four areas may be allowed. The governing board of the school district by resolution shall provide specific authorization for such assignment. The authorization of the governing board shall remain valid for one year and may be renewed annually.

EC §44865 provides staffing options for specified types of classes and schools. See page H-1 on Substitute Teaching for a list of credentials that require a bachelor's degree and student teaching. Refer to Coded Correspondence 91-9104 on pages Appendix-16 and 17 for the legal opinion on the definition of opportunity, alternative, and continuation schools and classes.

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

- | | |
|--|--|
| <i>(a) Home teacher.</i> | <i>(f) Alternative schools.</i> |
| <i>(b) Classes organized primarily for adults.</i> | <i>(g) Opportunity schools.</i> |
| <i>(c) Hospital classes.</i> | <i>(h) Juvenile court schools.</i> |
| <i>(d) Necessary small high schools.</i> | <i>(i) County community schools.</i> |
| <i>(e) Continuation schools.</i> | <i>(j) District community day schools.</i> |

T5 §80020(a), (b), & (c) expands the authorization for the holders of General Kindergarten-Primary, Standard Elementary, and Standard Early Childhood Education Teaching Credentials in addition to the areas and grades already authorized by their credentials. All the expanded authorizations require the consent of the teacher.

- (a) The holder of a General Kindergarten-Primary Teaching Credential may be assigned, with his or her consent, to teach self-contained classes in grades four through eight.*
- (b) The holder of a Standard Elementary Teaching Credential may be assigned, with his or her consent, to teach self-contained classes in grades preschool, ten through twelve, and in classes organized primarily for adults, and to teach departmentalized classes in the subject or subjects of his or her majors or minors in grades nine and below.*
- (c) The holder of a Standard Teaching Credential for Early Childhood Education may be assigned, with his or her consent, to teach self-contained classes in grades four through*

B. SELF-CONTAINED CLASSROOM (CONTINUED)

twelve, and in classes organized primarily for adults, and to teach departmentalized classes in the subject or subjects of his or her majors or minors in grades nine and below.

T5 §80021 allows for the issuance of a Multiple Subject Short-Term Staff Permit (STSP) to any individual who has met specific requirements. The STSP is restricted to the employing agency and is not renewable.

A Multiple Subject Short-Term Staff Permit authorizes the same service as a Multiple Subject Teaching Credential.

T5 §80021.1 allows for the issuance of a Multiple Subject Provisional Internship Permit (PIP) to any individual who has met specific requirements. The permit is restricted to the employing agency and may be issued in two one-year increments if the individual takes all the subject matter exams for the subject area(s) listed on the document and does not pass. Only two provisional internship documents of any kind may be issued to an individual.

A Multiple Subject Provisional Internship Permit authorizes the same service as a Multiple Subject Teaching Credential.

T5 §80027 allows for the issuance of a Limited Assignment Multiple Subject Teaching Permit to a teacher who is employed by the school district and holds a credential based on a bachelor's degree and student teaching; see page H-1 on Substitute Teaching for a list of such credentials. Six semester hours of appropriate course work are required for each renewal. The permit may only be reissued twice in a specific subject area.

(c)(1)A Limited Assignment Multiple Subject Teaching Permit authorizes the same service as a Multiple Subject Teaching Credential.

T5 §80123(a) allows an employer to assign a teacher holding a credential (not emergency permit, teaching permit or variable term waiver) to an area not authorized by his or her credential when there is a temporary, unanticipated, immediate, short-term organizational need for a teacher. CTC approval is not required but CTC may rescind the authority of any employing agency to grant a short-term waiver upon a finding that the agency has violated any provision of Title 5 §80120 through 80123. The information required under section 80122 for this type of waiver must be forwarded to the County Office of Education pursuant to EC §44258.9. Teacher consent is required. See pages Q-9/10 for the form to report short-term waivers to CTC.

(a) Employing agencies may grant a short-term waiver as described under Section 80120(a) without prior approval by the Commission, provided that a short-term waiver may be issued one time only for any individual, and one time only for a given class.

Commonly Asked Topics Concerning Self-Contained Classes

Before and After School Programs: The Commission does not have purview of assignments for individuals in before and after school programs unless the students are receiving credit for the classes.

Core – Two or More Subjects: Core settings require an individual to teach two or more subjects to the same group of students. Subject areas such as reading and language arts

B. SELF-CONTAINED CLASSROOM (CONTINUED)

may be considered two subjects even though both of these subjects fall within the broad subject area of English. However, the content of the two subjects must be different. If the two subject areas are math and supplemental math, the local level must determine that the content of each class is different. If the content of the supplemental math class is the same as the math class, the assignment does not qualify as a core setting.

Early Childhood Education Emphasis: Individuals who hold Multiple or Single Subject Teaching Credentials may complete a Commission-approved Early Childhood Education Emphasis program. Their credential documents will include the statement ‘Special Preparation for Teaching Early Childhood: Preschool–3’. This statement acknowledges that the individual completed a program that included instruction and experience in teaching early childhood education. **It does not authorize additional service.** The special statement is to acknowledge completion of specific early childhood education course work and to allow employers to identify teachers who have a particular interest in working with this group of students.

Non-Credentialed Expert/Docent: An outside expert may be invited to present a lesson that will enhance the curriculum but the teacher may not turn the responsibility of the class over to the non-credentialed expert or docent. The teacher must be available to the classroom and not serving elsewhere.

Prelingually Deaf: The Commission may issue a teaching credential to individuals who are prelingually deaf to serve students in state special schools or in special classes for students who are deaf or hearing impaired. See the link in the Reference section under ‘Coded Correspondence’ for further information.

Pull-Out/Push-In Classes from Self-Contained Classes: If an individual teaches a specific subject area, such as science or computer education to students that are in a self-contained class for a majority of the day, the individual must hold an appropriate credential or authorization for the subject area taught. The fact that the students are in a self-contained classroom for a majority of the day does not exempt the teacher of a specific area to hold the appropriate credential or authorization.

C. DEPARTMENTALIZED CLASSES

The credentials listed on the following pages authorize service in departmentalized classes. These classes, generally found in middle schools, junior high schools and high schools are ones in which the teacher is assigned to instruct groups of students in a specific subject matter area or areas. Elementary schools also employ teachers in departmentalized classes. An example is the physical education, instructional music, or art teacher who fills in for the self-contained classroom teachers during their 'prep' periods.

The credentials that have been issued for the general purpose of teaching in departmentalized classes have unique authorizations. Some of the differences between these credentials are explained below. Refer to the complete text of the authorization on the document if further clarification is needed.

General:

The holders of these credentials may be assigned to teach any subject within the grades listed on the document. The Kindergarten-Primary and Elementary Credentials are generally used for self-contained classrooms, but are not restricted to that service.

Kindergarten-Primary (grades K-3)

Elementary (grades K-8)

Junior High (grades 7-9)

Be aware of the possibility of misassignment when placing a teacher with this credential in a 9-12 school; he or she may not teach above the 9th grade.

Secondary (grades 7-12 or 7-14)

Special Secondary (grades K-12 or K-14)

The holder may be assigned to teach any subject within the broad area listed on the document.

Art

Business Education

Homemaking

Industrial Arts

Music

Physical Education

Speech Arts

Vocational Agriculture

Note: Refer to Title 5 §80020(d) and (e) on page C-8 for information on expanded grade level authorizations for selected credentials listed above.

Standard:

Elementary (grades K-9)

- The holder may be assigned to teach multiple-subject matter (self-contained) classes, and to teach the subject or subjects listed as majors and minors in departmentalized classes, in grades K-9. A small percentage of these credentials authorize service only in the subject of the non-academic major and not in a self-contained classroom - check the document.*
- Some of the life Standard Elementary Teaching Credential documents issued in the 1960's had a broader authorization for teaching in a departmentalized class than appears on the credential document today. Check the document carefully to see if it has the broader authorization.*
- Subjects such as 'Social Science: Sociology', authorize the holder to teach only the subject listed after the colon. In this example, the holder is only authorized to teach sociology.*
- Majors such as 'Liberal Studies' and 'Diversified' do not authorize the teaching of a departmentalized class because the subject does not identify any specific area of the curriculum.*

Secondary (grades 7-12)

- The subjects listed on this credential are usually very specific. There were an unlimited number of subject possibilities because there was no prescribed list of subjects as there is under current law.*

C. DEPARTMENTALIZED CLASSES (CONTINUED)

Subjects such as 'Social Science: History' authorize teaching only the subject listed after the colon, not any subject in the department.

- The holder is authorized to teach the subject or subjects listed as majors and minors in departmentalized classes, and to teach introductory courses within the general area of any subject or subjects listed as majors in grades 7 through 12. For example:
 - A major in a broad subject area such as 'Biological Science' authorizes the teaching of any or all the life sciences including biology, botany, zoology, anatomy, and physiology and also introductory life science courses and general science courses.
 - A major in a specific subject area such as 'chemistry' authorizes the holder to teach that specific major or to teach related courses that are introductory or general in nature such as general science but does not authorize the teaching of any other specific subjects within the broad subject area such as physics.
 - A minor in a broad subject area such as 'English' authorizes the holder to teach classes specifically within that subject such as literature, composition and grammar. It does not authorize the teaching of related courses like drama or journalism or introductory courses.
 - A minor in a specific subject area such as physics authorizes the holder to teach only the subject listed on the credential and not introductory classes within the major area.
 - A minor in art or music has a broader authorization to serve beyond grades 7-12. The minor allows the holder to teach art or music (as applicable) in grades K-6.

Junior College (grades 11-14)

- The Junior College Credential (formerly identified by the code 'JSL' listed on the document) authorizes the holder to teach the subject or subjects listed as majors in grades 11 through 14. (Subjects listed as minors can only be taught in grades 13-14).
- The Junior College Credential (formerly identified by the code 'JCL' listed on the document) only authorizes service in grades 13-14.
- An authorization for specialized preparation, if listed on the document, refers to subject areas such as special education and librarianship.

Note: Refer to Title 5 §80020(c) and (f) on page C-8 for expanded grade level authorizations for selected credentials listed above.

Ryan:

Single Subject (grades preschool, K-12 and adults)

Under this credential the teacher may be assigned to any class within the broad single subject area listed on the document. The available subjects are:

Agriculture

Art

Biological Science (Specialized)

Business

Chemistry (Specialized)

English

Foundational Level Mathematics

Geosciences (Specialized)

Language (specified on document
including American Sign Language)

Health Science

Home Economics

Industrial and Technology Education
(previously Industrial Arts)

Mathematics

Music

Physical Education

Physics (Specialized)

Science: Biological Science

Science: Chemistry

Science: Geosciences

Science: Physics

Social Science

CTC may renew a Single Subject Credential with a major in Government, History, Life Science, or Physical Science. However, these four subject areas are rarely initially issued.

Specialized science areas authorize the holder to teach only the science area listed on the document and does not authorize integrated, introductory, or general science classes.

C. DEPARTMENTALIZED CLASSES (CONTINUED)

Single Subject University Internship (grades preschool, K-12 and adults)

Service is restricted to the participating employing agencies.

Single Subject District Intern (grades 6-12)

Service is restricted to the participating employing agencies.

Supplementary Authorizations (grades specified in authorization on document)

- *Specific supplementary authorizations may be issued to holders of Single Subject, Standard Secondary, or Special Secondary Teaching Credentials. They authorize service in departmentalized classes in grades preschool, K-12, and adults only in the specific subject listed, such as journalism or chemistry or psychology.*
- *Introductory supplementary authorizations may also be issued to holders of Single Subject, Standard Secondary, or Special Secondary Teaching Credentials. They authorize service in departmentalized classes in the broad area listed, such as mathematics or social science, but only in classes where the curriculum is designed for grades 9 and below but the students may be in grades preschool, K-12, and adults.*
- *Broad supplementary authorizations in single subject areas may be issued to holders of Multiple Subject and Standard Elementary Teaching Credentials. They authorize service in departmentalized classes in grades 9 and below in any class within the broad subject areas. Beware of the possibility of a misassignment when placing this teacher in a 9-12 school; he or she may not teach above the 9th grade.*
- *Supplementary authorizations in the introductory broad subject areas authorize the holder to teach all the subjects that fall within the broad subject area. For example, an introductory mathematics authorization allows the holder to teach the following subjects but only in classes where the curriculum is designed for grades 9 and below but the students may be in grades preschool, K-12, and adults for secondary credential holders or a mathematics supplementary issued to holders of elementary credential may teach in grades 9 and below: Basic or general mathematics, algebra, calculus, computer science, consumer mathematics, geometry, mathematical analysis, statistics and probability, and trigonometry.*
- *Supplementary authorizations followed by the term '(Basic)' were issued under regulations in effect prior to June 30, 1983 and authorize service in all grades in the subject listed. These are broad subject areas, but the term '(Basic)' should alert you 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.*

Subject Matter Authorizations (grades specified in authorization on document)

- *Subject matter authorizations are issued as specific or introductory subjects. Both authorizations may be issued to holders of Multiple Subject, Single Subject, Standard Elementary, Standard Secondary, and some Special Secondary Teaching Credentials. Subjects are limited to NCLB core academic subject areas.*
- *A specific authorization authorizes the holder to teach in departmentalized classes in grades preschool, K-12, and adults only in the specific subject listed such as dance, civics/government, and two-dimensional art.*
- *An introductory authorization authorizes the holder to teach departmentalized classes in the broad area listed, such as Music or English, but only in classes where the curriculum is designed for grades 9 and below but the students may be in grades preschool, K-12, and adults.*

Subject matter authorizations in the introductory broad subject areas authorize the holder to teach all the subjects that fall within the broad subject area. For example, an introductory mathematics authorization allows the holder to teach the following subjects but only in classes where the curriculum is designed for grades 9 and below but the students may be in grades preschool, K-12, and adults for elementary or secondary credential holders: Basic or general mathematics, algebra, calculus, computer science, consumer mathematics, geometry, mathematical analysis, statistics and probability, and trigonometry.

Note: Title 5 80005(a), which contains a list of subject areas that fall within the broad single subject areas, is summarized on pages Appendix-1 and 2.

C. DEPARTMENTALIZED CLASSES (CONTINUED)

Web links for Guideline Books for both supplementary and subject matter authorizations may be found in Section R under 'Information Leaflets'.

Local Teaching Assignment Options for Departmentalized Classes: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

CTC cautions employing agencies when using local assignment options for teachers holding internship credentials to serve outside the authorization of their internship credential. Internship credential holders need to complete the teaching component required to fulfill the internship. If an employing agency wishes to use a local assignment option for the holder of an internship credential, the individual must meet the specific requirements of the teaching assignment option and fulfill the requirements for the internship credential.

It is not appropriate for an individual who holds an emergency or teaching permit to be assigned on the basis of a local assignment option available to employers. When an employing agency requests an emergency or teaching permit, it is for a particular assignment. By assigning an emergency or teaching permit holder on the basis of one of the local assignment options, the employing agency violates the terms of the emergency or teaching permit.

EC §44256(b) allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to teach any subject in departmentalized classes below grade 9 if the teacher has twelve semester units or six upper division or graduate semester units of course work in the subject to be taught from an accredited institution. Action of the governing board and teacher consent is required.

The governing board of a school district by resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. The authorization shall be with the teacher's consent.

EC §44258.2 allows the holder of a Single Subject or Standard Secondary Teaching Credential to be assigned to teach classes in grades 5 through 8 in a middle school. The teacher must have a minimum of twelve semester units or six upper division or graduate semester units of course work in the subject to be taught from an accredited institution. Action of the governing board and teacher consent is required.

The holder of a single subject teaching credential or a standard secondary teaching credential may, with his or her consent, be assigned by action of the governing board to teach classes in grades 5 to 8, inclusive, in a middle school, if he or she has a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject to which he or she is assigned.

EC §44258.3 allows local school districts to assign teachers who hold teaching credentials to teach departmentalized classes with their consent in grades K-12, irrespective of the designations on their teaching credentials. The teacher's competence

C. DEPARTMENTALIZED CLASSES (CONTINUED)

must be verified according to policies and procedures established by the governing board consistent with the language of the statute.

- (a) *The governing board of a school district may assign the holder of a credential other than an emergency permit, to teach any subjects in departmentalized classes in kindergarten or any of grades 1 to 12, inclusive, provided that the governing board verifies, prior to making the assignment, that the teacher has adequate knowledge of each subject to be taught and the teacher consents to that assignment. The governing board shall adopt policies and procedures for the purpose of verifying the adequacy of subject knowledge on the part of each of those teachers. The governing board shall involve subject matter specialists in the subjects commonly taught in the district in the development and implementation of the policies and procedures, and shall include in those policies and procedures both of the following:*
- (1) *One or more of the following ways to assess subject matter competence:*
- (A) *Observation by subject matter specialists, as defined in subdivision (d).*
 - (B) *Oral interviews.*
 - (C) *Demonstration lessons.*
 - (D) *Presentation of curricular portfolios.*
 - (E) *Written examinations.*
- (2) *Specific criteria and standards for verifying adequacy of subject matter knowledge using any of the methods in paragraph (1). The criteria shall include, but need not be limited to, evidence of the candidate's knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject to be taught and the specific content of the course of study in the school district for the subject, at the grade level to be taught.*
- (b) *Teaching assignments made pursuant to this section shall be valid only in that school district. The principal of the school, or other appropriate administrator, shall notify the exclusive representative of the certificated employees for that school district, as provided under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, of each instance in which a teacher is assigned to teach classes pursuant to this section. Any school district policy or procedures adopted and teaching assignments made pursuant to this section shall be included in the report required by subdivisions (a) and (e) of Section 44258.9. The Commission on Teacher Credentialing may suspend the authority of a school district to use the teaching assignment option authorized by this section upon a finding that the school district has violated the provisions of this section.*
- (c) *Nothing in this section shall be construed to alter the effect of Section 44955 with regard to the reduction by a school district governing board of the number of certificated employees.*
- (d) *For the purposes of this section, "subject matter specialists" are mentor teachers, curriculum specialists, resource teachers, classroom teachers certified to teach a subject, staff to regional subject matter projects or curriculum institutes, or college faculty.*

An advisory on using EC §44258.3 was originally published in 1992. In 1995, following a study conducted by CTC, a report was sent to the Legislature which resulted in the changes to the code section in 1996. An updated Advisory to provide employing agencies with further information, including step-by-step instructions, regarding implementation of the option may be found at the following link: <http://www.ctc.ca.gov/credentials/cig/HANDBOOKS/Advisory-on-Teacher-Advisement-Pgms.pdf>.

EC §44258.7(a) allows for the issuance of a supplementary authorization to the holder of a Standard Secondary Teaching Credential who was inappropriately assigned to teach a

C. DEPARTMENTALIZED CLASSES (CONTINUED)

specific subject within the department of his or her academic major or minor, if he or she taught that subject successfully for three years prior to September 1, 1989 and verifies subject-matter competence.

The holder of a standard secondary credential who, prior to September 1, 1989, has taught successfully in a subject within the department of his or her academic major or minor for a minimum of three years, as verified by the employing school district, may receive a supplementary authorization in that subject upon application, payment of a fee, which shall not exceed one-half of the regular credential fee, and evidence that one of the following has been accomplished:

- (1) *Successful completion, by September 1, 1989, of a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject.*
- (2) *The securing of a passing score on an examination in the subject approved by the Commission on Teacher Credentialing.*
- (3) *Verification of competence in the subject matter by a subject area specialist not associated with the employing school district.*

This option was added to the Education Code in 1987 to address the confusion with the authorization of the majors and minors on Standard Secondary Teaching Credentials which are very different from the authorizations for the General and Ryan Teaching Credentials. This option is rarely used because the required teaching experience must have been completed prior to September 1, 1989.

EC §44258.7(b) allows a full-time teacher who holds a credential in a subject other than physical education *to coach a competitive sport for which the students receive physical education credit* for one period a day, if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport. Action by the local governing board is required.

A person who holds a teaching credential in a subject or subjects other than physical education may be authorized by action of the local governing board to coach one period per day in a competitive sport for which students receive physical education credit, provided that he or she is a full-time employee of the school district and has completed a minimum of 20 hours of first aid instruction appropriate for the specific sport.

EC sections 35179.5 and 44919 and Title 5 regulations starting in section 5590, which fall under the jurisdiction of the CDE, allow employing agencies to use a temporary athletic team coach to supervise or instruct interscholastic athletic activities as a temporary employee in a limited capacity. The term is applicable to a certificated employee who supervises or instructs interscholastic athletic activities in addition to his or her regular assignment. Employing agencies will need to review the Education Code and Title 5 regulation sections if using this assignment.

EC §44258.7(c) & (d) allows a full-time teacher with special skills and preparation outside his/her credential authorization to be assigned to teach in an ‘elective’ area (see below) of his or her special skills in a full-time assignment, provided the assignment is approved by the local Committee on Assignments prior to the beginning of the assignment.

- (c) *A teacher employed on a full-time basis who teaches kindergarten or any of grades 1 to 12, inclusive, and who has special skills and preparation outside of his or her credential authorization may, with his or her consent, be assigned to teach an elective course in the*

C. DEPARTMENTALIZED CLASSES (CONTINUED)

area of the special skills or preparation, provided that the assignment is first approved by a committee on assignments. For purposes of this subdivision an "elective course" is a course other than English, mathematics, science, or social studies. The membership of the committee on assignments shall include an equal number of teachers, selected by teachers, and school administrators, selected by school administrators.

- (d) *Assignments approved by the committee on assignments shall be for a maximum of one school year, but may be extended by action of the committee upon application by the schoolsite administrator and the affected teacher. All initial assignments or extensions shall be approved prior to the assignment or extension. Districts making assignments under this subdivision shall submit a plan to the county superintendent of schools which shall include, but need not be limited to, the following:*
- (1) *Statements signed by the district superintendent and the president or chairperson of the district governing board, approving the establishment of the committee.*
 - (2) *Procedures for selection of the committee membership.*
 - (3) *Terms of office for committee members.*
 - (4) *Criteria for determining teachers' qualifications for these assignments.*

Elective subjects are defined as other than English, mathematics, science, or social science. CTC believes there is a difference between a class in which the students receive graduation credit in English, mathematics, science, or social science and one that is considered an elective within one of these subject areas. For example, if the students in a drama, speech, or journalism class are not receiving English graduation credit, then the class may be taught by an individual authorized by the Committee on Assignments. However, if the students are receiving English graduation credit regardless of the class, the employing agency may not use the Committee on Assignments to cover this or similar types of classes.

EC §44263 allows the holder of a teaching credential to serve, by resolution of the governing board and with the consent of the teacher, in a departmentalized class if the teacher has completed eighteen semester units of course work, or nine semester units of upper division or graduate course work, in the subject to be taught.

A teacher licensed pursuant to the provisions of this article may be assigned, with his or her consent, to teach any single subject class in which he or she has 18 semester hours of coursework or nine semester hours of upper division or graduate coursework ...

EC §44264 expands the authorization to grades 5 and 6 of such pre-Ryan teaching credentials as the General Junior High, Standard Secondary, and General Secondary which authorize service in departmentalized classes in grades seven and above.

Notwithstanding any other provision of law, a person holding a credential issued under the laws and regulations in effect on or before December 31, 1971, authorizing teaching in grades 7 to 12, inclusive, or grades 7 to 9, inclusive, in the secondary schools may be assigned, with his or her consent, to teach any subject authorized on his or her credential in grades 5 and 6 or grade 5 or grade 6 in a departmentalized program in a school composed of grades 5, 6, 7, and 8 or grades 6, 7, and 8.

EC §44865 provides staffing options for specified types of programs. See page H-1 on Substitute Teaching for a list of credentials that require a bachelor's degree and student teaching. Refer to Coded Correspondence 91-9104 on pages Appendix-16 and 17 for the legal opinion on the definition of opportunity, alternative, and continuation schools and classes.

C. DEPARTMENTALIZED CLASSES (CONTINUED)

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

- | | |
|--|--|
| <i>(a) Home teacher.</i> | <i>(f) Alternative schools.</i> |
| <i>(b) Classes organized primarily for adults.</i> | <i>(g) Opportunity schools.</i> |
| <i>(c) Hospital classes.</i> | <i>(h) Juvenile court schools.</i> |
| <i>(d) Necessary small high schools.</i> | <i>(i) County community schools.</i> |
| <i>(e) Continuation schools.</i> | <i>(j) District community day schools.</i> |

T5 §80020(c), (d), (e), & (f) expands the authorization for the holders of such pre-Ryan teaching credentials as the General Secondary, General Junior High, Standard Early Childhood Education, and Standard Secondary Teaching Credentials in addition to the areas and grades already authorized by their credentials. All the expanded authorizations require the consent of the teacher.

- (c) The holder of a Standard Teaching Credential for Early Childhood Education may be assigned, with his or her consent, to teach self-contained classes in grades four through twelve, and in classes organized primarily for adults, and to teach departmentalized classes in the subject or subject of his or her majors or minors in grades nine and below.*
- (d) The holder of a General Secondary Teaching Credential may be assigned, with his or her consent, to teach departmentalized classes in grades kindergarten through six in the subjects of his or her majors or minors or in subjects in which he or she has taught successfully for three years within the ten years prior to the assignment.*
- (e) The holder of a General Junior High Teaching Credential may be assigned with his or her consent, to teach classes in grades kindergarten through grades six in the subjects of his or her majors or minors or in subjects in which he or she has taught successfully for three years within the ten years prior to the assignment.*
- (f) The holder of a Standard Secondary Teaching Credential may be assigned, with his or her consent, to teach departmentalized classes in grades preschool, kindergarten through six, and in classes organized primarily for adults in the subjects of his or her majors or minors.*

T5 §80020.4(a) & (b) allows the holder of a teaching credential based on a bachelor's degree, teacher preparation program, and student teaching to serve as a school site, school district, or county staff developer. An individual providing staff development in a specific subject area must either hold a credential in the specific subject area or have their subject area expertise verified by the local governing board.

- (a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as school-site, school district, and or county staff developer in grades twelve and below, including preschool, and in classes organized primarily for adults.*
- (b) A teacher serving as the staff developer for a specific subject must hold a credential in the subject or have his or her expertise in the subject verified and approved by the local governing board.*

This option is for teachers who have been moved from a classroom teaching assignment to serve as a school site, school district, or county staff developer. It is not meant for individuals who present staff development training to teachers on an occasional or

C. DEPARTMENTALIZED CLASSES (CONTINUED)

intermittent basis. Information on serving as a staff developer for vocational education programs may be found on page I-2 and for adult education programs on page J-2.

T5 §80020.4.1(a) allows the holder of a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to develop, direct, implement or coordinate programs designed to improve instruction and enhance student learning at a school site. Information on serving as a program coordinator for vocational education programs may be found on page I-2 and for adult education programs on page J-2. Information on reading program coordinators may be found on pages E-3 and K-5.

(a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent may develop, direct, implement, or coordinate programs designed to improve instruction and enhance student learning at the school site in grades twelve and below, including preschool, and in classes organized primarily for adults.

T5 §80021 allows for the issuance of a Single Subject Short-Term Staff Permit (STSP) to any individual who has met specific requirements. The STSP is restricted to the employing agency and is not renewable.

A Single Subject Short-Term Staff Permit authorizes the same service as a Single Subject Teaching Credential.

T5 §80021.1 allows for the issuance of a Single Subject Provisional Internship Permit (PIP) to any individual who has met specific requirements. The permit is restricted to the employing agency and may be issued in two one-year increments if the individual takes all the subject matter exams for the subject area(s) listed on the document and does not pass. Only two provisional internship documents of any kind may be issued to an individual.

A Single Subject Provisional Internship Permit authorizes the same service as a Single Subject Teaching Credential.

T5 §80027 allows for the issuance of a Limited Assignment Single Subject Teaching Permit to a teacher who is employed by the school district and holds a credential based on a bachelor's degree and student teaching; see page H-1 on Substitute Teaching for a list of such credentials. Six semester hours of appropriate course work are required for each renewal. The permit may only be reissued twice in a specific subject area.

(c)(2) A Limited Assignment Single Subject Teaching Permit authorizes the same service as a Single Subject Teaching Credential in the authorized field(s) listed on the permit.

T5 §80050 allows for the issuance of a Special Teaching Authorization in Health to an individual who holds a clear or professional clear School Nurse Services Credential, a valid California registered nurse license, meets the basic skills requirement, and completes a professional preparation program for the Special Teaching Authorization in Health.

(d)(2) The Special Teaching Authorization in Health authorizes the holder to teach classes in health in preschool, kindergarten, grades 1 to 12, inclusive and classes organized primarily for adults as specified in Education Code 44267.5(d).

C. DEPARTMENTALIZED CLASSES (CONTINUED)

T5 §80123(a) allows an employer to assign a teacher with a credential (does not include emergency permit, teaching permit, or Variable Term Waiver) to an area not authorized by his or her credential when there is a temporary, unanticipated, immediate, short-term organizational need for a teacher. CTC approval is not required but the CTC may rescind the authority of any employing agency to grant a short-term waiver upon a finding that the agency has violated any provision of Title 5 §80120 through 80123. The information required under Section 80122 for this type of waiver shall be forwarded to the County Office of Education pursuant to Education Code §44258.9. Teacher consent is required. See pages Q-9/10 for the form to report short-term waivers to CTC.

- (a) *Employing agencies may grant a short-term waiver as described under Section 80120(a) without prior approval by the Commission, provided that a short-term waiver may be issued one time only for any individual, and one time only for a given class.*

Commonly Asked Topics Concerning Departmentalized Classes

Advancement Via Individual Determination (AVID): The AVID program is designed to ensure that all students, especially at the middle school level, are capable of completing a college preparatory path. If the content of an AVID course or program aligns with a subject area in which a credential exists, the teacher must hold a credential or authorization in the subject area. If the content of the class or program does not fall within a credential subject area, it may fall under Title 5 §80005(b). See the information on page C-11 under ‘Elective Classes’.

Alternate Means for Completing Prescribed Course of Study: EC §51225.3(b) requires school districts to adopt "alternative means for students to complete the prescribed course of study." In many cases, school districts have approved courses in such departments as industrial arts and business to meet required graduation credits. If the local governing board has adopted such alternative means as allowing a ‘Business English’ course to meet the graduation requirement for English in a manner that is consistent with the state curriculum for that subject, then it is a matter outside the purview of the CTC. In this example, the concern is not with the credit earned for the course, it is simply one guide to determining who should teach a specific course. The CTC's concern is with the credential held by the teacher that indicates that he/she has been prepared to teach the subject matter of the curriculum. The instructor of a class in which the curriculum is business, whatever the graduation credit granted, must hold the requisite credential in business.

American Sign Language (ASL): An individual teaching ASL to general education students needs to hold an authorization to serve those students. There are four options:

- 1) supplementary or subject matter authorization (see Section R under ‘Information Leaflets’ for link to information);
- 2) teaching permit or limited assignment permit (see Section R under ‘Information Leaflets’ for link to information);
- 3) local teaching assignment option (see information starting on page C-4); or
- 4) special education credential in deaf and hard-of-hearing or deafness or hearing impairment which allows serving both deaf and hard of hearing and general education students (see page F-5).

C. DEPARTMENTALIZED CLASSES (CONTINUED)

In February 2004, CTC added ASL as an ‘approved’ foreign language single subject area. ASL examinations are available and subject matter programs are being developed. See the link to Coded Correspondence 06-0004 in Section R.

Before and After School Programs: The Commission does not have purview of assignments for individuals in before and after school programs unless the students are receiving credit for the classes.

Computer Science: If a class covers the general use of computers, the teacher should hold the supplementary authorization in computer concepts and applications or use a local teaching assignment option. Title 5 §80005(a) clarifies the authorization for the subject areas for service in departmentalized classes. An individual may be assigned to teach classes that fall within the broad single subject areas listed on their document. In Title 5 §80005(a), the subject area of computers is listed under three broad subject areas: business, industrial and technology education, and mathematics. Since January 31, 2001, employing agencies may no longer choose any credentialed teacher to teach computers but assign an individual who holds a credential, teaching permit, or waiver in one of these three broad subject areas. In addition, an employing agency may use a local teaching assignment option found on pages C-4 through 10. If a class is a subject matter class and the computer is a tool for learning that subject, the teacher should hold the appropriate subject area credential or authorization for the content of the class.

Elective Classes: In most cases there is an obvious match between the class curriculum and the authorizations listed on the credential. However, there will be classes, usually electives, for which there is no match. These include, but are not limited to, classes in life skills, leadership, study skills, conflict management, teen skills, and study hall. Classes such as art, music, foreign language, and computers may be considered as electives by some school districts. However, if a credential exists which authorizes service in the subject area, the teacher must hold a credential or authorization in the subject area. The ‘elective’ credit given to the class does not make a difference in the determination of which credential is required. Other classes such as leadership are strictly electives in some schools while in others the students receive specific graduation credit. See page ii in the section on *How to Use this Manual* for additional information on graduation credit.

If no credential exists that authorizes the curriculum and elective credit is being given, the employing agency should select the credentialed teacher whose knowledge and training best fulfills the needs of the students. In such assignments, the teacher's consent is required. Title 5 §80005(b) allows an employing agency to select an individual that holds a credential based on a bachelor's degree and a teacher preparation program including student teaching and approved subject area knowledge and training. An individual who holds an emergency permit, teaching permit, internship, or waiver may not serve in this type of assignment.

Classes such as ‘Freshmen Studies’ or ‘State Requirements’ may fall under Title 5 §80005(b). However, if there is specific content in the class such as health or driver education that falls within an area in which the CTC issues a credential, the individual needs to hold a credential or authorization for each of those subjects. If the rest of the content of the class does not fall within a credential subject area, it may fall under Title 5 §80005(b).

C. DEPARTMENTALIZED CLASSES (CONTINUED)

Exploratory, Wheel, Enrichment, and Activity Classes: Some middle and elementary schools offer classes for less than a semester which allow students to receive an introduction to a subject area they may wish to take at the high school level and for teachers to showcase their various talents and skills. If an individual teacher is responsible for instruction in a subject for which a credential exists (such as home economics or art) for a group of students that changes every so often such as every four to twelve weeks, then he/she must have a credential that authorizes teaching that specific subject. If the content of the class does not fall within a credential subject area, it could fall under Title 5 §80005(b). See the information on page C-11 under ‘Elective Classes’.

However, if the individual teaches a different subject in each of the sessions, then he/she must be authorized to teach each of those subjects. These are considered departmentalized rather than self-contained classes. Because of the variety of subjects taught, this type of class generally requires that two or more teachers team teach to ensure the instruction or service is provided by an individual holding a credential or authorization in each subject area.

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. It is important to note that math is a progressively structured academic discipline and it is likely that some introduction to trigonometry might occur at the end of an algebra or geometry class. 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.

Health: Title 5 §80004 clarifies that holders of Single Subject Teaching Credentials in health science, life science, and physical education (if initially issued prior to January 1, 1981) are authorized to teach health. See the Coded Correspondence on page Appendix-13 for a complete list of all credentials (including Standards and Generals) that authorize the teaching of health. Note that the Single Subject Teaching Credential in Science: Biological Sciences does not authorize teaching health.

Health may be taught in different departments if the curriculum is appropriate to the credential of the person teaching it. For example, ‘Health for the Homemaker’ may be appropriate for the home economics credential if the curriculum of the course is clearly home economics. A course in physical education such as ‘Health and Fitness’ would be appropriate for the physical education credentialed teacher. The question of whether the student could get health credit for a class taught in homemaking or physical education is not a CTC issue and should be addressed to the CDE to decide if the curriculum is consistent with the frameworks and guidelines set by the CDE.

C. DEPARTMENTALIZED CLASSES (CONTINUED)

Middle School Emphasis: Individuals who hold Multiple or Single Subject Teaching Credentials may complete a Commission-approved Middle School Emphasis program. Their credential documents will include the statement ‘Special Preparation for Teaching Middle Level Students: Grades 5-8’. This statement acknowledges that the individual completed a program that included instruction and experience in teaching middle school students. **It does not authorize additional service.** The special statement is to acknowledge completion of specific middle school course work and to allow employers to identify teachers who have a particular interest in working with this group of students.

Non-Credentialed Expert/Docent: An outside expert may be invited to present a lesson that will enhance the curriculum but the teacher may not turn the responsibility of the class over to the non-credentialed expert or docent. The teacher must be available to the classroom and not serving elsewhere.

On-Campus Suspension: The most commonly asked question concerning on-campus suspension is whether a classified employee may serve in the position. EC §48911.1 contains a description of the program for on-campus suspension. In subsection (c)(4), it states that each student must receive assignments and tests from their teacher(s) to complete while in the suspension class or the individual supervising the class shall assign course work. This type of assignment requires a credentialed teacher in the position. A classified employee cannot assign and assist students with course work.

Prelingually Deaf: The Commission may issue a teaching credential to individuals who are prelingually deaf to serve students in state special schools or in special classes for students who are deaf or hearing impaired. See the link in the Section R under ‘Coded Correspondence’ for the information on prelingually deaf.

Remediation, Intervention, or Advanced Study Content: Regardless if the course of study of a class is remediation, review, supplemental, intervention, honors, or advanced study, the content of the class is the determining factor. For example, if the math class is a remediation or intervention class for the high school exit examination, the content of the class is math and the teacher must hold a math credential or authorization.

Science

See pages Appendix-3 through 5 for a chart on science credentials and their authorizations and the charts on pages Appendix-6 and 7 for information about which credentials authorize the teaching of integrated science in grades 7-9 and grades 10-12.

Agriculture-Based Science: An agriculture-based class may be taught by the holder of an agriculture credential or authorization. It is the local level employer’s decision to determine if the content of the class is agriculture-related. Classes may receive specific subject area credit which does not affect whether the agriculture credential is appropriate.

Integrated Science: CTC has determined that if the curriculum of the high school science class (grades 10-12) includes both life science (biology) and physical science (chemistry, physics, earth science, or geosciences), which is commonly called integrated science, then it may only be taught by a credentialed individual authorized

C. DEPARTMENTALIZED CLASSES (CONTINUED)

to teach subjects in both areas, by a team of teachers with credentials in the various science subjects, or by a teacher assigned on a local assignment option to cover both science areas.

Introductory/General Science: The content of high school level science classes is generally more specialized than the middle school level science classes that are commonly introductory/general life and physical science. The assignment of the holder of either a life or physical science teaching credential or one of the science credentials with an area of concentration would be appropriate for middle school introductory/general science class of this type. However, if the middle or high school class is in a specific science area, it must be taught by the holder of a credential or authorization in the broad science area that the specific class falls under or a credential or authorization in the specific science area being taught.

Sports and Games: The supplementary authorization in sports and games that was issued until 1995 is most commonly used in elementary or middle school physical education classes. The subject area authorizes the holder to teach physical education classes with a curriculum consisting of teaching students the rudiments of various sports and games. The authorization is not as broad as the single subject in physical education.

Supplementary and Subject Matter Authorizations: Introductory supplementary and subject matter authorizations in broad subject areas authorize the holder to teach the same subject as the Single Subject Credential in the broad subject area. For example, the introductory English subject area authorizes teaching drama and reading and introductory mathematics authorizes teaching computers.

Teacher on Special Assignment (TOSA) or Resource Teacher: TOSA or resource teacher are local level employment terms. The assignment of the TOSA or Resource Teacher may be in any subject area. The type of certification required depends upon the area of the 'special or resource' assignment. If an individual is assigned as a TOSA or resource teacher in an instructional capacity, the individual needs to hold a credential or authorization in the subject area. The exception would be if the assignment is in an area in which a credential is not issued. In this case, the employing agency may use Title 5 §80005(b) for the teaching assignment. See the information on page C-11 under 'Elective Classes'.

D. NONTRADITIONAL SCHOOLS

There are a number of nontraditional schools which do not have the typical organization found in most elementary, middle, junior high, or high schools. Examples of these schools include continuation and alternative schools. The allowable assignment options in the nontraditional schools are described below.

Continuation Schools and Classes, Necessary Small High Schools, Home Teachers, and Others

EC §44865 provides staffing options for specified types of programs.

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

- | | |
|---|-------------------------------------|
| (a) Home teacher. | (f) Alternative schools. |
| (b) Classes organized primarily for adults. | (g) Opportunity schools. |
| (c) Hospital classes. | (h) Juvenile court schools. |
| (d) Necessary small high schools. | (i) County community schools. |
| (e) Continuation schools. | (j) District community day schools. |

A teacher may serve on the authorization listed on their credential in any nontraditional school. Special education credentials may meet the requirement of a 'valid teaching credential' as found in the statute. However, the Commission cautions employers that holders of special education credentials such as the Education Specialist Credential are prepared to teach special education and may have limited preparation to serve general education students.

In addition, holders of credentials based on a bachelor's degree and student teaching may be broadly assigned (assigned outside the subject area listed on the teaching credential) under this Education Code section. See page H-1 on Substitute Teaching for a list of these credentials.

School district and county offices of education must conform to all of the provisions of the Education Code for each nontraditional school or class. Although a class may be classified as an 'alternative' class because it is not available or appropriate to all students, EC §44865 may only be used to assign teachers if the class has been approved by the CDE as an 'alternative' class as provided in the Education Code. The Education Code sections are referenced on page D-2. Refer to Coded Correspondence 91-9104 on pages Appendix-16 and 17 for the legal opinion on the definition of opportunity, alternative, and continuation schools and classes.

Emergency Permits, Teaching Permits, and Waivers

The holder of an emergency permit, teaching permit, or waiver may serve in a non-traditional school if the permit or waiver authorizes the specific subject(s) of the assignment. They may not be broadly assigned outside the subject area(s) listed on the permit or waiver because neither document requires the holder to complete a teacher preparation program including student teaching required in EC §44865.

D. NONTRADITIONAL SCHOOLS (CONTINUED)

Vocational Teaching Credentials

Holders of Vocational Teaching Credentials that are assigned to teach in a continuation, alternative, or other nontraditional school or class may be assigned only on the specific authorization of their credential but not broadly assigned. The Vocational Credential does not require completion of a degree, teacher preparation program, and student teaching. For example, the holder of a Vocational Teaching Credential in clothing may teach a clothing class in a nontraditional class setting but may not be broadly assigned to teach a home economics class or any other subject area.

Nontraditional Code Sections

Continuation schools and classes can be found in EC §48430 and sections following.

Opportunity schools and classes in EC §48630 and sections following.

Alternative schools and classes in EC §58500 and sections following.

Necessary Small High Schools can be found in EC §42280 and sections following.

Home Teachers can be found in EC §51800 and sections following.

Hospital Classes are located in EC §52531.

Juvenile Court Schools can be found in EC §48643 and sections following.

County and District Community Schools in EC §48660 and sections following.

School for the Arts and High Technology

The Education Code allows school districts and county offices of education to establish special schools for the arts and high technology. Noncredentialed individuals may be employed to teach in these schools in their area of expertise in such subjects as ballet, drama, photography, musical instruments, computer science, etc. These individuals help to plan curriculum as well as to provide instruction to students. See EC §58800 through 58805 for complete details on schools for the arts and high technology.

EC §58803 authorizes the school district and county office of education to employ noncredentialed teachers. These individuals are required to obtain a Certificate of Clearance issued by CTC but are exempt from other licensing requirements. The school district or county office of education is required to annually report those employed under this Education Code Section to the CDE.

Notwithstanding any other provision of law, specialized secondary programs may select as teachers noncredentialed persons who possess unique talents or skills from business, performing arts, or postsecondary institutions. No noncredentialed person shall be retained as a teacher in a specialized secondary program unless, within 60 days after the governing board has hired such a person, the Commission on Teacher Credentialing has issued a certificate of clearance for him or her, which the commission shall issue when it has verified the person's personal identification and good moral character.

Each school district governing board that employs noncredentialed persons to teach in specialized secondary programs shall annually report to the Superintendent of Public Instruction the number of those persons employed, the subjects they are employed to teach, and the unique talents and skills they possess.

D. NONTRADITIONAL SCHOOLS (CONTINUED)

The CDE interprets the term ‘schools’ in EC §58801 to allow a school district or county office of education to create a special school within a larger school. The noncredentialed teacher is not authorized to teach in a class in the regular program of the school and this section is not for an individual class in a regular high school setting.

Commonly Asked Topics Concerning Nontraditional Schools

Driver Education and Training: A regularly credentialed teacher employed in a continuation school may teach driver education (classroom section) but not driver training (behind the wheel).

English Learners and Special Education: The option in EC section 44865 does not extend to provide services for either English learners or special education. A specific credential or authorization is needed for these two areas.

Independent Study: Information on Independent Study Programs, a program under the jurisdiction of the CDE, may be found in EC §51745 and sections following. See Section 51747.5 for the type of certification an individual should hold to serve in this type of assignment. Statute was changed to allow either the holder of an emergency permit or a credential pursuant to EC §44865 to serve in an independent study program.

E. SPECIALISTS, INCLUDING READING SPECIALISTS

CTC issues specialist credentials in the following areas:

- Agriculture
- Early Childhood Education
- Gifted
- Health Science
- Mathematics
- Reading and Language Arts (name effective September 1, 1991; previously Reading)
- Restricted Reading

Note: CTC also issues a Reading Certificate document.

Specialist credentials in special education and credentials for teaching English learners are discussed in Sections F and G of this *Manual*. There were no specialist credentials, other than special education, issued under the General or Standard laws.

Teaching Reading

Holders of credentials authorizing elementary level teaching may teach reading in self-contained and departmentalized classes at the elementary, middle, junior high, and high school level. These credentials are: Multiple Subject, Standard Elementary, or General Elementary Teaching Credentials. The Single Subject Teaching Credential in English might be a reasonable choice for a reading teacher at the secondary level if the individual's skills in this area best suit the needs of the students. In addition, holders of the Reading Certificate, the Restricted Reading Credential, and the Reading and Language Arts Specialist Teaching Credential are authorized to teach reading in self-contained and departmentalized classes.

It is important to note that holders of Multiple Subject, Single Subject in English, Standard Elementary, or General Elementary Teaching Credentials may have completed as little as one reading methodology course. For this reason, the Restricted Reading Specialist Credential, the Reading Certificate, and the Reading and Language Arts Specialist Teaching Credential were created to develop deeper preparation in the teaching of reading and to provide essential help in reading to students in California's public schools.

Reading Specialist

The holder of a Reading and Language Arts Specialist Credential has completed more advanced training especially in diagnosis and remediation of reading problems. The Reading and Language Arts Specialist Teaching Credential holder plays a leadership role in the development of reading programs at the school site, the school district, or the county office of education. There is an emphasis in the program of course work required for the credential on working with students experiencing serious difficulties with reading and on offering decision-making and research skills and abilities that affect programmatic decisions.

E. SPECIALISTS, INCLUDING READING SPECIALISTS (CONTINUED)

Miller-Unruh Funding

The Miller-Unruh Basic Reading Act of 1965 established a reading specialist certificate. The Act ‘sunsetting’ or ceased to be operative on June 30, 1987. Among the now inoperative provisions of the Act is the authority of CTC to issue Miller-Unruh Reading Specialist Certificates and the authority of holders of that certificate to serve as reading specialists. These individuals may qualify for the Restricted Reading Specialist Credential. See the Commission’s CIG for additional information. Log-on instructions for the CIG may be found in Section R under ‘Web Sites’.

Other Specialist Areas

The Agriculture, Early Childhood Education, Gifted, Health Science and Mathematics Specialist Teaching Credentials authorize the holder to teach the specific subject area listed on the document and to develop and coordinate curriculum, develop programs and deliver staff development for programs coordinated by school districts or county offices of education. They are better prepared to serve as a resource person and provide references for other teachers.

Although these specialist credentials authorize subjects or services that are already covered by credentials for departmentalized classes or self-contained classrooms, an employer can be sure that the holder of the specialist credential has met not only the standards established by the state through legislation and regulation as being adequate for service in that area, but that he/she is better prepared than the teacher with the elementary or secondary teaching credential to serve in these specific areas. The California-prepared specialist credential holder has completed a substantial amount of training in his/her specialized field.

Commonly Asked Topics Concerning Specialists Including Reading Specialists

Emergency Permits: There are no emergency specialist permits issued in the subject areas listed on page 1 of this section.

Local Teaching Assignment Options for Reading Assignments: Employing agencies may use local teaching assignment options for reading assignments. See information beginning on page C-4 for the specifics on available options.

Reading Intervention/Intensive Classes: Intervention/intensive reading classes such as Reach require an individual to hold a credential or authorization to teach reading. Assembly Bill 466 (Chap. 737, Stats. 2001) established the Mathematics and Reading Professional Development Program. It provides funding for professional development in these areas. It was reauthorized in Senate Bill 472 (Chap. 524, Stats. 2006). This program and other similar professional or staff development programs may be used to meet the requirements for a credential, certificate or authorization to teach reading if an institution approves. However, completion of the professional or staff development cannot stand alone as an appropriate authorization to teach reading.

School District and County Reading Program Coordinator: Title 5 §80020.4.1 clarifies the credentials required to develop, direct, implement, and coordinate school district or county reading programs. Holders of Administrative Services or Reading and Language

E. SPECIALISTS, INCLUDING READING SPECIALISTS (CONTINUED)

Arts Specialist Teaching Credentials may develop, direct, implement, and coordinate school *district* and *county* reading programs.

School Site Reading Program Coordinator: Prior to July 1, 2004, *school site* reading programs could have been coordinated by individuals holding a teaching credential based on a bachelor's degree and teacher preparation including student teaching. Effective July 1, 2004, *school site* reading programs may only be coordinated by holders of Administrative Services, Reading and Language Arts Specialist Teaching and Restricted Reading Specialist Credentials, as well as holders of a Reading Certificate.

Individuals with three years of reading coordinator experience prior to July 1, 2004, while holding a teaching credential based on a bachelor's degree and teacher preparation including student teaching, may continue in the assignment as *school site* reading program coordinator. The teacher does not have to obtain an Administrative Services, Reading and Language Arts Specialist Teaching, Restricted Reading Specialist Credential, or a Reading Certificate to perform the services of a *school site* reading program coordinator if the teacher has the appropriate experience. For additional information, see link to Coded Correspondence 00-0025 in Section R.

Teaching English or Language Arts with Reading Credentials or Certificates: Holders of a Reading and Language Arts Specialist Credential or a Reading Certificate are not authorized to teach English or language arts. The credential and certificate authorize teaching only reading and not other areas related to English.

F. SPECIAL EDUCATION

In keeping with the requirement to place individuals with exceptional needs in the least restrictive environment as mandated by Federal Statutes, students are placed in educational programs according to need as determined by their Individualized Education Programs (IEP).

The IEP for each student must include a statement of the specific special education and related services to be provided and the extent that the student will be able to participate in the general education program. Each public agency must provide special education and related services to a student with a disability in accordance with an IEP. The result of this practice is that individuals with different disability areas may be served in the same special class as defined in Title 34 of the Code of Federal Regulations.

Appropriate Credential

Regulation changes in 1997 to Title 5 §80046.5 removed the wording of ‘handicapping condition of the majority of the students’ as the main focus of the type of authorization the teacher held. The ‘majority’ previously in regulations no longer applies. The section now focuses on the teacher and the IEP to recommend the most appropriate placement for each child with special needs.

Credential holders who are authorized to serve children with disabilities must possess a credential that authorizes teaching the primary disability of the pupils within the special education class as determined by the program placement recommendation contained within the Individualized Education Program.

A teacher must hold a credential to serve each of the disability categories for students in the class as set forth in the IEP. An IEP team may determine that, based on assessments and the goals in the IEP, an alternate placement may be appropriate. It is the employing agency’s responsibility to determine how the special education services will be delivered. The IEP determines the student’s needs and the rationale for the particular services and placement of the student. Various alternative placements are sometimes required to the extent necessary to implement the IEP for each child with a disability.

Individuals holding special education credentials issued under prior regulations continue to be authorized to teach in the area(s) specified by their credentials. In addition the Commission may issue university internship and district internship credentials in special education to individuals serving in participating employing agencies. Documents issued under prior regulations may use terminology and subject areas not currently-issued documents such as ‘handicapped’. Refer to the lists on the following pages and the chart on pages F-19 through F-22 to identify the current disability categories in which credentials authorize instruction.

Special Education Settings

Holders of the Education Specialist Instruction Teaching Credential in special education are authorized to provide special education services and related services within the primary disability authorized by their credentials in the settings shown below. *Holders of other special education credentials are authorized to provide services within the primary disability authorized by their credential in all of the settings listed below with the exception of resource rooms.*

F. SPECIAL EDUCATION

correctional facilities	resource rooms
home/hospital settings	special day classrooms
regular classroom	state special schools
non-public, non-sectarian schools and agencies	
alternative instructional settings other than classrooms	

The California Code of Regulations, Title 5 §80047 through §80047.9 was amended in 1997 to align California's designated disability categories with those established in Title 34. These regulations specify the current and previous credentials which authorize service in special education classrooms.

Teaching Credentials

Specific Learning Disability or Mental Retardation (Mild/Moderate) *(Title 5 §80047)*

Holders of the listed credentials are authorized to teach children with mild or moderate disabilities in which the primary disability is 'specific learning disability' as defined in subsection 300.7 (b)(10) of Title 34 Code of Federal Regulations, Subpart A or 'mental retardation' as defined in subsection 300.7(b)(5) of Title 34, Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Special Education Credential--Educable Mentally Retarded
Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

Specialist Credential in Special Education--Learning Handicapped
Education Specialist Instruction Credential--Mild/Moderate Disabilities

Mental Retardation (Moderate/Severe) (Title 5 §80047.1)

Holders of the listed credentials are authorized to teach children with moderate or severe disabilities in which the primary disability is 'mental retardation' as defined in subsection 300.7(b)(5) of Title 34, Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Special Education Credential--Trainable Mentally Retarded
Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

Specialist Credential in Special Education--Severely Handicapped
Education Specialist Instruction Credential--Moderate/Severe Disabilities

F. SPECIAL EDUCATION (CONTINUED)

(Serious) Emotional Disturbance (*Title 5 §80047.2*)

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is 'emotional disturbance' as defined in subsection 300.7(b)(9) of Title 34 Code of Federal Regulations, Subpart A:

Ryan:

Specialist Credential in Special Education--Severely Handicapped
Education Specialist Instruction Credential--Mild/Moderate Disabilities
Education Specialist Instruction Credential--Moderate/Severe Disabilities

Holders of the special education credentials listed below are also authorized to teach in this category if the employing agency determines the individual has:

- 1) taught full-time for at least one year prior to September 1, 1991, in a special day class in which the primary disability was (serious) emotional disturbance and received a favorable evaluation or recommendation to teach for that service from the local employing agency, or
- 2) completed a Commission-approved program for (serious) emotional disturbance (*currently none available*). The certificate of completion is issued by the college or university and must be kept on file in the office of the local employing agency.

Note: The acceptance of the appropriateness of the teaching experience is a local employment decision.

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Special Education Credential--Educable Mentally Retarded
Restricted Special Education Credential--Trainable Mentally Retarded
Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

Specialist Credential in Special Education--Learning Handicapped

Multiple Disabilities (*Title 5 §80047.3*)

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is 'multiple disabilities' as defined in subsection 300.7(b)(6) of Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded
Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied

Standard:

Teaching Credential with Minor--Mentally Retarded
Teaching Credential with Minor--Orthopedically Handicapped, including the Cerebral Palsied
Restricted Special Education Credential--Trainable Mentally Retarded

F. SPECIAL EDUCATION (CONTINUED)

Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied

Limited Specialized Preparation Credential--Mentally Retarded

Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied

Ryan:

Specialist Credential in Special Education--Severely Handicapped

Specialist Credential in Special Education--Physically Handicapped

Education Specialist Instruction Credential--Moderate/Severe Disabilities

Education Specialist Instruction Credential--Physical and Health Impairments

Note: The federal disability area of multiple disabilities means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Autism (Title 5 §80047.4)

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is 'autism' as defined in subsection 300.7(b)(1)(autistic) of Title 34 Code of Federal Regulations, Subpart A:

Ryan:

Specialist Credential in Special Education--Severely Handicapped

Clinical or Rehabilitative Services Credential in Language, Speech and Hearing with Special Class Authorization

Speech-Language Pathology Services Credential in Language, Speech and Hearing with Special Class Authorization

Education Specialist Instruction Credential--Moderate/Severe Disabilities

Holders of the special education credential listed below are also authorized to teach in this category if they have taught full-time for at least one year prior to September 1, 1991, in a special day class in which the primary disability was autism and received a favorable evaluation or recommendation to teach for that service from the local employing agency.

Ryan:

Specialist Credential in Special Education--Communication Handicapped

Note: The acceptance of the appropriateness of the teaching experience is a local employment decision.

Speech and Language Impairment (Title 5 §80047.5)

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is 'speech and language impairment' as defined in subsection 300.7(b)(11) of Title 34 Code of Federal Regulations, Subpart A:

F. SPECIAL EDUCATION (CONTINUED)

General:

Special Secondary Credential--Correction of Speech Defects
Exceptional Children Credential--Speech Correction and Lip Reading

Standard:

Teaching Credential with Minor--Speech and Hearing Handicapped
Restricted Special Education Credential--Speech and Hearing Therapy
Limited Specialized Preparation Credential--Speech and Hearing Handicapped

Ryan:

Specialist Credential in Special Education--Communication Handicapped
(teaching credential only; does not authorize service as a speech therapist/clinician)

Clinical or Rehabilitative Services Credential in Language, Speech, and Hearing
with Special Class Authorization *(also authorizes speech therapy; see page F-16)*

Speech-Language Pathology Services Credential in Language, Speech and
Hearing with Special Class Authorization *(also authorizes speech therapy; see page F-16)*

Note: Holders of credentials authorizing teaching the primary handicapping condition of speech and language impairment are authorized to teach in a special class in which the primary disability is defined as aphasia.

Deafness or Hearing Impairment (Title 5 §80047.6)

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is 'deafness' or 'hearing impairment', as defined in subsections 300.7(b)(3) and 300.7(b)(4) of Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Deaf
Special Secondary Credential--Lip Reading
Exceptional Children Credential--Deaf or Hard-of-Hearing

Standard:

Teaching Credential with Minor--Deaf and Severely Hard-of-Hearing
Restricted Special Education Credential--Deaf and Severely Hard-of-Hearing
Limited Specialized Preparation Credential--Deaf and Severely Hard-of-Hearing

Ryan:

Specialist Credential in Special Education--Communication Handicapped
Education Specialist Instruction Credential--Deaf and Hard-of-Hearing

Note: See page F-17 for information on providing audiology services.

Deaf-Blindness (Title 5 §80047.7)

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is 'deaf-blindness' as defined in subsection 300.7(b)(2) of Title 34 Code of Federal Regulations, Subpart A:

F. SPECIAL EDUCATION (CONTINUED)

Standard:

Restricted Special Education--Deaf-Blind
Restricted Special Education--Severely Hard-of-Hearing

Ryan:

Specialist Credential in Special Education--Communication Handicapped
Specialist Credential in Special Education--Severely Handicapped
Specialist Credential in Special Education--Visually Handicapped
Education Specialist Instruction Credential--Deaf and Hard-of-Hearing
Education Specialist Instruction Credential--Visual Impairments
Education Specialist Instruction Credential--Moderate/Severe Disabilities

Visual Impairment including Blindness (Title 5 §80047.8)

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is 'visual impairment including blindness' as defined in subsection 300.7(b)(13) of Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Partially Sighted Child
Special Secondary Credential--Blind
Exceptional Children Credential--Visually Handicapped

Standard:

Teaching Credential with Minor--Visually Handicapped
Restricted Special Education Credential--Visually Handicapped
Limited Specialized Preparation Credential--Visually Handicapped

Ryan:

Specialist Credential in Special Education--Visually Handicapped
Specialist Credential in Special Education--Physically Handicapped (*issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped*)
Education Specialist Instruction Credential--Visual Impairments

Note: Information about service for the blind and partially seeing can be found on page F-17 under Orientation and Mobility.

Orthopedic Impairment, Other Health Impairment, or Traumatic Brain Injury (Title 5 §80047.9)

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is 'orthopedic impairment', as defined in subsection 300.7(b)(7) of Title 34 Code of Federal Regulations Subpart A, or 'other health impairment' as defined in subsection 300.7(b)(8) of Title 34 Code of Federal Regulations, Subpart A, or 'traumatic brain injury' as defined in subsection 300.7(b)(12) of Title 34 Code of Federal Regulations, Subpart A:

General:

Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied

F. SPECIAL EDUCATION (CONTINUED)

Standard:

Teaching Credential with Minor--Orthopedically Handicapped, including the Cerebral Palsied

Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied

Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied

Ryan:

Specialist Credential in Special Education--Physically Handicapped

Education Specialist Instruction Credential--Physical and Health Impairments

Note: The Ryan Education Specialist Instruction Credential: Mild/Moderate Disabilities and the Specialist Instruction Credential in Learning Handicapped authorize instruction of students with the primary disability of "other health impairment" as defined in subsection 300.7(b)(12) of Title 34 Code of Federal Regulations, Subpart A but is limited to services in the area of Attention Deficit Disorder (ADD) and Attention Deficit, Hyperactivity Disorder (ADHD). It does not authorize instruction of students with the primary disabilities of 'orthopedic impairment' or 'traumatic brain injury'.

Local Teaching Assignment Options for Special Education Classes: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

CTC cautions employing agencies when using local assignment options for teachers holding internship credentials to serve outside the authorization of their internship credential. Internship credential holders need to complete the teaching component required to fulfill the internship. If an employing agency wishes to use a local assignment option for the holder of an internship credential, the individual must meet the specific requirements of the teaching assignment option and fulfill the requirements for the internship credential.

It is not appropriate for an individual who holds an emergency or teaching permit to be assigned on the basis of a local assignment option available to employers. When an employing agency requests an emergency or teaching permit, it is for a particular assignment. By assigning an emergency or teaching permit holder on the basis of one of the local assignment options, the employing agency violates the terms of the emergency or teaching permit.

T5 §80020.1 allows local employing agencies to assign individuals who hold specific special education credentials to serve students outside the age or grade level of their document authorization. The individual must meet the experience requirement specified in the regulations and have the requisite knowledge and skills to serve in the assignment. Teacher consent is required.

This option assists individuals that taught outside the age or grade level of their document prior to July 1, 2003. Holders of education specialist credentials may not use this option as there is an Early Childhood Education Specialist Credential and Certificate available within the credential structure.

(a) The holder of the following credentials may be assigned, with his or her consent, to teach preschool age students in the disability area(s) authorized by the credential. The holder must

F. SPECIAL EDUCATION (CONTINUED)

have successfully taught preschool age students for a minimum of three years prior to July 1, 2003 in the disability area(s) authorized by the credential:

- (1) Standard Elementary and Standard Secondary Teaching Credential with a minor in Mentally Retarded,*
 - (2) Standard Limited Specialized Preparation Teaching Credential with a major in Mentally Retarded,*
 - (3) Exceptional Children Teaching Credential with a major in Mentally Retarded,*
 - (4) Standard Restricted Teaching Credential with a minor in Trainable Mentally Retarded or Educable Mentally Retarded, and*
 - (5) Special Secondary Teaching Credential with a major in Mentally Retarded.*
- (b) The holder of the following credentials may be assigned, with his or her consent, to teach students ages birth to preschool in the disability area(s) authorized by the credential. The holder must have successfully taught students ages birth to preschool for a minimum of three years prior to July 1, 2003 in the disability area(s) authorized by the credential:*
- (1) Standard Elementary and Standard Secondary Teaching Credential with a minor in Speech and Hearing Handicapped, Deaf and Severely Hard-of-Hearing, Visually Handicapped, or Orthopedically Handicapped Including the Cerebral Palsied,*
 - (2) Standard Limited Specialized Preparation Teaching Credential with a major in Speech and Hearing Handicapped, Deaf and Severely Hard-of-Hearing, Visually Handicapped, or Orthopedically Handicapped Including the Cerebral Palsied,*
 - (3) Exceptional Children Teaching Credential with a major in Speech Correction and Lip Reading, Deaf or Hard-of-Hearing, Visually Handicapped, or Orthopedically Handicapped Including the Cerebral Palsied,*
 - (4) Standard Restricted Teaching Credential with a minor in Speech and Hearing Therapy, Deaf and Severely Hard-of-Hearing, Visually Handicapped, Orthopedically Handicapped Including the Cerebral Palsied, Deaf-Blind, or Severely Hard-of-Hearing, and*
 - (5) Special Secondary Teaching Credential with a major in Correction of Speech Defects, Deaf, Lip Reading, or Partially Sighted Child, and Blind.*
- (c) The holder of the following credentials may be assigned, with his or her consent, to teach students ages birth to pre-kindergarten in the disability area(s) authorized by the credential. The holder must have successfully taught students ages birth to pre-kindergarten for a minimum of three years prior to July 1, 2003 in the disability area(s) authorized by the credential:*
- (1) Specialist Instruction Teaching Credential with a major in Communication Handicapped, Physically Handicapped or Visually Handicapped and*
 - (2) Specialist Instruction Teaching Credential with a major in Learning Handicapped or Severely Handicapped.*

T5 §80021 allows for the issuance of an Education Specialist Short-Term Staff Permit (STSP) to any individual who has met specific requirements. The STSP is restricted to the employing agency and is not renewable.

- (b) An Education Specialist Short-Term Staff Permit authorizes the same service as an Education Specialist Teaching Credential.*

T5 §80021.1 allows for the issuance of an Education Specialist Provisional Internship Permit (PIP) to any individual who has met specific requirements. The permit is restricted to the employing agency and may be issued in two one-year increments if the individual takes all the subject matter exams for the subject area(s) listed on the document and does not pass. Only two provisional internship documents of any kind may be issued to an individual.

F. SPECIAL EDUCATION (CONTINUED)

(b) An Education Specialist Provisional Internship Permit authorizes the same service as an Education Specialist Teaching Credential.

Other Teaching Credentials and Certificates

Special Education for Children from Birth Through Pre-Kindergarten

Under federal and state law, some children are eligible for early intervention special education and related services from birth through pre-kindergarten. General and Standard special education teaching credentials do not authorize service with this age group nor do some of the Education Specialist Instruction Credentials. Individuals who hold General or Standard Credentials will need to obtain the additional Early Childhood Special Education Certificate authorization.

Birth through pre-kindergarten is generally children ages birth to 5 years old (so long as the students are not enrolled in kindergarten). Preschool is generally children ages 4 and 5 but may include children age 3 but that is a local level decision. See Title 5 section 80020.1 beginning on page F-7 for a local teaching assignment option. Information on classes with both pre-K and kindergarten age students may be found on page F-14.

The following credentials authorize service with students from **birth through pre-kindergarten** in the disability category listed:

Early Childhood Special Education Credential and Certificate

Mild/Moderate Mental Retardation	Multiple Disabilities
Moderate/Severe Mental Retardation	Autism
Serious Emotional Disturbance	Other Health Impairment

Education Specialist Instruction Credential-Deaf and Hard-of Hearing

Deafness	Hearing Impairment	Deaf-Blindness
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Education Specialist Instruction Credential-Visual Impairments

Blindness	Visual Impairment	Deaf-Blindness
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Education Specialist Instruction Credential-Physical and Health Impairments

Orthopedic Impairment	Multiple Disabilities
Other Health Impairment	Traumatic Brain Injury

The following Ryan credentials authorize service with **preschool-aged** students within the disability areas authorized by their credentials:

Specialist Credential in Special Education

Learning Handicapped	Visually Handicapped
Severely Handicapped	Physically Handicapped
Communication Handicapped	

Clinical or Rehabilitative AND Speech-Language Pathology Services Credential

Language, Speech and Hearing

F. SPECIAL EDUCATION (CONTINUED)

Language, Speech and Hearing and Audiology

Language, Speech and Hearing with Special Class Authorization

Language, Speech and Hearing and Audiology with Special Class Authorization

Resource Specialist

The regulations which established the current Resource Specialist Certificate became effective July 3, 1981. The service is defined in T5 §80070.2(b) and includes providing instruction and services for students whose IEP has them assigned to a regular classroom for a majority of a school day.

- (1) *Provide instruction and services for pupils whose needs have been identified in an individualized education program developed by the individualized education program team and who are assigned to regular classroom teachers for a majority of a school day.*
- (2) *Provide information and assistance to individuals with exceptional needs and to their parents.*
- (3) *Provide consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular staff members.*
- (4) *Coordinate special education services with the regular school programs for each individual with exceptional needs enrolled in the resource specialist program.*
- (5) *Monitor pupil progress on a regular basis, participate in the review and revision of individualized education programs, as appropriate, and refer pupils who do not demonstrate appropriate progress to the individualized education program team.*
- (6) *Emphasize, at the secondary school level, academic achievement, career and vocational development, and preparation for adult life.*

Credentials and certificates issued under regulations effective October 27, 1997 authorize service in a broader range of educational settings than special education credentials issued under prior regulations in California. This broader authorization allows the holder to serve in resource rooms across all disability areas. These documents include:

Education Specialist Instruction Credential--Mild/Moderate Disabilities

Education Specialist Instruction Credential--Moderate/Severe Disabilities

Education Specialist Instruction Credential--Deaf and Hard-of-Hearing

Education Specialist Instruction Credential--Physical and Health Impairments

Education Specialist Instruction Credential--Visual Impairments

Education Specialist Instruction Credential--Early Childhood Special Education *

Early Childhood Special Education Certificate *

- * Authorizes service as a resource specialist working with children from birth through pre-kindergarten only.

Local Teaching Assignment Option for Resource Specialist Assignments: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

T5 §80024.3.1 allows for the issuance of an Emergency Resource Specialist Permit for individuals that meet specific requirements. Six semester hours of appropriate course work or the appropriate assessment is required for each renewal.

F. SPECIAL EDUCATION (CONTINUED)

- (c) *An Emergency Resource Specialist Permit authorizes the same service as the Resource Specialist Certificate of Competence.*

Commonly Asked Topics Concerning Resource Specialist

Preliminary Certificate: There is a preliminary certificate available to any non-emergency credentialed teacher authorized to teach special education who has three years of teaching experience and a letter guaranteeing employment as a resource specialist.

Services and Settings: Holders of a Resource Specialist Certificate or an Education Specialist Credential may serve students needing special education services across all disability areas and are not restricted to students in the disability area of their certificate or credential.

Holders of a Resource Specialist Certificate or an Education Specialist Credential may NOT provide services to general education students unless the individual also holds an authorization for general education in the subject area and grade level of the assignment.

Adapted Physical Education

According to T5 §80046 and 80046.1, every teacher who is being assigned to teach adapted physical education must hold the Adapted Physical Education Specialist Credential. Note that the Commission no longer issues the Adapted Physical Education Emphasis Credential listed in Title 5 §80046.1.

80046. All individuals assigned to teach adapted physical education shall hold the Adapted Physical Education Specialist Credential.

80046.1(c). The Adapted Physical Education Specialist Credential and the Adapted Physical Education Emphasis Credential authorize the holder to provide instruction and services to individuals with exceptional needs who are precluded from participation in the activities of the general physical education program or a specially designed physical education program in a special class.

Note: An appropriate prerequisite credential is required to earn the Adapted Physical Education authorization. See the link in Section R under 'Information Leaflets' for the requirements.

There are no emergency permits or preliminary credentials for Adapted Physical Education. However, Variable Term Waivers are available. See pages vi to vii for information about credential waivers.

Special Centers For The Handicapped

Effective February 17, 1986, a teacher being assigned for the first time to teach severely handicapped students (defined in EC §56030.5 shown below) in a special center [defined in EC §56364(a) and (b) shown below] must hold one of the following credentials:

General:

- Special Secondary Credential--Mentally Retarded
- Exceptional Children Credential--Mentally Retarded

F. SPECIAL EDUCATION (CONTINUED)

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Special Education Credential--Educable Mentally Retarded
Restricted Special Education Credential--Trainable Mentally Retarded
Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

Specialist Credential in Special Education--Severely Handicapped
Restricted Specialist Credential in Special Education--Severely Handicapped
Education Specialist Instruction Credential--Moderate/Severe Disabilities

In addition, teachers employed in a special center prior to February 17, 1986, may continue that employment if they hold one of the credentials listed below or a credential listed under Special Centers for the Handicapped. Service may be provided to students ages birth to adults.

Ryan:

Development Center Permit (life permits only)
Special Center Permit

56030.5 "Severely disabled" means individuals with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities, autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, severe mental retardation, and those individuals who would have been eligible for enrollment in a development center for handicapped pupils under Chapter 6 (commencing with Section 56800) of this part, as it read on January 1, 1980.

56364(a) Special classes that serve pupils with similar and more intensive educational needs shall be available. The special classes may enroll the pupils only when the nature or severity of the disability of the individual with the exceptional needs is such that education in the regular classes with the use of supplementary aids and services, including curriculum modification and behavioral support, cannot be achieved satisfactorily. These requirements also apply to separate schooling, or other removal of, individuals with exceptional needs from the regular educational environment.

(b) In providing or arranging for the provision of activities, each public agency shall ensure that each individual with exceptional needs participates in those activities with nondisabled pupils to the maximum extent appropriate to the needs of the individual with exceptional needs, including nonacademic and extracurricular services and activities. Special classes shall meet standards adopted by the board.

Commonly Asked Topics Concerning Special Centers

Special Classes on General Education School Sites: Many special centers have moved or are moving from their separate school sites to meet as a class on regular school sites. As long as the focus and curriculum remain essentially the same, holders of Development Center Permits and Special Center Permits may continue to serve in the new location.

Special Day Class: Development and special center permit holders may not teach in a special day class for the severely handicapped unless the individual also holds a credential authorizing the teaching of the severely handicapped as found under the disability of mental retardation (moderate/severe) or serious emotional disturbance.

Resource Services in a Special Center: A separate authorization is required to provide resource specialist services in a special center.

F. SPECIAL EDUCATION (CONTINUED)

Commonly Asked Topics Concerning Special Education Teaching Assignments

Alternative for Mild/Moderate Services: EC §44268.5 established an alternate route for assigning individuals to provide services to students with mild to moderate disabilities. The provisions of this statute, which became effective January 1, 2001, allowed individuals with ten years of special day class teaching experience to be assigned to teach students with mild to moderate disabilities in a special day class setting if the teacher held a specific credential and met certain specified criteria. The provisions of this bill expired on January 1, 2005. Individuals can no longer be assigned on this option.

Aphasia: Holders of credentials authorizing teaching the primary handicapping condition of speech and language impairment are authorized to teach in a special class in which the primary disability is defined as aphasia.

Asperger's Syndrome: Asperger's Syndrome is generally associated with the disability area of autism but usually as mild autism. However, the federal disability area of autism aligns with the moderate/severe mental retardation disabilities area not with the mild/moderate mental retardation disability area.

A teacher must hold a credential to serve each of the disability categories for students in the class as set forth in the IEP. An IEP team may determine that, based on assessments and the goals in the IEP, an alternate placement may be appropriate. It is the employing agency's responsibility to determine how the special education services will be delivered. The IEP determines the student's needs and the rationale for the particular services and placement of the student.

Attention Deficit Disorder (ADD) or Attention Deficit, Hyperactivity Disorder (ADHD): Children may be eligible under the federal disability category of Other Health Impaired if the ADD or ADHD is determined to be a chronic health problem that results in limited alertness that adversely affects educational performance and where special education and related serves are needed.

Autism: The federal disability category of autism does not make a distinction between mild vs. moderate or severe autism. Autism falls under the category of moderate/severe disabilities. An IEP team may determine that, based on assessments and the goals in the IEP, an alternate placement may be appropriate for an individual student. It is the employing agency's responsibility to determine how the special education services will be delivered. The IEP determines the student's needs and the rationale for the particular services and placement of the student.

English Learners: There is no exemption for individuals providing special education services from holding an appropriate English learner authorization if they are providing instructional services to students that require EL services as determined by the local employing agency.

Inclusion: Full inclusion refers to when a student on an IEP is receiving all of their services in a general education classroom and is being supported by a special education teacher who may be providing consultative services or providing instructional services in

F. SPECIAL EDUCATION (CONTINUED)

the general education class. If the student is formally identified as needing special education services and is on an IEP, CTC assumes there needs to be a special education credentialed teacher in the class assisting the general education teacher to carry out the goals on the IEP.

The special education teacher is usually not the teacher of record in a general education class unless the employing agency assures that the teacher holds both appropriate general and special education credentials. If this is the case, the teacher with both credentials may serve as the teacher of record for both general and special education students.

Kindergarten and Pre-K Mixed Classes: Birth through pre-kindergarten is generally for children ages birth to 5 years old (so long as the students are not enrolled in kindergarten). Preschool is generally for children ages 4 and 5 which may include children age 3, but that is left to the local level to determine. If a class is a mix of kindergarten and pre-K, the employer must closely review the document(s) held. Education Specialist credentials authorize service in birth to pre-K, K-12, or birth to age 22. Ryan special education credentials authorize service in grades preschool, K-12, and adults. Standard and General Credentials do not authorize service at the preschool level. Sometimes the choice may be that a teacher needs to hold more than one credential or authorization for the class with both grade kindergarten and pre-K students.

Low Incidence: This term is used to describe students and classes designed to provide services in the area of deafness and hearing impairment, physical or health impairment, or visual impairments.

Multiple Disabilities: The federal disability area of multiple disabilities means concomitant impairments (mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that the student cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

No Child Left Behind Compliance: Information concerning NCLB compliance may be found on the CDE web site at: <http://www.cde.ca.gov/nclb/sr/tq/nclbspedfaq.asp>.

Non-Public Schools and Agencies: EC §56365 authorizes the expenditure of state and federal funds when private services are necessary to provide a free appropriate public education (FAPE) to a student with exceptional needs. Situations arise in which parents determine that the only way their child can receive a FAPE is to make a private placement without the consent of a school district in a private school or to contract for related services with a private agency. Questions concerning placement of students, school license or approval, service delivery, and funding should be addressed to the non-public school section of the special education division at the CDE at (916) 327-0141.

Program Specialist: Information on program specialists may be found in EC §56368. This section falls under the authority of the CDE and questions concerning certification should be directed to the special education division of the CDE at (916) 445-4613 or <http://www.cde.ca.gov/sp/se/>.

F. SPECIAL EDUCATION (CONTINUED)

Prelingually Deaf: CTC may grant teaching and services credentials to individuals who are prelingually deaf to serve in state special schools or in special day classes for students who are deaf or hearing impaired. See the information under 'Coded Correspondence' in Section R.

Sign Language: Holders of credentials authorizing deafness or hearing impairment may also teach sign language to non-special education students.

Service Delivery and Funding: Questions concerning service delivery or funding should be directed to the special education division of the CDE at (916) 445-4613 or <http://www.cde.ca.gov/sp/se/>. The Procedural Safeguards Referral Service provides technical assistance information and resources for parents, school districts, advocates, agencies and others of procedural safeguards regarding students between ages birth and 21 with disabilities and their educational rights. You may contact them at (800) 926-0648.

Special Day Class: This is one of the settings in which students are placed to receive special education services. This setting is widely used in employing agencies. However, employing agencies should specify the types of services being provided in special day classes to allow the county office of education to determine if the teacher holds the appropriate authorization for the special day class assignment.

Special Education Work Group: The Commission has convened a panel of experts in the area of special education to consider recommendations for improvements to the currently issued special education teaching and services credentials.

The panel met for the first time in February 2007 and will meet regularly until November 2007 concluding with recommendations related to preparation of special education teachers. These recommendations will be presented to CTC for approval in December 2007 and to the Legislature in mid-December 2007. For additional information, see the CTC's website at: <http://www.ctc.ca.gov/educator-prep/special-education.html>.

Services Credentials

Speech and Hearing Therapy

The following credentials authorize service as an itinerant speech clinician or speech and hearing therapist:

General:

Special Secondary--Correction of Speech Defects
Exceptional Children--Speech Correction and Lip Reading

Standard:

Teaching Credential with Minor--Speech and Hearing Handicapped
Restricted Special Education--Speech and Hearing Therapy
Limited Specialized Preparation--Speech and Hearing Handicapped

Ryan:

Clinical or Rehabilitative Services--Language, Speech and Hearing
(authorizes speech therapy only unless Special Class Authorization is also listed on the document)
Speech-Language Pathology Services--Language, Speech and Hearing
(authorizes speech therapy only unless Special Class Authorization is also listed on the document)

Local Assignment Option for Speech and Hearing Therapy Services: Current statutes and regulations recognize that there may be situations of a temporary nature in which an individual with the appropriate credential is not available.

EC §44831 allows an individual who holds a master's degree in communication disorders; ~~meets the basic skills requirement~~; has a valid license from the Speech-Language Pathology and Audiology Board; and has the criminal record summary according to EC §44332.6 to provide speech and language services. Refer to the link for Coded Correspondence 99-9930 and 06-0007 in Section R for further information.

Governing boards of school districts shall employ persons in public school service requiring certification qualifications as provided in this code, except that the governing board or a county office of education may contract with or employ an individual who holds a license issued by the Speech-Language Pathology and Audiology Board and has earned a masters degree in communication disorders to provide speech and language services if that individual meets the requirements of Sections 44332.6 and 44830 before employment or execution of the contract.

Commonly Asked Topics Concerning Speech and Hearing Therapy

Communication Handicapped Credentials: The holder of a Communication Handicapped Specialist Teaching Credential or Education Specialist in Deaf and Hard-of-Hearing is **not** authorized to serve as a speech therapist.

Emergency Permit: Title 5 §80024.5 allowed for the issuance of an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing or an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing including Special Class Authorization. However, the permits have not been initially issued since July 1, 2000. The permit may be renewed four times and only if the holder completed the appropriate renewal requirements.

F. SPECIAL EDUCATION (CONTINUED)

Orientation and Mobility

This service for the blind and partially seeing may be provided by people holding the following credentials:

Standard:

Restricted--Visually Handicapped in Mobility

Ryan:

Clinical or Rehabilitative Services--Orientation and Mobility

Commonly Asked Topics Concerning Orientation and Mobility

Definition: The Orientation and Mobility (O & M) Service Credential authorizes the holder to provide services to students to allow them to learn how to navigate their environment and become independent travelers. Typically the only 'academic' skills which an O & M instructor may teach would be money skills, time, geography, and other skills needed for information and assistance. The O & M credential does not authorize teaching students with visual impairments and vice versa.

Emergency Permit or Preliminary Credential: There are no emergency permits or preliminary credentials for Orientation and Mobility.

Audiology

The audiologist screens and assesses student's hearing acuity and auditory processing skills, interprets the assessments, provides audiological instruction and services including instruction in verbal and non-verbal communication skills, and consults with students, parents, teachers, and other interested people regarding hearing impairments and auditory processing skills.

Ryan:

Clinical or Rehabilitative Services--Audiology

Note: There are no emergency permits or preliminary credentials for Audiology.

Commonly Asked Topics Concerning Special Education Services Assignments

Designated instruction and services, occupational therapy, physical therapy, assistive technology services, and behavior intervention: CDE developed Title 5 regulations for other special education positions than those described in this section. They include designated instruction and services, occupational therapy, physical therapy, assistive technology services, and behavior intervention. For questions concerning assignments in these areas, call the CDE's Special Education Division at (916) 445-4613 or see the information on the CDE web site at: <http://www.cde.ca.gov/sp/se/>.

Prelingually Deaf: CTC may grant teaching and services credentials to individuals who are prelingually deaf to serve in state special schools or in special day classes for students who are deaf or hearing impaired.

Service Delivery and Funding: Questions concerning service delivery or funding should be directed to the special education division of the CDE at (916) 445-4613 or see the information on the CDE web site at: <http://www.cde.ca.gov/sp/se/>.

F. SPECIAL EDUCATION (CONTINUED)

The Procedural Safeguards Referral Service provides technical assistance information and resources for parents, school districts, advocates, agencies and others of procedural safeguards regarding students between ages birth and 21 with disabilities and their educational rights. You may contact them at (800) 926-0648.

Special Education Work Group: The Commission has convened a panel of experts in the area of special education to consider recommendations for improvements to the currently issued special education teaching and services credentials.

The panel met for the first time in February 2007 and will meet regularly until November 2007 concluding with recommendations related to preparation of special education teachers. These recommendations will be presented to CTC for approval in December 2007 and to the Legislature in mid-December 2007. For additional information, see the CTC's website at: <http://www.etc.ca.gov/educator-prep/special-education.html>.

WorkAbility Program: The WorkAbility program, administered by the CDE, provides comprehensive pre-employment training, employment placement and follow-up for high school students in special education that are making the transition from school to work, independent living and post secondary education or training. See the CDE web site at <http://www.cde.ca.gov/sp/se/sr/wrkabltly1.asp> for additional information.

Credential Authorization	Specific Learning Disability/ Mental Retardation Mild/Moderate	Mental Retardation Moderate/Severe	Serious Emotional Disturbance	Multiple Disabilities	Autism	Speech and Language Impaired	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairments Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Education Specialist Instruction Credentials (initially issued effective September 27, 1997)

Mild/Moderate * (K-12, Adults)	X		X								X ¹	
Moderate/Severe * (K-12, Adults)		X	X	X	X			X				
Deaf & Hard-of-Hearing * (Birth to Age 22)							X	X				
Physical & Health Impairment * (Birth to Age 22)				X						X	X	X
Visual Impairment * (Birth to Age 22)								X	X			
Early Childhood Special Education * (Birth - Pre-K only) ²	X	X	X	X	X							
Early Childhood Special Educ Certificate *(Birth- Pre -K only) ³	X	X	X	X	X							

Ryan Specialist Instruction Teaching Credentials (initially issued 1976 to September 27, 1997; renewals available)

Communication Handicapped					X ⁴	X	X	X				
Learning Handicapped	X		X ⁵								X ¹	
Severely Handicapped		X	X	X	X			X				
Physically Handicapped				X					X ⁶	X	X	X
Visually Handicapped								X	X			
Clinical or Rehabilitative Services in Language, Speech & Hearing With Special Class Authorization					X	X						

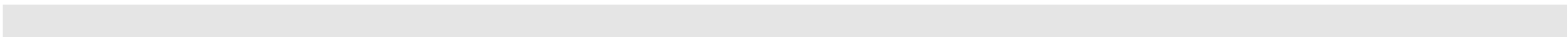
Credential Authorization	Specific Learning Disability/ Mental Retardation Mild/Moderate	Mental Retardation Moderate/Severe	Serious Emotional Disturbance	Multiple Disabilities	Autism	Speech and Language Impaired	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairments Including Blindness	Orthopedic 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	X ⁵	X								
Minor-Speech & Hearing Handicapped						X						
Minor-Deaf & Severely Hard-of-Hearing							X					
Minor-Visually Handicapped								X				
Minor-Orthopedically Handicapped Including the Cerebral Palsied				X					X	X	X	

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

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



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

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

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

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

Credential Authorization	Specific Learning Disability/ Mental Retardation Mild/Moderate	Mental Retardation Moderate/Severe	Serious Emotional Disturbance	Multiple Disabilities	Autism	Speech and Language Impaired	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairments 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	X ⁵	X								
Correction of Speech Defects						X						
Deaf							X					
Lip Reading							X					
Partially Sighted Child									X			
Blind									X			

- * Credential or certificate also authorizes service as a resource specialist across all disability areas at the grade level of the document.
- 1 This is only for the areas of Attention Deficit Disorder (ADD) and Attention Deficit, Hyperactivity Disorder (ADHD); it is not for the physically or orthopedically impaired.
- 2 The Early Childhood Special Education Credential authorizes services for ages birth to pre-K only.
- 3 An individual must hold a valid prerequisite special education credential; the certificate authorizes services for age birth to pre-K only.
- 4 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 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.

G. INSTRUCTION FOR ENGLISH LEARNERS

English learners (ELs) must be taught by certificated teachers with the appropriate English Learner (EL) authorization or by teachers currently participating in an approved training program to receive certification. The appropriate certificates, credentials, and permits are listed below according to the type of EL service: English Language Development (ELD); Specially Designed Academic Instruction in English (SDAIE); or Instruction in the Primary Language. CDE monitors several of the approved training programs. For information about CDE compliance monitoring, contact the English Learner Accountability Unit at (916) 319-0938.

English Language Development (ELD) or English as a Second Language (ESL)

English Language Development or English as a Second Language is a content subject area. ELD is instruction appropriate for the level of language proficiency as identified for each EL student. The instruction is designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of the EL student. Service is restricted to the grade level of the document. See the chart on pages G-13 and 14 for the specific authorization of each credential/certificate.

General:

When using these credentials, CTC recommends using only those individuals who possess skills or training in teaching ESL/ELD. Before appointing anyone holding only the General Credential, you are advised to check with the CDE at the number above.

Kindergarten-Primary (K-3)
Elementary (K-8)
Junior High (7-9)
Secondary (7-12)

Ryan:

Specialist Instruction Credential in Bilingual Crosscultural Education
Bilingual Certificate of Competence
Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate
Crosscultural, Language, and Academic Development (CLAD) Certificate
Language Development Specialist Certificate
Multiple Subject Credential with CLAD, Bilingual Crosscultural or BCLAD
Emphasis or EL authorization ¹
Single Subject Credential with CLAD, Bilingual Crosscultural or BCLAD Emphasis
or EL authorization ¹
Education Specialist Credential with EL authorization ¹
Supplementary Authorization in English as a Second Language

¹ University and District Internship Credentials are also available

G. INSTRUCTION FOR ENGLISH LEARNERS (CONTINUED)

Local Teaching Assignment Options for ELD: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

It is not appropriate for an individual who holds an emergency or teaching permit to be assigned on the basis of a local assignment option available to employers. When an employing agency requests an emergency or teaching permit, it is for a particular assignment. By assigning an emergency or teaching permit holder on the basis of one of the local assignment options, the employing agency violates the terms of the emergency or teaching permit.

T5 §80021 allows for the issuance of a Multiple Subject, Single Subject, and Education Specialist Short-Term Staff Permit (STSP) to any individual who has met specific requirements. The STSP is restricted to the employing agency and is not renewable. The STSP includes an authorization for ELD.

A Multiple Subject Short-Term Staff Permit authorizes the same service as a Multiple Subject Teaching Credential.

A Single Subject Short-Term Staff Permit authorizes the same service as a Single Subject Teaching Credential.

An Education Specialist Short-Term Staff Permit authorizes the same service as an Education Specialist Teaching Credential.

T5 §80021.1 allows for the issuance of a Multiple Subject, Single Subject, and Education Specialist Provisional Internship Permit (PIP) to any individual who has met specific requirements. The permit is restricted to the employing agency and may be issued in two one-year increments if the individual takes all the subject matter exams for the subject area(s) listed on the document and does not pass. Only two provisional internship documents of any kind may be issued to an individual. The PIP includes an authorization for ELD.

A Multiple Subject Provisional Internship Permit authorizes the same service as a Multiple Subject Teaching Credential.

A Single Subject Provisional Internship Permit authorizes the same service as a Single Subject Teaching Credential.

An Education Specialist Provisional Internship Permit authorizes the same service as a Education Specialist Teaching Credential.

T5 §80024.7 allows for the issuance of an Emergency BCLAD Permit at the request of an employing agency to individuals who hold an appropriate prerequisite credential and verify competence in the target language. Six semester units of appropriate course work or passage of an appropriate section of the examination for the CLAD or BCLAD Certificate is required for each renewal.

(c) The emergency Bilingual Crosscultural, Language, and Academic Development (BCLAD) Permit authorizes the same service as the Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate.

T5 §80024.8 allows for the issuance of an Emergency CLAD Permit at the request of an employing agency to individuals who hold an appropriate prerequisite credential. Six

G. INSTRUCTION FOR ENGLISH LEARNERS (CONTINUED)

semester units of appropriate course work or passage of two sections of the examination for the CLAD Certificate is required for each renewal.

- (c) *The emergency Crosscultural, Language, and Academic Development (CLAD) Permit authorizes the same service as the Crosscultural, Language, and Academic Development (CLAD) Certificate.*
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Specially Designed Academic Instruction in English (SDAIE)

SDAIE is an instructional approach designed to increase the level of comprehensibility of the English language in the content area of the class. Prior to 1994, the term sheltered English instruction strategies was used to describe this type of instruction. See the chart on pages G-13 and 14 for the specific authorization of each credential/certificate.

The specially designed content instruction in subject matter, such as math or social science, is presented in English to English learners in classes which are restricted to instruction in the subject area and grade level of the prerequisite credential (as applicable). However, the Specialist Instruction Credential in Bilingual Crosscultural Education has no restriction to subject area or grade level.

Ryan:

- Specialist Instruction Credential in Bilingual Crosscultural Education
- Bilingual Certificate of Competence
- Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate
- Crosscultural, Language, and Academic Development (CLAD) Certificate
- Language Development Specialist Certificate
- Multiple Subject Credential with CLAD, Bilingual Crosscultural or BCLAD Emphasis or EL authorization ¹
- Single Subject Credential with CLAD, Bilingual Crosscultural or BCLAD Emphasis or EL authorization ¹
- Education Specialist Credential with EL authorization

¹ University and District Internship Credentials are also available

Local Teaching Assignment Options for SDAIE: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

It is not appropriate for an individual who holds an emergency or teaching permit to be assigned on the basis of a local assignment option available to employers. When an employing agency requests an emergency or teaching permit, it is for a particular assignment. By assigning an emergency or teaching permit holder on the basis of one of the local assignment options, the employing agency violates the terms of the emergency or teaching permit.

T5 §80021 allows for the issuance of a Multiple Subject, Single Subject, and Education Specialist Short-Term Staff Permit (STSP) to any individual who has met specific

G. INSTRUCTION FOR ENGLISH LEARNERS (CONTINUED)

requirements. The STSP is restricted to the employing agency and is not renewable. The STSP includes an authorization for ELD and SDAIE.

A Multiple Subject Short-Term Staff Permit authorizes the same service as a Multiple Subject Teaching Credential.

A Single Subject Short-Term Staff Permit authorizes the same service as a Single Subject Teaching Credential.

An Education Specialist Short-Term Staff Permit authorizes the same service as an Education Specialist Teaching Credential.

T5 §80021.1 allows for the issuance of a Multiple Subject, Single Subject, and Education Specialist Provisional Internship Permit (PIP) to any individual who has met specific requirements. The permit is restricted to the employing agency and may be issued in two one-year increments if the individual takes all the subject matter exams for the subject area(s) listed on the document and does not pass. Only two provisional internship documents of any kind may be issued to an individual. The PIP includes an authorization for ELD and SDAIE

A Multiple Subject Provisional Internship Permit authorizes the same service as a Multiple Subject Teaching Credential.

A Single Subject Provisional Internship Permit authorizes the same service as a Single Subject Teaching Credential.

An Education Specialist Provisional Internship Permit authorizes the same service as an Education Specialist Teaching Credential.

T5 §80024.7 allows for the issuance of an Emergency BCLAD Permit at the request of an employing agency to individuals who hold an appropriate prerequisite credential and verify competence in the target language. Six semester units of appropriate course work or passage of an appropriate section of the examination for the CLAD or BCLAD Certificate is required for each renewal.

(c) The emergency Bilingual Crosscultural, Language, and Academic Development (BCLAD) Permit authorizes the same service as the Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate.

T5 §80024.8 allows for the issuance of an Emergency CLAD Permit at the request of an employing agency to individuals who hold an appropriate prerequisite credential. Six semester units of appropriate course work or passage of two sections of the examination for the CLAD Certificate is required for each renewal.

(c) The emergency Crosscultural, Language, and Academic Development (CLAD) Permit authorizes the same service as the Crosscultural, Language, and Academic Development (CLAD) Certificate.

Subject-Matter Instruction Delivered in the Primary Language

The instruction is provided both in the EL student's primary language. The instruction clarifies and facilitates comprehension of content subject matter. See the chart on pages G-13-14 for the specific authorization of each credential/certificate.

Service is restricted to instruction in the subject area and grade level of the prerequisite credential (if applicable). However, the Specialist Instruction Credential in Bilingual Crosscultural Education has no restriction to subject area or grade level. The primary language is printed on the credential document.

Ryan:

- Specialist Instruction Credential in Bilingual Crosscultural Education
- Bilingual Certificate of Competence
- Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate
- Multiple Subject Credential with Bilingual Crosscultural or BCLAD Emphasis ¹
- Single Subject Credential with Bilingual Crosscultural or BCLAD Emphasis ¹
- Sojourn Certificated Employee Credential

¹ University and District Internship Credentials are also available.

Local Teaching Assignment Option for Subject-Matter Instruction Delivered in the Primary Language: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

It is not appropriate for an individual who holds an emergency or teaching permit to be assigned on the basis of a local assignment option available to employers. When an employing agency requests an emergency or teaching permit, it is for a particular assignment. By assigning an emergency or teaching permit holder on the basis of one of the local assignment options, the employing agency violates the terms of the emergency or teaching permit.

T5 §80024.7 allows for the issuance of an Emergency BCLAD Permit at the request of an employing agency to individuals who hold an appropriate prerequisite credential and verify competence in the target language. Six semester units of appropriate course work or passage of an appropriate section of the examination for the CLAD or BCLAD Certificate is required for each renewal.

- (c) *The emergency Bilingual Crosscultural, Language, and Academic Development (BCLAD) Permit authorizes the same service as the Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate.*

Commonly Asked Topic Concerning Subject-Matter Instruction Delivered in the Primary Language

Variable Term Waivers: Multiple subject, single subject, and education specialist PIPs and STSPs and waivers include an EL authorization. Currently, PIPs and STSPs do not include a BCLAD authorization. The Commission does not issue emergency CLAD or

G. INSTRUCTION FOR ENGLISH LEARNERS (CONTINUED)

BCLAD permits to holders of teaching permits (PIPs or STSPs) or waivers. However, a BCLAD waiver may be issued. No additional requirements are needed for the BCLAD waiver. Employers may contact the Commission's Waiver Unit at waivers@ctc.ca.gov.

Other Teaching Authorizations

SB 1969 Certificate of Completion

SB 1969 (Chap. 1178, Stats. 1994) established an alternative way for permanent teachers to earn a certificate through completion of staff development that allows teachers to be assigned to teach ELs. School districts and county offices of education awarded certificates to the individuals who completed their local staff development program. The Certificate were registered with CTC for a fee until 2003. These certificates have the same authorization as the CTC-issued Certificate of Completion of Staff Development.

SB 1969 Certificates are no longer issued by an employing agency but remain valid. The Commission stopped registering SB 1969 Certificates on July 1, 2003 and can no longer register any Certificates 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 to allow the employing agency to provide it to the county office of education for assignment monitoring purposes.

Certificate of Completion of Staff Development (CCSD)

Legislation in 2000 allowed the preparation of teachers through staff development programs for ELD and SDAIE instruction to receive a state-issued document with the passage of SB 395 (Chap. 685, Stats. 1999). The major change required CTC to approve staff development programs and issue Certificates for a fee. CCSD certificates have been issued since October 2000.

Whether a teacher completes one or two segments (each 45 hours) of the staff development depends on the EL authorization sought, authorization of the basic teaching credential, and years of experience. Employers should check the specific Certificate authorization before assigning a teacher to provide EL services.

On January 1, 2008, the provision to allow CTC to issue CCSDs to holders of appropriate credentials will sunset. This sunset date does not apply to holders of vocational and special subject designated subjects credentials and services credentials with a special class authorization which does not have a sunset date.

Expansion of CCSD to Some Designated Subjects and Services Credentials Including Special Class Authorization

Senate Bill 1292 (Chap. 752, Stats. 2006) was signed by the Governor on September 29, 2006. The bill added Section 44352.11 to the Education Code, which authorizes teachers with vocational and special subject designated subjects teaching credentials and holders of service credentials with a special class authorization to be assigned to provide SDAIE to ELs based on completion of a staff development program.

G. INSTRUCTION FOR ENGLISH LEARNERS (CONTINUED)

Three requirements were removed in the statute: completion of a bachelor's degree, passage of the basic skills requirements, and the permanent status requirement. In addition, there is no sunset date for holders of designated subjects and services credentials with a special class authorization to earn the CCSD. The requirement to hold an appropriate prerequisite credential still remains.

CTC, in consultation with the Superintendent of Public Instruction (SPI), is required to establish guidelines for the staff development that are at least as rigorous as the guidelines established for SDAIE for multiple subject, single subject, and education specialist credential holders under the SB 395 guidelines. The Commission and the SPI agreed to designate the currently approved CCSD programs as appropriate to use until guideline are reviewed and revised. The current guidelines are designed for teachers serving ELs in most classroom settings but the vocational education classroom were not considered in the development of the CCSD guidelines. A work group of individuals with knowledge and expertise specific to designated subjects has drafted new guidelines for staff development programs. The draft guidelines will be presented to the Commission at their November 2007 meeting for approval and adoption. While this review process is going on, the current guidelines are acceptable.

Authorization for the SB 1969 Certificate and CCSD

Note: Holders of designated subjects teaching credentials and holders of service credentials with a special class authorization with these certificates are authorized to teach only SDAIE unless the individual qualified on the basis of completion of a bachelor's degree, basic skills, and permanent status.

Certificate holders with elementary and secondary credentials (currently the multiple and single subject credentials) may instruct in specially designed academic instruction in English (SDAIE) to students in the subject and grade authorized by the teacher's basic credential. This is comparable to the SDAIE authorization on the CLAD.

The Certificate does not allow the elementary or secondary credential holder to teach ELD as a separate content subject area in a departmentalized setting at the elementary, middle or high school level. The Certificate authorization is more restrictive than the CLAD authorization because individuals are only allowed to incorporate ELD methodology as noted above. Teaching ELD as a subject content area requires the teacher to hold a CLAD Certificate or equivalent authorization.

The Certificate authorizes the holder of a secondary credential to incorporate ELD methodology within the subject matter content in the grade authorized by the basic credential. This ELD instruction is designed to develop the listening, speaking, reading, and writing skills of ELs during content instruction. Elementary credential holders who also have a supplementary or subject matter authorization, may incorporate ELD instruction in a departmentalized setting within the subject matter content in the grade authorized by the supplementary or subject matter authorization.

Holders of elementary credentials may earn an authorization on the Certificate to incorporate ELD methodology during instruction in a self-contained setting. This

G. INSTRUCTION FOR ENGLISH LEARNERS (CONTINUED)

authorization allows the holder to teach ELD within the self-contained subject matter content at the grade authorized by the elementary credential. Students in a self-contained class may be regrouped according to ELD learning levels and taught by the holder of an elementary credential and a Certificate. However, if students are pulled out for separate instruction in ELD, this would constitute a departmentalized setting and is not appropriate for the holder of a Certificate.

An individual that holds a credential that authorizes teaching English is authorized to incorporate ELD instruction within the subject matter content of the specific grade level of English but is not authorized to teach an ELD class. It is inappropriate for an individual who holds just a credential that authorizes teaching English and either the SB1969 Certificate or the CCSD to teach a departmentalized ELD class.

Williams Settlement

The *Williams v. State of California* settlement brings a renewed focus to the requirement that all teachers with EL students in K-12 public school settings must hold an appropriate English learner authorization. This is regardless of the number of ELs in the class. The Settlement requires county offices of education to complete additional assignment monitoring including annual review of assignments and review and collection of data on EL authorizations for teachers of classes with twenty percent or more ELs in of schools in decile 1, 2, and 3 (currently schools in the 2003 Academic Performance Index). See Section Q for additional information on the changes to assignment monitoring as a result of the *Williams* Settlement and the links in Section R for Coded Correspondences 05-0014 and 06-0001.

Commonly Asked Topics Concerning the Williams Settlement

Academic Performance Index: The purpose of the Academic Performance Index (API) is to measure the academic performance and growth of schools. It is a numeric index or scale that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. For purposes of the new EL data required, 2003 is the current base year used.

Deciles: The groupings of schools ranked 1 (lowest) through 10 (highest) based on the API.

Decile 1, 2, and 3 Schools (API 2003 base): Beginning with the 2005-2006 school year, subdivision (b)(1)(B) of EC §44258.9 requires the county offices of education to annually monitor all assignments, teaching and non-teaching, in the decile 1, 2, and 3 schools unless the school is under review through a state or federal intervention program. Title 5 §17101 defines which schools are considered 'under review' for purposes of implementation of the *Williams* settlement.

Twenty Percent of English Learners: The 20 percent or more rule for reviewing the appropriateness of a teacher's English learner authorization applies only to the new data collection and reporting required as a result of the *Williams* Settlement. It does not apply to the regular assignment monitoring or the review of the assignments in the decile 1, 2, and 3 schools (2003 API) completed by the county offices nor audits or review such as

G. INSTRUCTION FOR ENGLISH LEARNERS (CONTINUED)

Categorical Program Monitoring (formerly CCR) and the Uniform Complaint Procedure whereby all teachers with EL students in K-12 public school settings must hold an appropriate English learner authorization regardless of the number of ELs in the class.

Commonly Asked Topics Concerning English Learners

AB 1059: As a result of a change in statute in 2002, all teacher preparation programs were required to satisfy standards established by CTC for the preparation of teachers for all pupils, including ELs. This law also required development of the CTEL examination to provide candidates, including out-of-state candidates, with a route to fulfill the requirements to earn the CLAD Certificate.

Bilingual Work Group: At its February 1, 2005 meeting, CTC discussed the need to update requirements for teachers seeking certification to work with English learners. A Bilingual Certification Advisory Work Group consisting of 18 stakeholders and experts in the field was appointed to review survey data and focus group discussion results and develop recommendations for CTC. The work group will be presenting their results at a future Commission meeting. For more information, see the CTC web page at <http://www.cde.ca.gov/eo/ce/wc/index.asp>.

Categorical Program Monitoring (CPM): The CDE conducts Categorical Program Monitoring reviews. State and federal law require the CDE to monitor the implementation of categorically funded programs operated by local educational agencies. The purpose of the review is to verify compliance with requirements of each program and to insure that program funds are spent to increase student performance. The CPM review is a separate review from the assignment monitoring that is required in EC §44258.9. Any additional option accepted by the CDE for their CPM review is a separate issue from appropriate assignment. An employing school district and county office of education must meet the provisions of EC §44258.9 for appropriate assignment.

Date to Earn EL Authorization: Any teacher assigned to teach one or more ELs and providing EL services must hold an EL authorization. There is no 'date' by which an individual needs to have an authorization to serve in an assignment, including providing services to ELs, other than to have the appropriate authorization prior to providing services. There are several sections of the Education Code that reference requiring an individual to hold certification for the subject(s) they are teaching. These are EC §44001, 44830(a), and 44831. Regarding EL services specifically, EC §44253.1 is a reference.

English Credit for ELD Class and NCLB Compliance: The Commission does not require an individual to hold a credential in English to teach ELD (see page G-1) but rather only an authorization to teach ELD. However, if the class is receiving English graduation credit, the employer will need to check with CDE regarding NCLB compliance at writecde@cde.ca.gov.

Employer Requiring an EL Authorization for Employment Purposes: Some local employing agencies have created policies requiring all teachers to attain an EL authorization. Local governing boards set hiring and retention policies to assure appropriate educational programs based on the needs of the student population. If an employing agency requests that their teachers hold an EL authorization even though they

G. INSTRUCTION FOR ENGLISH LEARNERS (CONTINUED)

are not providing any EL instructional services, they may do so as an employment requirement for the position. CTC does not have purview in the issue.

ESL Supplementary Authorization: The ESL supplementary authorization only authorizes teaching ESL or ELD. Even when combined with a credential with a content area such as math or science, the authorization does not expand to include SDAIE instruction.

Foreign Language or Languages Other Than English (LOTE) Teachers: Foreign language or LOTE teachers are NOT exempt from holding an EL authorization. Foreign language/LOTE teachers must be appropriately authorized to teach the language of their authorization. If teachers are appropriately authorized for the services they provide, this does not constitute an exemption. This is regardless if it is a foreign language/LOTE class or another subject area or setting such as science, special education, vocational education, or art.

ELD and SDAIE instruction applies to courses of instruction in English. Foreign language teachers are usually providing language instruction in a language other than English and are authorized on the basis of their credential or authorization in the foreign language. However, if foreign language teachers are providing ELD/SDAIE instruction within their foreign language class or as a separate class, they would also need to hold an authorization for ELD/SDAIE.

Funding: Questions concerning funding for employing agencies should be addressed to the CDE at the number on page one of this section.

Local Level Responsibility: The local employing agency is responsible for determining the language proficiency status of students, assessing ELs, and appropriately assigning staff to meet the needs of the students. The local employing agency determines how the required EL instructional services will be provided and the type of services needed. The teacher must hold an appropriate EL authorization for the type of service provided. ELs identified in California K-12 public schools are required to receive instructional services designed to meet their linguistic and academic needs based on assessments made by the local employing agency. When instructional services are needed to ensure success in English, an appropriately authorized teacher responsible for English Language Development and other core content instruction is required.

Nontraditional Settings, Push-In, or Pull-Out Classes: Appropriate authorization is not restricted to only classroom assignments. If the assignment is instructional in nature, the type of program (push-in, pull out or otherwise) is not a factor regarding appropriate certification for English learners. If it has been determined that the students need EL services, an EL authorization is required. This includes RSP classes.

Plan to Remedy the Shortage (PTR): The Plan to Remedy is 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. With the availability of the other routes to earn an authorization to serve ELs, effective July 1, 2005, CTC no longer accepts enrollment in a local PTR as an appropriate alternative to holding a document that authorizes services to ELs.

G. INSTRUCTION FOR ENGLISH LEARNERS (CONTINUED)

Preschool/Adult Education: The review for appropriate EL authorization is for grades K-12. However, the local level may require an individual serving at the preschool or adult level to hold an EL authorization. The CLAD, BCLAD and other EL authorization authorize service in grades preschool, K-12, and adults. Employing agencies may require all their teachers including preschool and adult education teachers to hold an authorization to provide instructional services to ELs. If so, this would be an employment decision. In adult education, there is a subject area for ESL that may be used to provide ESL instruction to adults.

Previous Coded Correspondence and Leaflets on EL: Recent leaflets and coded correspondence take precedence over previous correspondence. Changes made in the area of appropriate assignment and certification for teachers of ELs have resulted in many changes to leaflets and new information on ELs.

Program Design: Questions concerning EL program design should be addressed to the CDE at the number on page G-1.

Special Education: There is no exemption for individuals providing special education services from holding an appropriate English learner authorization if they are providing instructional services to students that require EL services as determined by the local employing agency.

Services Credentials and EL Authorization: Providing services such as school counseling, speech therapy, librarian, or school psychologist does not require an EL authorization for assignment purposes. An EL authorization is a teaching authorization to provide instructional services. The review for appropriate EL authorization for monitoring and appropriate assignment purposes is for instructional services. While all services positions are providing some instruction to their students, they are not content instructional teachers. An employer may determine that an individual needs to hold an EL authorization for such services but it would be a local level employment issue. It is important to note that many services credentials are not appropriate prerequisites for the CLAD Certificates or the CCSD.

Subject Areas/Number of Students in Class and the Need to Hold EL Authorization: State laws do not specify exemptions for a subject area or particular number of ELs needing services in a class. Any teacher assigned to teach one or more ELs and providing EL services must hold an EL authorization. This includes core content classes such as English, mathematics, science, social science; elective subjects such as art and music; and other classes required for graduation such as physical education. Verification of a teacher's authorization also applies to instructional settings such as continuation school classes, vocational education, necessary small schools, charter school classes, and special education classes.

Teachers in Training or Otherwise Authorized to Serve: An exception, as listed in EC 44253.10(e), allows 'teachers in training' that are pursuing training to earn a CCSD to be considered appropriately assigned while in this training. Teachers enrolled in the PTR who are not actively pursuing training (enrolled in a CCSD) program to earn the CCSD

G. INSTRUCTION FOR ENGLISH LEARNERS (CONTINUED)

should be transitioned to an Emergency CLAD or BCLAD Permit or be removed from their EL assignments.

Transferring CLAD/BCLAD Emphasis: An individual with an expired preliminary multiple or single subject teaching credential that includes an EL authorization or CLAD or BCLAD emphasis that is teaching special education with a credential without an EL emphasis cannot use the EL authorization from the expired multiple or single subject credential. The base teaching credential with the original EL authorization must be valid. See the link to Coded Correspondence 06-0019 in Section R.

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 1-12) may be waivers, emergency permits, provisional internship or short-term staff permit, internship credentials/certificates, or preliminary, clear, professional clear, or life credentials. The certificate in row 12 is a locally issued document and does not have a term.

No document is issued for those in row 14; local employing district must ensure if individual is actively pursuing course work to earn an appropriate certificate.

	English Language Development (ELD) ¹	Specially Designed Academic Instruction in English (SDAIE) ¹	Instruction in Primary Language (Bilingual) ¹
1	Bilingual Specialist Credential	Bilingual Specialist Credential	Bilingual Specialist Credential
2	Bilingual Certificate of Competence (BCC) ²	Bilingual Certificate of Competence (BCC) ²	Bilingual Certificate of Competence (BCC) ²
3	BCLAD Certificate or BCLAD Emphasis	BCLAD Certificate or BCLAD Emphasis	BCLAD Certificate or BCLAD Emphasis
4			Sojourn Teaching Credential
5	Language Development Specialist (LDS) Certificate ²	Language Development Specialist (LDS) Certificate ²	
6	CLAD Certificate or CLAD Emphasis	CLAD Certificate or CLAD Emphasis	
7	Multiple or Single Subject Credential with AB 1059 English Learner Content	Multiple or Single Subject Credential with AB 1059 English Learner Content	
8	Multiple or Single Subject SB 2042 Credential	Multiple or Single Subject SB 2042 Credential	
9	Education Specialist Credential ³	Education Specialist Credential ³	
10	General Teaching Credential ⁴		
11	Supplementary Authorization in English as a Second Language ²		
12	Certificate of Completion of Staff Development ⁵	Certificate of Completion of Staff Development ⁵	
13	SB 1969 Certificate of Completion ⁶	SB 1969 Certificate of Completion ⁶	
14	In training for Certificate of Completion of Staff Development ⁵	In training for Certificate of Completion of Staff Development ⁵	

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

Note: The Plan to Remedy is 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 the Plan to Remedy for appropriate authorization to serve English learners.

- ¹ There may be restrictions to the grade level and subject area(s) that may be taught in each of the settings – check document for specific authorization. All CTC-issued documents with the exception of the multiple subject, single subject, and education specialist teaching credentials require a prerequisite teaching credential.
- ² These certificates or authorizations are no longer initially issued but remain valid and appropriate to serve English learners.
- ³ Not all education specialist teaching credentials include an EL authorization. Check the document before assigning a teacher to serve ELs.
- ⁴ Although these credentials may legally be assigned to teach ESL/ELD, it is not recommended that employing agencies use these credentials unless the holder possesses skills or training in ESL/ELD teaching. Authorization is limited to grade level of credential.
- ⁵ Provisions for this option, other than designated subject credentials in vocational education and special subjects and services credential with a special class authorization, sunset on January 1, 2008.

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

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

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

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

H. SUBSTITUTE TEACHING

Title 5 §80025.3(a) states that individuals who hold a valid document which required the completion of a bachelor's degree and the basic skills requirement (i.e. requirements for Emergency 30-Day Substitute Teaching Permit) are authorized to serve as day-to-day substitutes. Individuals who hold a valid credential which was issued prior to February 1, 1983 are also authorized to serve as day-to-day substitutes, as long as the credential required completion of a bachelor's degree and professional preparation program.

General

- Kindergarten-Primary *
- Elementary *
- Junior High *
- Secondary *
- Child Welfare and Supervision of Attendance
- Health and Development
- Librarianship
- Pupil Personnel Services:
 - Basic
 - Basic plus Psychology
 - Basic plus Psychometry
- School Psychologist
- School Psychometrist

Special

- Special Secondary:
 - Art *
 - Vocational Agriculture *
 - Business Education *
 - Homemaking Education *
 - Industrial Arts Education *
 - Lip Reading *
 - Music *
 - Limited in Agriculture *
 - Limited in Music *
 - Partially Sighted Child *
 - Physical Education *
 - Speech Arts *
 - Correction of Speech Defects
 - Vocational Class B *
 - Mentally Retarded *
- Exceptional Child:
 - Deaf or Hard of Hearing *

Standard

- Early Childhood Education *
- Elementary *
- Secondary *
- Junior College (with authorization for grades 11-14 only) *
- Restricted Special Education:
 - Deaf-Blind *
 - Deaf & Severely Hard of Hearing *
 - Educable Mentally Retarded *
 - Orthopedically Handicapped, including the Cerebral Palsied *
 - Speech and Hearing Therapy *
 - Trainable Mentally Retarded *
 - Visually Handicapped *
- Designated Subjects Teaching
 - Business Education *
 - Vocational Agriculture *
- Health Services
- Pupil Personnel Services

Ryan

- Multiple Subject *
- Single Subject *
- Specialist Instruction in Special Education *
- Education Specialist Instruction *
- Designated Subjects Adult Educ (Academic Subjects)
- Administrative Services
- Clinical or Rehabilitative or Speech-Language Pathology Services
 - Language, Speech and Hearing
 - Audiology
 - Orientation and Mobility
- Librarianship or Library Media Teacher Services
- Pupil Personnel Services:
 - Basic Pupil Personnel Services
 - School Counseling
 - School Social Work
 - School Psychology

* Teaching credential based on bachelor's degree and preparation program including student teaching.

May not have CBEST, if issued B4 1/1/83

Individuals are allowed to substitute for no more than 30 days for any one teacher during the school year with one exception. Fully credentialed teachers (credential based on a

H. SUBSTITUTE TEACHING (CONTINUED)

bachelor's degree, teacher preparation program, and student teaching) may substitute for more than thirty days for any one teacher so long as he/she is serving in the subject area(s) authorized by their credential. However, they may not substitute outside the authorized area for more than thirty days for any one teacher.

Local Teaching Assignment Options for Substitute Teaching: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

T5 §80025 requires districts, since October 1, 1993, employing individuals on the basis of the Emergency 30-Day Substitute Teaching Permit to have a completed annual Statement of Need form on file at their offices. Schools under the jurisdiction of the county superintendent of schools may employ these individuals if the respective counties have a completed Statement of Need form on file at their offices. The Emergency 30-Day Substitute Teaching Permit is not restricted to a specific California county but the holder must register the permit with the county before being employed.

The holder may not serve longer than thirty days for any one teacher during the school year. The thirty days do not have to be consecutive but cannot exceed thirty days for any one teacher. At the end of thirty days, the class must be staffed by an appropriately credentialed teacher or the employer must confirm that the substitute qualifies and applies for a Multiple or Single Subject Teaching Permit (as appropriate). See pages B-1 through 4 and C-1 through 14 for more information about teaching assignments for self-contained classrooms and departmentalized classes.

(c) The Emergency 30-Day Substitute Teaching Permit authorizes the holder to serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults within each county in which the permit is registered provided the employing agency has a completed Statement of Need on file for the school year. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

T5 §80025.1 allows the holder of an Emergency Career Substitute Teaching Permit to substitute teach for up to sixty days for any one teacher during the school year in the district or county requesting the permit. The individual must meet specific requirements. A statement of continued endorsement and verification that staff development activities were offered are required for reissuance.

(c) The Emergency Career Substitute Teaching Permit authorizes the holder 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 60 days for any one teacher during the school year. The permit shall be restricted to the schools operated by the employing agency that requested the permit.

T5 §80025.2 allows for the issuance of an Emergency Substitute Teaching Permit for Prospective Teachers to an individual who has met specific requirements including current enrollment in a regionally accredited four-year California college or university. The individual may substitute teach for up to ninety days during the valid period of the permit but for no more than thirty days for one teacher. The permit may be renewed once.

(c) The Emergency Substitute Teaching Permit for Prospective Teachers authorizes the holder to serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or

H. SUBSTITUTE TEACHING (CONTINUED)

in classes organized primarily for adults. However, the holder shall not serve as a substitute for more than 30 days for any one teacher and not more than 90 days total during the school year.

T5 §80025.3(a) allows the holder of a valid document which requires the completion of a bachelor's degree and the basic skills requirement to serve as a day-to-day substitute for thirty days for one teacher. *This includes serving in vocational education classes.* Individuals who hold a valid credential are also authorized to serve as long as the credential required completion of a bachelor's degree and a professional preparation program.

(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 §44252(b) if the requirements for the credential included a bachelor's degree and a professional preparation program.

T5 §80025.3(b) allows the holder of an emergency or teaching permit, Emergency Career Substitute Teaching Permit, or One-Year Nonrenewable Credential to serve as a day-to-day substitute in any district in the county listed on the document. These individuals may substitute for only thirty days for any one teacher during the school year.

(b) The holder of a permit or credential issued according to the provisions of Title 5 Section 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 teacher during the school year.

T5 §80025.5 allows the holder of an Emergency Designated Subjects Vocational Education Permit for 30-Day Substitute Teaching Service to serve as a substitute for thirty days for one teacher in a classroom that is part of a technical, trade, or vocational education program if the permit is registered and the employing agency has a completed Statement of Need on file. The individual must have a high school diploma and completed five years of vocational work experience.

(b) The Emergency Designated Subjects Vocational Education Permit for 30-Day Substitute Teaching Service authorizes the holder to serve as a substitute in any classroom in any county in which the permit is registered provided the employing agency has a completed State of Need. Such substitute teaching shall be part of a program of technical, trade, or vocational education. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

T5 §80034.5(a) allows the holder of a valid designated subjects full-time vocational education teaching credential to serve as a substitute in technical, trade, or vocational courses. This does not extend to part-time credentials.

The holder of a valid designated subjects full-time vocational education teaching credential may, with his or her consent, serve as a substitute in grades 12 and below, and in classes organized primarily for adults, in technical, trade or vocational courses, including, but not limited to,

H. SUBSTITUTE TEACHING (CONTINUED)

agricultural occupations, technical occupations, or trade occupations which shall be part of a vocational education program. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

T5 §80034.5(b) allows the holder of a valid designated subjects full-time adult education teaching credential to serve as a substitute in courses organized primarily for adults. This does not extend to part-time credentials.

The holder of a valid designated subjects full-time adult education teaching credential may, with his or her consent, serve as a substitute in courses 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.

Commonly Asked Topics Concerning Substitute Teaching

20/40 Day Waivers: CTC has had the responsibility to waive credentials and credential requirements since July 1, 1994. The State Board of Education has not issued 20/40 Day Waivers since 1994. EC §56062 states the priorities is in placing substitute teachers in special education settings. If these three categories are not available, then the employer may request a Variable Term Waiver from the CTC. See pages F-1 through 18 for complete information about special education credentials and permits. Employers may contact the Commission's Waiver Unit at waivers@ctc.ca.gov.

56062. *The employer shall use the following priorities in placing substitute teachers in special education classrooms:*

- (a) A substitute teacher with the appropriate special education credential or credentials.*
- (b) A substitute teacher with any other special education credential or credentials.*
- (c) A substitute teacher with a regular teaching credential.*

Emergency 30-Day Substitute Permit as a Prerequisite: The Emergency 30-Day Substitute Teaching Permit is not a credential so it cannot be used as a basis for issuing either the Multiple or Single Subject Teaching Permit or the CLAD or BCLAD Certificate. Valid Emergency 30-Day Substitute Teaching Credentials issued prior to October 1, 1993, were appropriately used for this purpose.

Service Credential Substitute Assignments: Substitute teaching permits may not be used for 'service' assignments such as counseling, speech therapist, library, psychologist, and school nurse. There is no 'bridge' document. Employers may need to request a Variable Term Waiver for these assignments.

State Board of Education Approved Waivers: CTC stopped issuing Emergency 30-Day Substitute Teaching Permits based on California State Board of Education waivers effective July 1, 1994, when the responsibility to waive credentials and credential requirements shifted to CTC under the authority of EC §44225(m).

Substituting in a Special Education Classroom: EC §56061(a), which is under the authority of the CDE, specifies that individuals who hold documents authorizing substitute teaching may not serve in a special education classroom for any one teacher more than twenty days during a school year. Title 5 §80025.4, added to regulation in January 2000, brings CTC regulations in line with that statute. In order for the teacher to serve in that assignment beyond the twenty day limit, the individual must hold a special

H. SUBSTITUTE TEACHING (CONTINUED)

education teaching credential, teaching permit, or waiver which authorizes service to the population of students in the classroom.

Substituting on an Internship Credential: Per Title 5 §80025.3(c), holders of university internship and district internship credentials are not authorized to serve as day-to-day substitutes unless the assignment is during summer school, is in the subject area authorized by the internship credential or certificate, and is considered as fulfilling the internship.

Summer School: Whether the assignment is during the regular school year or during a summer school session, the individual must hold the appropriate credential to perform the service. The school district and county office are held accountable in their monitoring for summer school assignments. The holder of an Emergency 30-Day Substitute Teaching Permit may serve in a summer school assignment provided the employing agency can verify that the individual is serving as a substitute for a credentialed teacher and the assignment is not more than 30 days for one teacher.

Employing agencies must be extremely cautious when assigning the holder of an Emergency 30-Day Substitute Teaching Permit to serve in a summer school assignment.

I. VOCATIONAL EDUCATION and SPECIAL SUBJECTS

Vocational

The credentials listed below authorize service in the specific subject or subjects named on the document in classes designated as technical, trade, or vocational, an assignment which commonly occurs in an ROP class setting. Some of these credentials specify part-time service. The part-time authorization restricts the number of hours the holder may serve. Refer to the authorization statement on the document to determine the exact hourly restriction.

General:

- Elementary

- Junior High

- Secondary

- Special Teaching:

 - Secondary (Vocational Agriculture)

 - Secondary (Business Education)

 - Secondary (Homemaking)

 - Secondary (Industrial Arts Education)

 - Secondary Limited in Designated Subjects

 - Secondary Limited in Vocational Business

 - Secondary Limited in Industrial Arts (full or part-time)

 - Secondary (Nursing Education)

 - Secondary Vocational Class A

 - Secondary Vocational Class B

 - Secondary Vocational Class C1

 - Secondary Vocational Class C2

 - Class D Vocational (part-time)

 - Secondary Vocational Part-time in Business

Standard:

- Elementary with major or minor in an Agriculture, Business, Home Economics, or Industrial Arts subject

- Secondary with major or minor in an Agriculture, Business, Home Economics, or Industrial Arts subject

- Designated Subjects Teaching

 - Business Education (full or part-time)

 - Industrial Arts and Occupational

 - Vocational Trade and Technical (full or part-time)

 - Vocational Agriculture

Ryan:

- Single Subject in Agriculture, Business, Home Economics, Industrial Arts, Industrial and Technology Education, or a related supplementary authorization

- Specialist Credential in Agriculture

- Designated Subjects:

 - Vocational Education (full or part-time)

There has been some confusion whether trade, technical, and vocational classes may only be taught by an individual holding a Designated Subjects Vocational Teaching

I. VOCATIONAL EDUCATION and SPECIAL SUBJECTS (CONTINUED)

Credential. Title 5 §80004(c) clarifies that holders of Single Subject Teaching Credentials in specific single subject areas (agriculture, business, home economics, industrial arts, and industrial and technology education) are authorized to teach trade, technical, and vocational classes.

The CDE provides special funding for some vocational classes and may require specific credentials or experience for that funding. CTC continues to advise employers to check with the CDE at the appropriate vocational office shown below before assigning an individual who does not hold a credential that is clearly identified as a vocational credential in a trade, technical, or vocational class to a class which receives vocational funding.

Agricultural Education	(916) 319-0887
Health Careers	(916) 319-0470
Home Economics Careers and Technology	(916) 319-0890
Industrial Technology	(916) 322-5050
ROP and Occupational Education Information	(916) 322-5050

The most common misassignment of teachers holding credentials that are titled ‘Vocational’ is to place them in a class not designated trade, technical, or vocational by the employing district or to assign them to subjects not specified on their credential. Refer to Coded Correspondence 91-9108 on pages Appendix-18 and 19 for additional information on vocational, technical, and trade classes.

Local Teaching Assignment Options for Vocational Education Classes: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

T5 §80020.4(d) allows individuals who hold designated subjects vocational teaching credentials to serve as staff developers in their respective vocational subject area.

The holder of a California designated subjects vocational teaching credential may serve as the school-site, school district, and or county staff developer for vocational teaching subject areas.

T5 §80020.4.1(c) allows individuals who hold designated subjects vocational teaching credentials to serve as program coordinators in their respective vocational subject area to improve instruction and enhance student learning.

The holder of a California designated subjects vocational teaching credential may develop, direct, implement, or coordinate programs designed to improve instruction and enhance student learning for vocational teaching subject areas.

T5 §80025.3(a) allows the holder of a valid document which requires the completion of a bachelor’s degree and the basic skills requirement to serve as a day-to-day substitute for thirty days for one teacher. *This includes serving in vocational education classes.* Individuals who hold a valid teaching or services credential are also authorized to serve as long as the credential required completion of a bachelor’s degree and a professional preparation program.

I. VOCATIONAL EDUCATION and SPECIAL SUBJECTS (CONTINUED)

(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 §44252(b) if the requirements for the credential included a bachelor's degree and a professional preparation program.*

T5 80025.5 allows the holder of an Emergency Designated Subjects Vocational Education Permit for 30-Day Substitute Teaching Service to serve as a substitute for only thirty days for one teacher in a classroom that is part of a technical, trade, or vocational education program if the permit is registered and the employing agency has a completed Statement of Need on file. The individual must meet specific requirements.

(b) *The Emergency Designated Subjects Vocational Education Permit for 30-Day Substitute Teaching Service authorizes the holder to serve as a substitute in any classroom in any county in which the permit is registered provided the employing agency has a completed State of Need. Such substitute teaching shall be part of a program of technical, trade or vocational education. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.*

T5 §80034.5(a) allows the holder of a valid designated subjects full-time (not part-time) vocational education teaching credential to serve as a substitute in technical, trade, or vocational courses.

(a) *The holder of a valid designated subjects full-time vocational education teaching credential may, with his or her consent, serve as a substitute in grades 12 and below, and in classes organized primarily for adults, in technical, trade or vocational courses, including, but not limited to, agricultural occupations, technical occupations, or trade occupations which shall be part of a vocational education program. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.*

Special Subjects

These credentials, often called 'orphans' under previous statutes and regulations because they did not fit into any specific category, authorize the specific service listed on the document.

General--Special Teaching:

Secondary (Aviation)

Secondary (Public Safety and Accident Prevention Including Driver Education and Driver Training)

Military Science and Tactics

Standard--Designated Teaching:

Basic Military Drill

Reserve Officer Training Corps (ROTC)

Public Safety and Accident Prevention, Including Driver Education and Driver Training

Aviation

Ryan--Designated Subject Special Subjects:

I. VOCATIONAL EDUCATION and SPECIAL SUBJECTS (CONTINUED)

Aviation Ground Instruction
Aviation Flight Instruction
Basic Military Drill
Reserve Officers Training Corps (ROTC)
Driver Education and Training
Limited Driver Training

Commonly Asked Topics Concerning Vocational Education

Career Technical Education Workgroup: The Commission has convened a panel of experts in career technical education to consider recommendations for improvements to the Designated Subjects Credentials in Vocational Education and to the Designated Subjects Standards of Programs of Personalized Preparation for Vocational Education Teaching Credentials.

The panel met for the first time in March 2007, and met regularly over the next six months, concluding with recommendations related to preparation of Career Technical Education teachers. These recommendations will be presented to the Commission for approval in Fall 2007. For additional information, see the CTC's website at: <http://www.ctc.ca.gov/educator-prep/CTE.html>.

Computer Classes: A list of definitions for vocational and adult education computer subject areas was distributed in Credential Information Alert 02-08. See the link under 'Credential Information Alerts' in Section R for additional information.

Driver Education and Training: Appropriately assigning individuals to serve in driver education and driver training assignments has become increasingly difficult. For both driver education and driver training, in addition to CTC-approved teacher preparation programs at a college or university, school districts, a consortium of school districts, county offices of education, regional occupational programs or centers, or a California state agency may develop subject-matter programs for submission to CTC for approval. For further information, contact Helen Hawley at CTC at (916) 445-8778.

There are several options an employing agency may use to assign an individual to teach a *driver education (classroom instruction)* class who does not hold a credential to teach driver education:

- 1) Use a local teaching assignment option such as EC §44263 or the Committee on Assignments; refer to pages C-6 and 7 for the requirements for these options; or
- 2) Variable Term Waiver: employers may contact the CTC's Waiver Unit at waivers@ctc.ca.gov.

An employing agency may also use the following option to assign an individual to *driver training (behind the wheel)* who does not hold a credential to teach driver training:

- 1) Variable Term Waiver; employers may contact the CTC's Waiver Unit at waivers@ctc.ca.gov.

In addition, the holder of a General Secondary or a Standard Secondary Teaching Credential (if the individual has a valid California driver's license, nine semester

I. VOCATIONAL EDUCATION and SPECIAL SUBJECTS (CONTINUED)

units in driver education, and taught driver education or driver training classes as appropriate to the assignment successfully for at least three years prior to September 1, 1991) may also be assigned to driver education and/or driver training.

High School Credit: Holders of Designated Subjects Adult and Vocational Education Teaching Credentials are authorized to teach their specific subjects in adult classes to students who may legally take classes at such schools regardless if the students receive high school credit.

Pre-Employment Skills: The most frequently requested subject to add to the list of vocational subjects is 'pre-employment skills'. Pre-employment skills such as job development or retention skills, career development and planning are not vocations. Vocational credentials are issued for the purpose of teaching individuals how to perform a specific skill or vocation. A vocational class in the area of pre-employment skills should teach students the skills and knowledge to become a career/job advisor; it should not teach the students how to get a job. From the descriptions submitted to the CTC, pre-employment skills classes are designed to help individuals attain initial employment or gain promotions by teaching them such skills as effective interview techniques, resume writing, how to complete job applications, and to dress appropriately for the workplace. Any vocational class may include advisement on seeking employment within the specific occupation.

If an employing agency wishes to offer a separate class in pre-employment skills, the following credential and employment criteria is appropriate for the assignment.

Qualify for a vocational teaching credential in Personnel Administration Occupations **and** the employing agency reviews the applicant's qualifications and notes in their files why they chose the individual to teach pre-employment skills. The individual is not authorized to perform personal, social, or academic counseling; this must be done by the holder of a Pupil Personnel Services Credential.

Work Experience Coordinator: If the duties of a work experience coordinator are strictly one where a teacher meets with work experience students on a schedule to review work skills, any non-emergency teaching credential including designated subjects adult or vocational credentials will be acceptable.

J. ADULT EDUCATION

The credentials listed below authorize service in adult education programs administered by elementary and secondary school districts. The credentials that are titled 'Adult Education' list subjects that were based on specific course work or experience requirements and authorize service in those specific subjects *only*. They also specify either full-time (regular) or part-time (limited) service. The part-time authorization restricts the number of hours the holder may serve. Refer to the authorization statement on the document to determine the exact hour restriction.

General:

Adult Education in Designated Subjects
Adult Education (Lip Reading to Hard of Hearing Adult)
Adult Education for Short Unit Courses

Standard:

Early Childhood Education
Elementary
Secondary
Junior College
Designated: Adult Education
Designated: Business Education
Designated: Public Safety Education
Designated: Vocational Trade and Technical Education
Designated: Vocational Agriculture

Ryan:

Multiple Subject
Single Subject
Designated Subjects: Adult Education
Designated Subjects: Vocational Education

Note: Assignment on the basis of the Standard Early Childhood Education, Elementary, Secondary and Junior College Teaching Credentials and the Multiple and Single Subject Teaching Credentials is *not* restricted to the subjects listed on the document but does require the consent of the teacher according to EC §44865 shown below.

Local Teaching Assignment Options for Adult Education: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

EC §44865 provides staffing options for adult education and other specified types of programs. See page H-1 on Substitute Teaching for a list of credentials which require a bachelor's degree and student teaching.

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

- | | |
|---|-----------------------------------|
| (a) Home teacher. | (c) Hospital classes. |
| (b) Classes organized primarily for adults. | (d) Necessary small high schools. |
| | (e) Continuation schools. |

J. ADULT EDUCATION (CONTINUED)

- (f) *Alternative schools.*
- (g) *Opportunity schools.*
- (h) *Juvenile court schools.*

- (i) *County community schools.*
- (j) *District community day schools.*

T5 §80020.4(c) allows individuals who hold designated subjects adult teaching credentials to serve as staff developers in their respective adult subject area.

- (c) *The holder of a California designated subjects adult teaching credential may serve as the school-site, school district, and or county staff developer for adult teaching subject areas.*

T5 §80020.4.1(b) allows individuals who hold designated subjects adult teaching credentials may develop, direct, implement, or coordinate programs in their respective adult subject area to improve instruction and enhance student learning.

- (b) *The holder of a California designated subjects adult teaching credential may develop, direct, implement, or coordinate programs designed to improve instruction and enhance student learning for adult teaching subject areas.*

T5 §80021 allows for the issuance of a Multiple or Single Subject Short-Term Staff Permit (STSP) to any individual who has met specific requirements. The STSP is restricted to the employing agency and is not renewable.

A Multiple Subject Short-Term Staff Permit authorizes the same service as a Multiple Subject Teaching Credential.

A Single Subject Short-Term Staff Permit authorizes the same service as a Single Subject Teaching Credential.

T5 §80021.1 allows for the issuance of a Multiple or Single Subject Provisional Internship Permit (PIP) to any individual who has met specific requirements.

A Multiple Subject Provisional Internship Permit authorizes the same service as a Multiple Subject Teaching Credential.

A Single Subject Provisional Internship Permit authorizes the same service as a Single Subject Teaching Credential.

T5 §80034.5(b) allows the holder of a valid designated subject full-time (not part-time) adult education teaching credential to serve as a substitute in courses organized primarily for adults.

- (b) *The holder of a valid designated subjects full-time adult education teaching credential may, with his or her consent, serve as a substitute in courses 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.*

Commonly Asked Topics Concerning Adult Education

Attending Adult Education Classes Under Age 18: There are several sections of the Education Code that allow individuals under the age of 18 years to attend classes for adults. Sections 52500, 52500.1, 52523, 52610, and 52610.5 are examples of such references.

J. ADULT EDUCATION (CONTINUED)

Computer Classes: A list of definitions for vocational and adult education computer subject areas was distributed in Credential Information Alert 02-08. See the link under 'Credential Information Alerts' in Section R for additional information.

Fee Based Classes: A credential is not needed to teach adult community services or fee-based classes. This is found in EC §51810 and sections following. The classes are financed by fees paid by participants.

High School Credit: Holders of Designated Subjects Adult and Vocational Education Teaching Credentials are authorized to teach their specific subjects in adult classes to students who may legally take classes at such schools regardless if the students receive high school credit.

Subject Areas for Previous Issued Adult Education Credentials: CTC has issued adult education credentials prior to the currently issued credentials. Leaflets that include the subject areas and their subsumed subject areas for previously issued adult education credentials may be found on the CTC's Credential Information Guide at the following links: <http://www.ctc.ca.gov/credentials/cig/CREDS/Adult-Ed-1979-1984.pdf> for credentials issued from 1979 to 1984 and <http://www.ctc.ca.gov/credentials/cig/CREDS/Adult-Ed-1985-1995.pdf> for documents issued 1985-1995.

K. ADMINISTRATION AND SUPERVISION

Administrative services credentials may allow the holder to serve in a number of positions, including superintendent, associate superintendent, deputy superintendent, principal, assistant principal, dean, supervisor, consultant, coordinator, or in equivalent or intermediate level administrative positions.

Supervision is a term used on General and Standard Services Credentials. Supervision credentials usually allow service as a supervisor, consultant, coordinator, or in an equivalent or intermediate level administrative position. The specific authorizations are listed clearly on each document in addition to the grades for which they apply.

There are some administrative or supervisory assignments which may not require one of the credentials listed below. Such assignments should be made according to local employing agency policies, and be guided by the appropriate EC sections as listed in the *Commonly Asked Topics* under 'Education Codes Requiring an Administrative Services Credential' starting on page K-4.

General:

- Elementary Administration (K-8)
- Elementary Supervision (K-8)
- Secondary Administration (7-12 or 7-14)
- Secondary Supervision (7-12 or 7-14)
- Special Subject Supervision (K-12 or K-14)
- General Administration (K-12 or K-14)
- Secondary School Administration in Trade & Industrial Education (7-12 or 7-14)
- General Supervision (K-12 or K-14)
- The Supervision (grades vary)

Standard:

- Supervision (grades vary)
- Administration (K-12 or K-14)

Ryan:

- Administrative Services (preschool, K-12 and adults)
- Administrative Services University Internship (preschool, K-12 and adults)

Note: Refer to Title 5 §80020.3 on page K-4 for information on expanded grade level authorizations for selected credentials listed above.

Title 5 §80054.5 defines the authorization for the Ryan Administrative Services Credential to allow the holder to:

- 1) develop, coordinate, and assess instructional programs;
- 2) evaluate and supervise certificated and classified personnel;
- 3) discipline students and certificated and classified employees;
- 4) manage school site, district or county level fiscal services;
- 5) recruit, employ, and assign certificated and classified personnel; and
- 6) develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.

K. ADMINISTRATION AND SUPERVISION (CONTINUED)

When determining if an assignment requires an individual to hold an administrative services credential, it is not the title of the position that is the determining factor but the duties the individual will be performing. Employing agencies should review the job duties for the assignment using the Title 5 regulations noted above.

Local Assignment Options for Administrative Services: Current statutes and regulations recognize that there may be situations of a temporary nature in which an individual with the appropriate credential is not available.

CTC cautions employing agencies when using local assignment options for teachers holding internship credentials to serve outside the authorization of their internship credential. Internship credential holders need to complete the teaching component required to fulfill the internship. If an employing agency wishes to use a local assignment option for the holder of an internship credential, the individual must meet the specific requirements of the teaching assignment option and fulfill the requirements for the internship credential.

EC §35029 allows the governing board to waive the credential for the chief administrative officer of that school district.

A local governing board may waive any credential requirement for the chief administrative officer of the school district under its jurisdiction. Any individual serving as the chief administrative officer of a school district who does not hold a credential may be required by the local governing board to pursue a program of in-service training conducted pursuant to guidelines approved by the commission.

EC §44065(d) allows an individual to perform examination, selection, or assignment of teachers, principals, or certificated personnel in instructional programs without holding a teaching or service credential.

Notwithstanding subdivision (a), a school district or county superintendent of schools may hire persons who do not hold valid teaching or service credentials to perform the examination, selection or assignment of teachers, principals, or certificated personnel involved in the instructional program.

EC §44069 states that the governing board of any school district with less than 3,000 units of average daily attendance in the prior fiscal year may require an individual employed in a position of business manager to be credentialed. Except for this, a business manager is not required to be credentialed.

(c) Except as provided in subdivision (d), on and after March 4, 1972, no person employed in a position of business manager shall be required to be credentialed and no title assignment, work, duty statement or other device, including but not limited to educational or other requirements of applicants, which may be established by the governing board, may be construed to require certification qualifications for any such position or reasonably related position.

(d) The governing board of any school district with less than 3,000 units of average daily attendance in the prior fiscal year may require any person employed in a position of business manager to be credentialed.

EC §44264 extends the authorization of administrative credentials covering grades 7 through 12 (or 14) down to include grades 5 and 6 in a middle school.

K. ADMINISTRATION AND SUPERVISION (CONTINUED)

Notwithstanding any other provision of law, a person holding a credential issued under the laws and regulations in effect on or before December 31, 1971, authorizing administration in grades 7 to 12, inclusive, in the secondary schools may be assigned, with his or her consent, to provide administration for grades 5 and 6 or grade 6 in a school composed of grades 5, 6, 7, and 8 or grades 6, 7, and 8.

EC §44270.2 allows the holder of a pupil personnel services credential to supervise a pupil personnel services program.

The services credential with a specialization in administrative services shall authorize the holder to perform administrative services at all grade levels.

Any person who administers a pupil personnel program shall hold a services credential with a pupil personnel or administrative specialization.

EC §44822 allows the principal of any high school to act as principal of an elementary school situated within the high school district.

The principal of any high school may act as principal of any elementary school situated in the high school district.

EC §44823 allows the principal of any high school to act as a supervising principal of two or more elementary schools situated within the high school district.

The principal of any high school may act as the supervising principal of two or more elementary schools situated in the high school district without regard to the number of teachers employed in each of the elementary schools, if so desired by the trustees of the elementary school district or districts and the high school board.

EC §44834 allows the governing board of a school district to hire as an administrator a teacher with at least fifteen years of specified teaching experience, ten of which must be in the district which is employing him or her. This applies only to persons who were employed by the governing board of a school district in a supervisory or administrative position *on or before January 1, 1991*.

(a) *Notwithstanding any other provision of law, on and after the effective date of this section the governing board of a school district may employ an individual in any administrative or supervisory position, irrespective of whether or not that person holds any supervisory or administrative credential; if he or she meets all of the following criteria:*

- (1) *He or she holds a valid teaching credential.*
- (2) *He or she has completed 15 years of service as a teacher, as defined in Section 41011, including 10 years of teaching service in the employ of the district which appoints him or her to an administrative or supervisory position.*
- (3) *The last 10 years of service immediately preceding his or her appointment to an administrative or supervisory position were as a teacher of the natural sciences, the social sciences (other than education or education methodology), the humanities, mathematics, and the fine arts.*

(b) *Commencing January 1, 1991, subdivision (a) shall apply only to persons who were employed by the governing board of a school district in a supervisory or administrative position on or before January 1, 1991, pursuant to the requirements of this section as it read on December 31, 1990.*

K. ADMINISTRATION AND SUPERVISION (CONTINUED)

EC §44860 requires the principal in a school with six or more teachers to hold both an administration credential and a teaching credential or a services credential with a specialization in pupil personnel, health, clinical or rehabilitative, or librarian services. However, if a school has five or less certificated teachers, the principal does not need to hold an administrative services credential.

No person shall be employed as a principal of a school of six or more teachers unless he or she holds a valid school administration credential and at least one of the following: a teaching credential, or a services credential with a specialization in pupil personnel, health, clinical or rehabilitative, or librarian services.

Not a PPS holder since it is not a teaching credential

EC §44861 allows a credentialed teacher to substitute as a principal for up to five months, if the teacher's credential is for the same grade as the school to be administered. The employing agency determines the definition of 'emergency' for this section. *This option is limited to a substitute principal only.*

A substitute principal holding a valid teacher's credential of the same grade as the school to be administered may be employed without meeting the requirements of Section 44860 to meet an emergency for not more than five months of any school year.

T5 §80020.3 expands the service authorization for the holders of such pre-Ryan administrative and supervision credentials as the General Elementary and General Secondary School Administrative Credential and the General and Standard Supervision Credentials to any administrative position in a school district or county office of education. Three years of experience in an administrative assignment authorized by the credential is required. All the expanded authorizations require the consent of the individual assigned on this basis.

- (a) *The holder of a General Elementary or General Secondary School Administration Credential may be assigned, with his or her consent, to any administrative position in a school district or county office of education provided that he or she has been employed successfully for a minimum of three years in an administrative assignment authorized by the credential.*
- (b) *The holder of a General Supervision or Standard Supervision Credential may be assigned, with his or her consent, to any administrative position in a school district or county office of education provided that he or she has been employed successfully for a minimum of three years in an administrative assignment authorized by the credential.*

Commonly Asked Topics Concerning Administration

Dean: A Dean of Students assignment may vary from one employing agency to another. The employing agency must determine the duties of the 'dean' assignment to clarify if the duties fall within the administrative services and/or the pupil personnel services credential authorization.

Education Codes Requiring an Administrative Services Credential (list is not inclusive)

The following require an individual to hold an Administrative Services Credential:

- 1) county superintendent as found in EC §1206;
- 2) city or district superintendent of schools as found in EC §35028;
- 3) deputy, associate or assistant superintendent unless providing only clerical duties as found in EC §35028;

K. ADMINISTRATION AND SUPERVISION (CONTINUED)

- 4) site administrator at a school with six or more certificated employees as found in EC §44860;
- 5) county coordinators of support services including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services except those in advisory services in business administration, clerical, accounting, and stenographic services as found in EC §1703 and 1704;
- 6) county coordinators of instructional programs in elementary and secondary services excepting those in advisory services in business administration, clerical, accounting, and stenographic services as found in EC §1720 through 1723; and
- 7) certificated staff at the school site level providing student discipline services including but not limited to suspension, dismissal, and reinstatement, pursuant to Chapters 4 and 5 of Part 25 of Division 3 of the EC commencing with §44800.

Emergency Permits: No emergency administrative services permits are available.

Internship Credentials: Commission-issued administrative services credentials have the same authorization as the preliminary, clear, or life administrative services credentials.

School Site, District, and County Coordinator: Title 5 §80020.4.1(a) allows the holder of a teaching credential based on a bachelor's degree, teacher preparation program, and student teaching to develop, direct, implement, and coordinate programs designed to improve instruction and enhance student learning at school sites. Individuals do not need to hold an Administrative Services Credential to serve in this type of position. Information on serving as a program coordinator for vocational programs may be found on page I-2 and for adult education programs on page J-2. Reading programs have specific requirements for program coordinators. Holders of Administrative Services or Reading and Language Arts Specialist Teaching Credentials may coordinate *district* and *county* reading programs. See page E-2/3 for information regarding serving as a reading coordinator at a school site.

Supervision and Coordination Credential: The Designated Subjects Supervision and Coordination Credential authorizes the holder to supervise and coordinate subjects and classes in all types of designated subjects programs. It is the employing agency's decision to determine the level of supervision and coordination that an individual holding this credential may perform in a designated subjects program.

Work Experience Coordinator: If the duties of a work experience coordinator are strictly one where a teacher meets with work experience students on a schedule to review work skills, any non-emergency teaching credential including designated subjects adult or vocational credentials will be acceptable.

L. PUPIL PERSONNEL SERVICES

The credentials listed below authorize the various pupil personnel services; the specific service is clearly stated on each document. Pupil personnel services credential holders may work with an individual or groups of students or families to provide the services authorized by their credential to address the needs of all students by providing a comprehensive pupil personnel services program.

In addition, some schools have assessment teams or partnerships in which the holders of pupil personnel services credentials collaborate to provide a cohesive approach by involving the counselor, social worker, psychologist, child welfare and attendance, and other school staff to provide services for students and families.

General:

- Child Welfare and Supervision of Attendance
- School Psychometrist
- School Psychologist
- Basic Pupil Personnel Services and Supervision thereof
- Basic Pupil Personnel Services plus Psychometry and Supervision thereof
- Basic Pupil Personnel Services plus Psychology and Supervision thereof

Standard:

- Pupil Personnel Services:
 - Pupil Counseling
 - School Social Work
 - Child Welfare and Attendance
 - School Psychometry
 - School Psychology

Ryan:

- Pupil Personnel Services:
 - Basic Pupil Personnel Services (*authorizes service in school counseling, school social work, and child welfare and attendance*)
 - School Counseling
 - School Social Work
 - School Child Welfare and Attendance (*may be added to a Pupil Personnel Services Credential in School Counseling, School Social Work, or School Psychology after October 1, 1991*)
 - School Psychology (*may be added to a Pupil Personnel Services Credential in Basic Pupil Personnel Services, School Counseling, or School Social Work*)
 - Pupil Personnel Services University Internship

Note: Refer to Title 5 §80020.5 on page L-3 for information on expanded grade level authorizations for selected credentials listed above.

Title 5 Section 80049.1, added to regulation in December 1999, established specific authorization statements for each of the four Pupil Personnel Services areas, thereby clarifying the specific services each of these areas authorizes the holder to perform. Each of these professionals, either individually or a members of a student support services team, may perform services consistent with the Title 5 authorizations.

School counseling authorizes the holder to develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and

L. PUPIL PERSONNEL SERVICES (CONTINUED)

social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students' needs; and supervise a district-approved advisory program as described in EC §49600.

Note: An individual may not serve as the school counselor without holding an appropriate credential. Individuals completing field experience are allowed to do counseling and other counseling duties under the supervision of a credentialed counselor but they are not allowed to serve in the capacity of the counselor without an internship, clear, or life pupil personnel services credential authorizing school counseling.

School social work authorizes the holder to assess home, school, personal and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention; consult with teachers, administrators and other school staff regarding social and emotional needs of students; and coordinate family, school and community resources on behalf of students.

Note: School social workers provide direct learning support services to students and families. They also provide an avenue to network with community based organizations to ensure that students and families access needed services and link the delivery of educational and mental health services.

The holder of a school social work credential may provide personal and social counseling for a specialized group of students who have been identified for social work *services*.

Child welfare and attendance authorizes the holder to access appropriate services from both public and private providers; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.

Note: The child welfare and attendance authorization requires that the individual hold a credential in school counseling, school social work, or school psychology. See information in Commonly Asked Topics for information on Outreach Consultants who work with dropouts.

School psychology authorizes the holder to provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development, behavioral and academic difficulties; conduct psycho-educational assessments for purposes of identifying special needs; provide psychological counseling; and coordinate intervention strategies for management of individual and school-wide crises.

Note: The holder of a school psychologist credential may provide counseling, including academic, personal, social and vocational, in conjunction with the psychological counseling.

L. PUPIL PERSONNEL SERVICES (CONTINUED)

Local Assignment Options for Pupil Personnel Services: Current statutes and regulations recognize that there may be situations of a temporary nature in which an individual with the appropriate credential is not available.

EC §44046 allows social workers, with or without holding a credential, to provide counseling services in small school districts as defined in the section as a unified school district having an average daily attendance of less than 1501 or a high school district with an average daily attendance of less than 301.

The governing board of a small school district, which does not employ persons charges with school-community duties of counseling students and parents or guardians in their homes, may contract with any qualified social service agency or organization to secure the services, on a part-time or full-time basis, of qualified social workers as counselors in school and in the homes of pupils. The State Board of Education shall adopt rules and regulations for the implementation of this section, but such social workers shall not be required to hold credentials or certification documents otherwise required under this code for service in the public schools.

EC §44270.2 allows the holder of a pupil personnel services credential to supervise a pupil personnel service program.

The services credential with a specialization in administrative services shall authorize the holder to perform administrative services at all grade levels.

Any person who administers a pupil personnel program shall hold a services credential with a pupil personnel or administrative specialization.

T5 §3029, under the authority of the CDE, allows school districts, county offices of education, and special education local plan areas (SELPAs) to contract for educational psychologists licensed by the Board of Behavioral Science Examiners to perform individually administered tests of intellectual or emotional functioning pursuant to EC §56320(b)(3). Contact the CDE, Special Education Division, at (916) 445-4613, regarding questions concerning this option.

(a) School districts, county offices, and special education local plan areas shall ensure that credentialed school psychologists are available to perform individually administered tests of intellectual or emotional functioning pursuant to Section 56320(b)(3) of the Education Code.

(b) Due to the temporary unavailability of a credentialed school psychologist, a school district or county office may contract with qualified personnel to perform individually administered tests of intellectual or emotional functioning including necessary reports pursuant to Section 56327 of the Education Code.

(c) The district or county office shall seek appropriately credentialed school psychologists for employment. These efforts, which include but are not limited to contacting institutions of higher education having approved school psychology programs and utilizing established personnel recruitment practices, shall be documented and available for review.

(d) The only persons qualified to provide assessment services under this section shall be educational psychologists licensed by the Board of Behavioral Science Examiners.

T5 §80020.5 expands the authorization for such pre-Ryan pupil personnel services credentials as the General Pupil Personnel Services Credential and the Standard Designated Services Credential with a specialization in pupil personnel to allow service

L. PUPIL PERSONNEL SERVICES (CONTINUED)

in preschools and in programs organized primarily for adults. All the expanded authorizations require the consent of the individual assigned on this basis.

The holder of a General Pupil Personnel Services Credential or a Standard Designated Services Credential with Specialization in Pupil Personnel Services may be assigned, with his or her consent, to provide the services authorized by the credential in preschools and in schools organized primarily for adults.

Commonly Asked Topics Concerning Pupil Personnel Services

Advisory Programs: Frequently middle schools offer organized advisement programs in which teachers serve as student advisors and schools offer advisement classes with a district approved curriculum according to EC §49600(c). Advisory programs augment school site and district guidance programs but do not replace them.

To address the legal and appropriate responsibilities of teacher advisors and credentialed school counselors within the context of school advisory programs, the Commission issued the *Information Advisory on EC §49600 Concerning Teacher Advisement Programs* in December 1996. It may be found on the Commission's web site at the following link: <http://www.ctc.ca.gov/credentials/cig/HANDBOOKS/Advisory-on-Teacher-Assignment.pdf>. The advisory program must be approved by the governing board and be under the supervision of the holder of a Pupil Personnel Services Credential in School Counseling.

A teacher cannot serve as a counselor for any number of hours per day. Teachers teach and counselors counsel. However, there is nothing that precludes a teacher from providing academic advisement to students in his/her class.

Community Based Activities: Title 5 §80049.1 clarifies that school districts may use community-based service individuals or groups in the provision of pupil personnel services as long as they are supervised in their school-based activities by an individual holding a Pupil Personnel Services Credential.

Dean: A Dean of Students assignment may vary from one employing agency to another. The employing agency must determine the duties of the 'dean' assignment to clarify if the duties fall within the administrative services and/or the pupil personnel services credential authorization.

Emergency Permit: No emergency pupil personnel services permits are available.

Outreach Consultant: This district-wide dropout recovery program, found in EC §52890 and under the authority of the CDE, works with dropouts and potential dropouts. Program staff members recruit, assess, and counsel students in alternative education settings. It is a local level employment decision whether the outreach consultant holds a pupil personnel services credential. For additional information, see the CDE website at: <http://www.cde.ca.gov/ls/ai/dp/>.

Prelingually Deaf: CTC may issue a pupil personnel services credential to individuals who are prelingually deaf in state special schools or in special classes for students who

L. PUPIL PERSONNEL SERVICES (CONTINUED)

are deaf or hearing impaired. See the link for prelingually deaf in Section R under ‘Coded Correspondence’ for further information.

Psychometry: The holder of a credential in psychometry is authorized to administer examinations to students but is not authorized to read and interpret the examinations. A school psychologist authorization allows the holder to administer the examinations and read and interpret them.

Supplemental Funding: In July, 2006, Assembly Bill 1802 (Chap. 79, Stats. 2006) and subsequent legislation established the *Middle and High School Supplemental School Counseling Program* to increase the number of school counselors that serve seventh-through twelfth-grade students. Funding for this program is available and distributed to school districts by the CDE. The CDE also determines eligibility to receive the funding. Refer to the Frequently Asked Questions section of the CDE website: <http://www.cde.ca.gov/ls/cg/mc/mhscfaq.asp>.

Questions concerning the program and the funds available may be addressed to:

Program Questions: Cliff Rudnick at 916-323-2183

Fiscal Questions: Wendi McCaskill at 916-323-6191

School nurse cred not required if working in after/before school program where students do not receive credit for participating in the after/before school program. If students receive credit the nurse must hold a school nurse credential

M. HEALTH SERVICES

SCHOOL NURSE

The authorization statement printed on the current school nurse credential document, as found in EC §49426 is a comprehensive statement of the duties of a school nurse. It states that the holder may:

- 1) conduct immunization programs;
- 2) assess and evaluate the health and development status of pupils;
- 3) interpret the health and development assessment to parents, teachers, administrators and other professionals directly concerned with the pupil;
- 4) design and implement individual student health maintenance plans;
- 5) maintain communication with parents and all involved community practitioners and agencies;
- 6) interpret medical and nursing findings appropriate to the student's individualized education program and make recommendations to professional personnel directly involved;
- 7) consult, conduct, and serve as a resource person for in-service training to teachers and administrators;
- 8) develop and implement health education curriculum; act as a participant in implementing a comprehensive health instruction curriculum for students;
- 9) counsel and assist pupils and parents in health related and school adjustment services; and
- 10) teach health-related subjects under the supervision of a classroom teacher.

The following credentials authorize service as a school nurse:

General:

Health and Development: School Nurse

Standard:

Health Services: School Nurse

Ryan:

Health Services: School Nurse

School Nurse Services (new name effective February 1, 2000)

Note: The General Health and Development: School Nurse Credential also authorizes the holder to serve as a supervisor of school nurses.

OTHER HEALTH SERVICES

General:

Health and Development: physician, psychiatrist, oculist, dentist, dental hygienist, optometrist, otologist, chiroprapist, or school audiometrist

Standard:

Health Services: any subject in which the applicant held a valid state license, certificate or registration allowing him or her to practice a health service in California

Ryan:

Health Services: physician, dentist, dental hygienist, or optometrist

Note: The General Health and Development Credential also authorizes the holder to serve as a supervisor of health in the authorized health field.

M. HEALTH SERVICES (CONTINUED)

Local Assignment Options for School Nurses: Current statutes and regulations recognize that there may be situations of a temporary nature in which an individual with the appropriate credential is not available.

EC §44873 states that a physician employed to serve half-time or more than half-time must have a valid certificate to practice medicine and surgery issued by the Medical Board of California or the Osteopathic Medical Board of California and the appropriate credential. A physician employed less than half time need only have the valid certificate to practice medicine and surgery issued by the Medical Board of California.

The qualifications for a physician employed to serve on a half-time or greater than half-time basis shall be a valid certificate to practice medicine and surgery issued by the Medical Board of California or Osteopathic Medical Board of California and either a services credential with a specialization in health or a valid credential issued prior to November 23, 1970. The qualifications for a physician and surgeon employed for less than half time shall be a valid certificate to practice medicine and surgery issued by the Medical Board of California. Any school district may employ and compensate physicians and surgeons meeting the foregoing qualifications for the performance of medical services for that district and shall provide liability insurance coverage for the period of his or her employment.

As used in this section "medical services" includes, but is not limited to, any medical services required to be performed while required to be in attendance at high school athletic contests or meets.

EC §49452 and 49452.5 allow for sight and hearing testing and scoliosis screening to be administered by an agency contracted by the county superintendent of schools of the county in which the school district is located in addition to those individuals holding the appropriate health services credentials.

§49452. The governing board of any school district shall, subject to Section 49451, provide for the testing of the sight and hearing of each pupil enrolled in the schools of the district. The test shall be adequate in nature and shall be given only by duly qualified supervisors of health employed by the district; or by certificated employees of the district or of the county superintendent of schools who possess the qualifications prescribed by the Commission for Teacher Preparation and Licensing; or by contract with an agency duly authorized to perform those services by the county superintendent of schools of the county in which the district is located, under guidelines established by the State Board of Education; or accredited schools or colleges of optometry, osteopathic medicine, or medicine...

§49452.5. The governing board of any school district shall, subject to Section 49451 and in addition to the physical examinations required pursuant to Sections 100275, 124035, and 124090 of the Health and Safety Code, provide for the screening of every female pupil in grade 7 and every male pupil in grade 8 for the condition known as scoliosis. The screening shall be in accord with standards established by the State Department of Education. The screening shall be supervised only by qualified supervisors of health as specified in Sections 44871 to 44878, inclusive, and Section 49422, or by school nurses employed by the district or the county superintendent of schools, or pursuant to contract with an agency authorized to perform these services by the county superintendent of schools of the county in which the district is located pursuant to Sections 1750 to 1754, inclusive, and Section 49402 of this code, Section 101425 of the Health and Safety Code, and guidelines established by the State Board of Education. The screening shall be given only by individuals who supervise, or who are eligible to supervise, the screening, or licensed chiropractors, or by certificated employees of the district or of the county superintendent of schools who have received in-service training, pursuant to rules and regulations adopted by the State Board of Education, to qualify them to perform these screenings....

M. HEALTH SERVICES (CONTINUED)

EC §49454 allows for hearing tests with the use of an audiometer to be conducted by holders of a special education credentials in lip reading, deaf and hard-of-hearing, deafness and hearing impairment, and speech and hearing handicapped, or a certificate as a school audiometrist.

A person employed by a school district in a position requiring certification qualifications who holds a valid special credential authorizing the teaching of lip reading or the teaching of the deaf and hard of hearing or a standard teaching credential with specialized preparation in the area of the deaf and hard of hearing or in the area of the speech and hearing handicapped or who holds a certificate of registration to serve as a school audiometrist issued by the State Department of Health Services may, subject to Section 49451, test the hearing of pupils of the district through the use of an audiometer for the purpose of detecting pupils with impaired hearing.

T5 §80050 allows for the issuance of a Special Teaching Authorization in Health to an individual who holds a professional clear School Nurse Services Credential, valid California registered nurse license, meets the basic skills requirement, and has completed a professional preparation program for the Special Teaching Authorization in Health.

(d)(2) The Special Teaching Authorization in Health authorizes the holder to teach classes in health in preschool, kindergarten, grades 1 to 12, inclusive and classes organized primarily for adults as specified in Education Code 44267.5(d).

Commonly Asked Topics Concerning Health Services

Emergency Permit There are no emergency health services permits available for any areas including school nurse, physician or dentist.

Preliminary Credential: A preliminary credential is available and requires a bachelor's or higher degree and a valid California Registered Nurse license issued by the State of California.

N. SCHOOL LIBRARIAN/LIBRARY MEDIA TEACHER SERVICES

EC §44868 states that no person may provide library media teacher services in any elementary or secondary school unless he/she holds a valid credential of proper grade authorizing library media teacher services. The authorization statement in Title 5 §80053(b) provides a comprehensive statement of the duties of a librarian. It states that the holder of a Library Media Teacher Services Credential may:

- 1) instruct pupils in the choice and use of library materials;
- 2) plan and coordinate school library programs with the instructional programs of a school district;
- 3) select materials for school and district libraries;
- 4) coordinate or supervise library programs at the school site, district or county level;
- 5) plan and conduct a course of instruction for those pupils who assist in the operation of school libraries;
- 6) supervise classified personnel assigned school library duties; and
- 7) develop procedures for and management of the school site and district libraries.

The following General and Standard credentials authorize service as a school librarian in grades K–12. The Ryan credentials authorize service in grades preschool, K-12, and classes organized primarily for adults:

General:

Elementary (see note below)

Secondary (see note below)

Librarianship

Standard:

Elementary Teaching with a specialized preparation minor in Librarianship

Secondary Teaching with a specialized preparation minor in Librarianship

Early Childhood Education Teaching with a specialized preparation minor in Librarianship

Junior College Teaching with a specialized preparation minor in Librarianship

Ryan:

Library Services

Library Media Teacher Services (new name effective January 1, 1989)

Note: Holders of General Elementary and Secondary Teaching Credential may only provide library media services at a school site and may not provide library services at the district or county level

Local Assignment Options for Library Services: Current statutes and regulations recognize that there may be situations of a temporary nature in which an individual with the appropriate credential is not available.

T5 §80024.6 allows for the issuance of an Emergency Library Media Teacher Services Permit. It requires meeting specific requirements for issuance. Six semester units of appropriate course work are required for each renewal.

(c) An Emergency Library Media Teacher Services Permit authorizes the same service as a Library Media Teacher Services Credential.

N. SCHOOL LIBRARIAN/LIBRARY MEDIA TEACHER SERVICES (CONTINUED)

T5 §80053(b)(1) provides a method for holders of teaching credentials based upon a bachelor's degree who are pursuing library media teacher services certification to serve in the role of library media teacher if the teacher is being trained by a credentialed library media service teacher. This is a bridge by which a credentialed teacher may provide library media teacher services while enrolling in a Library Media Teacher Services Credential program and beginning the required course work for that credential.

(b)(1) Holders of valid California teaching credentials based upon a baccalaureate degree who do not hold a credential authorizing service as a library media teacher may serve as library media teachers in public schools, provided that they are trained in their duties by a credentialed school library media teacher and supervised by an individual holding certification authorizing such supervision. Teachers employed to provide library services under this provision must, during the first year of service, either apply for the Library Media Teacher Services Emergency Permit and pursue enrollment in a Commission-accredited regional or distance-learning library media teacher services credential program, or submit to the county office of education a description of the factors that made it impossible to enroll in such a program. All teachers must obtain the Library Media Teacher Services Emergency Permit before the end of the second year of service under this provision.

Commonly Asked Topics Concerning Library Services

Administrators Serving as Librarians: Holders of Administrative Services Credentials are not authorized to provide library services including the ordering of books for the library. The administrative services document does not authorize the service and the administrators are not trained to provide the services.

Contracting with Public Library: EC §18100 allows the governing board of a school district to provide school library services by contracting with a public library for the services.

Non-Credentialed Library Staff: CTC recognizes the appropriate inclusion of non-credentialed staff to assist in the delivery of library services. Employing agencies may use non-credentialed individuals to assist in the provision of library services, provided that the employment of non-credentialed personnel (technicians, pupil or parent volunteers, classified employees, etc.) is not intended to supersede the requirement to include holders of the Library Media Teacher Services Credential or other credentials authorizing library service in the coordination and implementation of public school library programs.

Services provided by non-credentialed personnel shall not include those activities requiring possession of a valid Library Media Teacher Services Credential, as specified in Title 5 §80053(b). Also, holders of credentials authorizing administrative services are not authorized to perform library media duties unless they hold the additional authorization.

While a certificated school librarian must perform these professional services, it is not necessary to have a certificated librarian assigned full-time to each school library. CTC acknowledges the financial burden of operating library services at all or most of the schools in a school district or county. CTC encourages school districts and county offices of education with limited resources to organize library programs in which circulating

**N. SCHOOL LIBRARIAN/LIBRARY MEDIA TEACHER SERVICES
(CONTINUED)**

credentialed school librarians perform the necessary professional functions, while non-certificated personnel engage in such day-to-day operations as shelving books, filing, checking-in and out of materials, etc.

Small school districts are encouraged to utilize the professional services of the county offices of education or to enter into a consortium with neighboring school districts to provide librarian services. See the link in 'Coded Correspondence' in Section R for additional information on staffing school libraries.

Teacher as Librarian: A teacher cannot serve as the librarian for any time period during the school day. Teachers are not trained nor authorized to provide services as a librarian.

O. CHILD DEVELOPMENT

Three separate agencies have jurisdiction over the various child development programs and children's centers, public or private. CTC issues Child Development Permits that verify a specific level of competency and authorize service in funded centers. The other agencies are the CDE, Office of Child Development, and the Department of Social Services, Community Care Licensing. You may contact the Office of Child Development at (916) 322-6233 and the State Department of Social Services at (916) 229-4500 for the Community Care Licensing office in your area.

Commission-issued Children's Center and Child Development Permits authorize either:

- 1) Instruction, which includes the care, development, and instruction of children in a child care and development program, or
- 2) Instruction and Supervision, which includes the care, development, and instruction of children in a child care and development program; coordination of curriculum and staff development; plus supervision of a child development program.

Regulations effective 1961 to 1966

Children's Center Type I Supervision	Children's Center Type II Supervision
Children's Center Type III Instruction	

Regulations effective 1966 to 1974

Children's Center Supervision 'A'	Children's Center Instruction 'C'
Children's Center Supervision 'B'	

Regulations effective October 15, 1974 to January 1, 1979

Child Development Programs Instruction	Child Development Programs Supervision
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Regulations effective January 1, 1979 to January 30, 1986

Children's Center Instruction	Children's Center Supervision
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Regulations effective January 30, 1986 to February 1, 1997

Children's Center Instruction	Children's Center Supervision
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Regulations effective February 1, 1997 to present

Child Development Assistant	Child Development Site Supervisor
Child Development Associate Teacher	Child Development Program Director
Child Development Teacher	
Child Development Master Teacher	

Note: School Age Emphasis may be added to any level Child Development Permit (initially issued February 1, 1997 or later). In addition to the authorization for the Child Development Permit, it authorizes the holder to provide services in the care, development, and instruction of children in before-school, after-school, and other school-age child care programs.

O. CHILD DEVELOPMENT (CONTINUED)

The holder of the Children's Center Type II Supervision Permit issued from 1961 to 1966 and the Children's Center Supervision "B" Permit issued from 1966 to 1974 may supervise a maximum of two children's centers.

Local Assignment Options for Child Development: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available.

EC §8360(b) states that any person holding either a credential authorizing teaching in elementary grades, or a credential authorizing the teaching of home economics with either twelve units of training or at least two years of experience in early childhood education or in a child care and development program, is eligible to serve in an instructional capacity in a child care and development program.

- (b) *Any person who meets the following criteria is eligible to serve in an instructional capacity in a child care and development program:*
 - (1) *Possesses a current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school or a single subject credential in home economics.*
 - (2) *Twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.*

EC §8360.1 provides child care and development programs staffing options for the position of program director.

Except as waived under Section 8242 and except as stated in Section 18203 of Title 5 of the California Code of Regulations regarding program directors in schoolage community child care services programs, any entity operating child care and development programs providing direct services to children, as defined in Section 8244, at two or more sites, shall employ a program director who possesses one of the following:

- (a) *A permit issued by the Commission on Teacher Credentialing authorizing supervision of a child care and development program operating in multiple sites.*
- (b) *Any person who meets the following criteria is eligible to supervise a child care and development program operating in multiple sites and serve in an instructional capacity in a child care and development program:*
 - (1) *Possesses a current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school or a single subject credential in home economics.*
 - (2) *Six units in administration and supervision of early childhood education or child development, or both. The requirement set forth in this paragraph does not apply to any person who was employed as a program director prior to January 1, 1993, in a child care and development program receiving funding under this chapter.*
 - (3) *Twelve units in early childhood education or child development, or both, or at least two years' experience in early childhood education or a child care and development program.*
- (c) *A waiver issued by the Superintendent of Public Instruction pursuant to Section 8244.*

This section shall become operative on January 1, 1997.

Commonly Asked Topics Concerning Child Development

Administrator: The holder of a Ryan Administrative Services Credential is authorized to serve as the administrator or director of one or more children's center sites. The Child Development Division of the CDE provides funding for many centers and may require additional experience or credentials.

O. CHILD DEVELOPMENT (CONTINUED)

Development Center and Special Center Permits: CTC has also issued two permits, the Development Center Permit and the Special Center Permit, for service in special centers for the handicapped and should not be confused with the permits listed below. See pages F-9 and 10 in the section on special education credentials for more information.

Emergency Permits: Under current regulations, there are no emergency or teaching permits. Holders of emergency children's center permits under prior regulations may continue to renew the permit if renewal requirements were completed and the permit has not expired. If renewal requirements were not completed and/or the permit expires, the individual may apply and be evaluated under current regulations.

Federally Funded Programs: If a child development program is only federally funded, the program needs to contact the funding source regarding certification needed for the services. If the program is jointly funded by both California state and federal funds, the program must adhere to California certification requirements.

Previously Issued Children Center or Child Development Permits: All valid permits for service in a child care and development program issued under previous regulations shall continue in force and may be renewed as prescribed for each specific type of permit at the time it was issued.

Title 22 and Title 5 Regulations: State preschools fall under both Title 5 (CTC's regulations are in this section) and Title 22 regulations. However, employment requirements for publicly funded preschools such as state preschools require teachers to meet the employment requirements in Title 5 regulations which are the CTC-issued child development permits.

P. MISCELLANEOUS CREDENTIALS

The Commission issues three types of credentials that don't readily fit into the categories on the preceding pages, but which may provide some assignment alternatives. The requirements for these credentials can be found online on the CTC's website and a brief description of each is provided here.

Sojourn Credential: EC §44856 allows the governing board of a school district to arrange with the proper authorities of any foreign country, state, territory, or possession of the United States, to employ bilingual teachers who were employed during the preceding calendar year in the public or private schools of that entity.

Each teacher must be fluent in both English and the target language and must verify the completion of the equivalent of at least ninety semester hours of collegiate level study. In addition, each teacher must meet the basic skills requirement and complete a statement that he/she knows the requirements for the regular credential and will pursue completion of those requirements. The credential is issued initially for two years. If the appropriate renewal requirements are completed each year, the Sojourn Credential may be renewed one year at a time for up to five additional years.

Title 5 §80055.2(b) lists the authorization for the Sojourn Credential which does not include teaching English Language Development or Specially Designed Academic Instruction in English.

This credential authorizes the holder to provide bilingual instruction, foreign language instruction, or cultural enrichment in the elementary and/or secondary grades of the employing California public school district in the subjects in which the applicant is academically competent to teach.

Exchange Credential: EC §44853 allows the governing board of any school district, with the consent of the employee, to enter into an agreement with the proper authorities of any foreign country, state, territory, or possession of the United States, or with any other county within the state, to exchange and employ a regularly credentialed employee of the public schools of the other entity. The governing board must give consideration to the general qualifications and professional status of the two employees being exchanged, but it is not required that they teach the same subjects or at the same grade levels, or that they provide the same type of service.

If the exchange employee does not already hold the appropriate California credential, an Exchange Credential is available free of charge. It requires a request from a California employer and the individual must meet the basic skills requirement. The Exchange Credential authorizes teaching or service equivalent to that of the specific Ryan credential that would cover the assignment. The preliminary credential may be issued for a total of three years provided the exchange is maintained.

Title 5 §80055.1 lists the authorization for the Exchange Credential.

(b) This credential authorizes the holder to serve in a position requiring certification qualifications as specified on the credential in the school district proposing to employ the person.

P. MISCELLANEOUS CREDENTIALS (CONTINUED)

Eminence Credential: EC §44262 states that upon the recommendation of the governing board of a school district, CTC may issue an Eminence Credential to any person who has achieved eminence in a field of endeavor commonly taught or in a service practiced in the public schools of California. A later statute requires that applicants successfully meet the basic skills requirement. This credential authorizes teaching or service in the public schools at the level and in the subject designated on the credential.

The employer must, among other requirements, provide verification of the candidate's eminence. The employer must show the applicant has possession of the knowledge and skill in the area requested on the Eminence Credential as well as distinguished superiority as compared with others in rank, station, character, and attainments. In addition, the employer must verify the candidate has superior knowledge and skill in comparison with the generally accepted standards and achievement in the area in which the Eminence Credential is sought.

Each application is handled on an individual basis; there is no formula for determining eminence. The employer must show the applicant if measured by recognized authorities of his/her profession would be judged superior beyond the boundaries of his or her community. The Eminence Credential is issued for two years at a time and may be renewed for a three-year period. After completion of the three-year period, the individual may apply for a professional clear credential.

Upon the recommendation of the governing board of a school district, the commission may issue an eminence credential to any person who has achieved eminence in a field of endeavor taught or service practiced in the public schools of California. This credential shall authorize teaching or the performance of services in the public school in the subject or subject area or service and at the level or levels approved by the commission as designated on the credential.

Each credential so issued shall be initially issued for a two-year period and may be renewed for a three-year period by the commission upon the request of the governing board of the school district. Upon completion of the three-year renewal period, the holder of an eminence credential shall be eligible upon application for a professional clear teaching credential.

Q. ASSIGNMENT MONITORING

This section is designed to give site administrators, school district and county administrators, and credential analysts an overview of the assignment monitoring process. It includes a list of responsibilities for site administrators, school districts, county offices of education, and CTC. It also discusses the impact of the *Williams v. California* settlement concerning the assignment monitoring process, the online reporting process, the text of the statute (EC §44258.9) governing assignment monitoring, and regulations pertaining to sanctions.

The information the school district office needs from each site administrator:

- class and/or master schedules for all teachers and non-teaching certificated employees.

The information the county office of education needs when it monitors a school district:

- class and/or master schedules for all elementary, middle, and high schools; alternative schools (as applicable); and schools in decile 1, 2, and 3 [currently 2003 Academic Performance Index (API)] including full name, assignment, social security number; and master list of all certificated staff including all certification held or authorization to serve in assignment;
- Identification of the students in deciles 1, 2, and 3 (currently 2003 API) that are English learners, identification of the classes with 20% or more English learners, and the Language Census data that is submitted to the CDE;
- school board minutes for any assignment options used which require board approval including names and subjects to which assigned listed by the EC § number; and
- policies, practices, guidelines for establishment; approved school board resolution; and a record of action taken for assigning teachers to teach departmentalized classes in grades K-12 per §44258.3 and by the Committee on Assignment per EC §44258.7(c) & (d).

The responsibilities of the county office of education:

- maintain accurate, up-to-date records of assignments and certification within the county;
- monitor school district certificated employee assignments in one-fourth of the school districts within its jurisdiction per EC §44258.9(b)(1)(C) including school districts which are not fiscally accountable to the county office (see Coded Correspondence 89-8921 on page Appendix-14); note that the assignments in county offices must also be monitored;
- annually report assignment monitoring and EL data collection results online for the decile 1, 2, and 3 schools (currently 2003 API) to CTC per EC §44258.9(b)(1)(B) and (c)(4)(A);
- report short-term waivers from the monitored school districts (see page Q-9 and 10)
- verify that all misassignments found in monitored school districts are corrected within thirty days of the initial notification to the site administrator (through the office of the school district superintendent) per EC §44258.9(e)(3);
- notify the school district superintendent if 5 percent or more of the certificated teachers in their secondary schools are found to be misassigned and advise him or her to correct the misassignments within 120 days per EC § 44258.9(e)(4);
- complete Assignment Monitoring and Review Report online and submit to CTC by July 1st of each year per EC §44258.9(c);

Q. ASSIGNMENT MONITORING (CONTINUED)

- notify the CTC when a certificated school administrator fails to resolve a misassignment within thirty days of being notified of the problem either by reassigning the person misassigned, providing a legal option for the assignment, or describing, in writing, the extraordinary circumstances which make correction impossible. Reference EC §44258.9(e)(2) and (e)(3);
- notify the CTC if a school district superintendent was notified that the school district had a misassignment rate of 5% or more and has not corrected these misassignment within the 120 days of the initial notification, or described, in writing, the extraordinary circumstances which made the correction impossible. The misassignment may have been brought to the county's attention either through the monitoring and review process or by a letter from the person misassigned. Reference EC §44258.9(e)(4); and
- notify, within 15 days, any certificated person of the legality of his or her assignment if the individual has notified the county office of education that he/she has been required by an administrative superior to accept an assignment for which he/she has no legal authorization per EC §44258.9(e)(2).

The Commission's responsibilities:

- provide information and answer questions regarding credential authorizations, reporting, and assignment monitoring;
- monitor and review the counties or cities and counties in which there is a single school district including any decile 1, 2, and 3 schools (currently 2003 API) and submit a report to each monitored district within thirty calendar days of the monitoring activity per EC §44258.9(b)(3);
- each year review the Assignment Monitoring and Review Report forms submitted by the county offices of education which summarize their yearly monitoring and review;
- work with school districts to correct any misassignments reported as not corrected when the county office monitored the school district;
- submit data required by statute to the CDE;
- submit biennial reports to the Legislature summarizing the teacher and certificated employee assignments and misassignments per EC §44258.9(d);
- establish and enforce sanctions for the misassignments reported to CTC for teachers and certificated employees per EC §44258.9(e)(1); and
- distribute assignment monitoring funds on an annual basis to the 51 counties submitting Assignment Monitoring and Review Reports to CTC.

Online Assignment Monitoring Reporting

County offices of education are required to monitor certificated assignments, collect English learner (EL) data, and annually report the results to the CTC. CTC has a web-based online reporting system. All county offices must use the online reporting system. CTC's Assignment Unit sends out an annual notice to county offices with links to that year's new data bases. County offices do not need to submit a separate paper copy of the report. Each county created one password for access to both the one-fourth monitoring and the EL data collection/decile 1, 2, and 3 monitoring databases. The password access will limit each county to only its monitoring report.

Q. ASSIGNMENT MONITORING (CONTINUED)

If a county needs to report misassignments not corrected within 30 days that were found as a result of any type of assignment monitoring or data collection, the county will need to enter the data in the Unauthorized Assignment Database. Complete information on each individual including full social security number is required in this secure database. Contact the Assignment Unit with questions concerning the online assignment monitoring data bases.

Changes are planned for the method of reporting assignment monitoring in the next few years per a project entitled CALTIDES (California Longitudinal Teacher Integrated Data Education System). An announcement of the new system will be distributed when the changes are in place.

Williams Settlement

EC §44258.9 was amended in 2004 and 2005 as a result of the *Williams* settlement. Subdivision (b)(1)(A) and (C) requires county offices of education to annually monitor all certificated assignments and vacancies in schools on a four-year cycle. Schools likely to have problems with teacher misassignments and vacancies must be monitored on a more frequent cycle. Subdivision (c)(4) of EC §44258.9 requires, on an annual basis, to report if teachers in K-12 classes in deciles 1, 2, and 3 (currently 2003 API) schools hold the appropriate EL certification for classes with 20 percent or more ELs. In addition, Subdivision (b)(1)(B) of EC §44258.9 requires that all assignments in the decile 1, 2, and 3 (currently 2003 API) schools be annually monitored.

For additional information on monitoring, see the links in ‘Coded Correspondence’ for Coded Correspondence 05-0014 and 06-0001 in Section R. For additional information on the *Williams* settlement as it pertains to monitoring assignments of teachers of ELs, please refer to Section G.

Commonly Asked Topics Concerning Assignment Monitoring and the Williams Settlement

Academic Performance Index: The purpose of the Academic Performance Index (API) is to measure the academic performance and growth of schools. It is a numeric index or scale that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. For purposes of the new EL data required, 2003 is the current base year used.

Charter Schools and Assignment Monitoring: Charter schools are exempt from most laws governing school districts including assignment monitoring per EC §44258.9. Appropriate assignment falls under the authority of the chartering authority.

Deciles: The groupings of schools ranked 1 (lowest) through 10 (highest) based on the API.

Decile 1, 2, and 3 Schools (API 2003 base): Beginning with the 2005-2006 school year, subdivision (b)(1)(B) of EC §44258.9 requires the county offices of education to annually monitor all assignments, teaching and non-teaching, in the decile 1, 2, and 3 schools unless the school is under review through a state or federal intervention program. Title 5 §17101 defines which schools are considered ‘under review’ for purposes of implementation of the *Williams* settlement.

If the annual review of schools ranked in deciles 1, 2, and 3, inclusive of the 2003 API, finds that a school has no teacher misassignments or teacher vacancies for two consecutive years, the school may be included with it's district's next review according to it's regular four-year cycle.

Q. ASSIGNMENT MONITORING (CONTINUED)

However, if based on the assignment monitoring during the regular four-year cycle, past experience or other available information the county office finds that the school and school district is likely to have problems with teacher misassignments and teacher vacancies, the decile 1, 2, and 3 school must be annually monitored. The county office makes this determination.

Special education schools included in the 2005 list of the decile 1, 2, and 3 (2003 API) schools were removed in 2006. Only charter schools that opted into the monitoring are currently included in the list. The list of schools is monitored by the CDE. The list was updated in November 2006 by the CDE and may be found on its web site at <http://www.cde.ca.gov/eo/ce/wc/wmsschools.asp>. A contact person concerning questions about the list may also be found at this link. The API base year is proposed to change to 2006 pending passage of legislation in the 2007-08 legislative year.

Extraordinary Circumstances: While extraordinary circumstances are not specifically defined in statute, the intent is only for extreme circumstances such as the death of a teacher within a few weeks of the end of the school year. The refusal by the teacher to earn an authorization for an assignment they are serving in is not considered 'extraordinary' and is a local employment issue.

Extra Year Monitoring: The county office of education should contact the CTC's Assignment Unit for the appropriate reporting form when it monitors a school district for an additional year within the four year cycle as found in EC §44258.9(b)(1)(A).

Five Percent Misassignments: The figure of 5% as listed in EC §44258.9(e)(4) is connected with the timeline to correct misassignments for an employing agency; it does not indicate that 5% misassignments is appropriate.

Monitoring Monies: Monies are annually distributed to each county office that completes the one-fourth monitoring. Annual monitoring data must be complete and accurate before money is distributed. Each county receives a base amount of \$1000 and the remaining funds are allocated based on a ratio of the certificated staff to number of students.

Monitoring Responsibility for County Offices of Education:

For Decile 1-3 schools, county superintendents are responsible for:

- 1) submitting annual reports regarding teachers who both lack the proper authorization to teach English learners and are providing services to a class with 20% or more English learners; and
- 2) reviewing and reporting on all assignments and vacancies on either:
 - (a) an annual basis, if the school is not under review through a state or federal intervention program, or
 - (b) the regular four-year cycle, if the school is under state or federal review *or* is found to have no misassignments or vacancies for two consecutive years as determined by the county office.

NOTE: However, decile 1, 2, and 3 schools that are likely to have problems with teacher misassignment and teacher vacancies must be annually monitored at the discretion of the county office.

Q. ASSIGNMENT MONITORING (CONTINUED)

For all schools, county superintendents are responsible for reviewing and reporting all assignments and vacancies on either:

- 1) an annual basis if the school or school district is likely to have problems with teacher misassignments and teacher vacancies, or
- 2) the regular four-year cycle.

Penalties for Lack of Valid Certification: In 2003, Assembly Bill 2859 (Chap. 1069, Stats. 2002) was enacted. It pertains to state apportionment and penalties as they relate to teacher credential and assignment requirements established in EC §45037. For questions, contact the CDE's School Fiscal Services Division at <http://www.cde.ca.gov/fg/au/ag/requirements.asp>.

Schools Affected: Schools most affected by the *Williams* case are in deciles 1, 2, and 3 as determined by the 2003 Academic Performance Index (API) Base Report. The CDE Web site at <http://www.cde.ca.gov/eo/ce/wc/index.asp> contains links that identify which schools and the numbers of students affected. Some provisions are not limited to specific decile schools but affect all schools regardless of API decile. Alternative schools that receive an API are on the list if they are in deciles 1, 2, and 3. Charter schools were given the option to participate in the *Williams* lawsuit settlement provisions. A charter school election to participate was required to be made by February 8, 2005.

State or Federal Intervention Program Exemptions: EC §44258.9(b)(1)(A)(B) exempts county offices of education from undertaking annual assignment review in decile 1, 2, and 3 schools that are under review through a state or federal intervention program. Title 5 regulations (section 17101) define which schools are considered "under review" for *Williams* implementation purposes.

For the purposes of ensuring the use and sufficiency of state adopted textbooks and instructional materials and standards-aligned textbooks and instructional materials that are adopted by local governing boards, pursuant to Section 1240(i)(3) of the Education Code, schools "under review" are schools undergoing interventions pursuant to Sections 52055.5(b)(2), 52055.51, or 52055.650(e) of the Education Code.

However, this exemption for "under review" does not exempt decile 1, 2, and 3 schools from inclusion in the following:

- 1) The regular four-year cycle of assignment monitoring conducted annually by the county office on certificated assignments and
- 2) County office of education's annual reporting on the appropriate English learner certification held by teachers in grades K-12 classes in decile 1, 2, and 3 (2003 API Base) schools if a class has 20 percent or more English learners.

Teacher Vacancies: Teacher vacancies is defined in EC Section 33126(b)(5)(A).

(A) For purposes of this paragraph, "vacant teacher position" means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

For purposes of determining if a decile 1, 2, and 3 school (2003 API) has teacher vacancies, county offices may review the district's School Accountability Report Card (SARC) as each

Q. ASSIGNMENT MONITORING (CONTINUED)

superintendent is required to report teacher vacancy information on the SARC. Questions concerning the SARC may be addressed to the CDE at (916) 319-0421.

Twenty Percent of English Learners: The 20 percent or more rule for reviewing the appropriateness of a teacher's English learner authorization applies only to the new data collection and reporting required as a result of the *Williams* Settlement. It does not apply to the regular assignment monitoring or the review of the assignments in the decile 1, 2, and 3 schools (2003 API) completed by the county offices nor audits or review such as Categorical Program Monitoring (formerly CCR) and the Uniform Complaint Procedure whereby all teachers with EL students in K-12 public school settings must hold an appropriate English learner authorization regardless of the number of ELs in the class.

EC §44258.9 concerns record keeping, monitoring, reporting, and sanctions associated with assignment monitoring.

- (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 2003 base Academic Performance Index, as defined in subdivision (b) of Section 17592.70, 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 any 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.*

Q. ASSIGNMENT MONITORING (CONTINUED)

- (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 any 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 2003 base Academic Performance Index, as defined in subdivision (b) of Section 17592.70, 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 which 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 credential holders.*

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, any certificated person who is required by an administrative superior to accept an assignment for which he or she has no legal authorization shall, after exhausting any existing local remedies, notify the county superintendent of schools in writing of the illegal assignment. The county superintendent of schools shall, within 15 working days, 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*

Q. ASSIGNMENT MONITORING (CONTINUED)

the period of the misassignment, the certificated person who files a written notification with the county superintendent of schools shall be exempt from the provisions of 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, any 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 any 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 which 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 may also 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 2003 base Academic Performance Index, as defined in subdivision (b) of Section 17592.70, to eliminate vacancies and misassignments.**

SHORT TERM WAIVER REPORT

Name of District/County _____ CDS Code _____

Report Prepared By _____ Title _____ School Year _____

Name of Teacher and SSN	Credential(s) Held	Waiver Assignment (Subject)	Level (E/M/H)	Dates of Service

SHORT TERM WAIVER REPORT

SAMPLE

Name of District/County Hale Owens School District, Garcia County **CDS Code** 00000

Report Prepared By Vickie Statistician **Title** Credential Analyst **School Year** XXXX-XXXX

Name of Teacher and SSN	Credential(s) Held	Waiver Assignment (Subject)	Level (E/M/H)	Dates of Service
Evelyn Educator 888-88-8888	Multiple Subject Mild/Moderate Education Specialist Administrative Services	Health Education	M	09/02/07 to 10/13/07
Gray Gardener 111-11-1111	Single Subject in Agriculture and Science: Chemistry	Business	H	10/16/06 to 12/01/06
Mary Microcomputer 222-22-2222	Standard Secondary in Music and Biological Science Reading Specialist	Self-contained	E	11/02/07 to 01/02/08
Maureen Money 555-55-5555	Standard Elementary in Math Pupil Personnel Services	Home Economics	H	01/18/08 to 06/05/08
Sarah Specialist 444-44-4444	Standard Elementary in Art	Drama	H	02/05/07 to 04/01/07
Angie Assignment 000-00-0000	Multiple Subject CLAD Certificate	Special Education	E	02/07/06 to 03/27/06
Matthew Mathematician 777-77-7777	Special Secondary in Industrial Arts	Resource Specialist	M	03/21/08 to 07/01/08

TITLE 5 CALIFORNIA CODE OF REGULATIONS

Sections 80339 Through 80339.6 Pertaining to Unauthorized Certificated Employee Assignment and Section 80335 Pertaining to Performance of Unauthorized Professional Service

§80339. Definitions.

The following definitions pertain to Sections 80339.1 through 80339.6.

- (a) "Commission" is the Commission on Teacher Credentialing.
- (b) "Committee" is the Committee on Authorized Assignments.
- (c) "County superintendent" means the county superintendent of schools.
- (d) "School superintendent" means the superintendent of the local school district.
- (e) "Staff" refers to the staff of the Commission on Teacher Credentialing.
- (f) "Misassignment" refers to the assignment of a certificated person to a position not authorized by the credential or certificate or permit or by regulations or pertinent sections of the Education Code.

§80339.1. Membership of the Committee on Authorized Assignments.

The Committee shall be established by the Commission and shall consist of five (5) members appointed by the Commission. Membership shall include two (2) practicing school teachers, one (1) practicing school service representative other than a school administrator, one (1) practicing school administrator or one (1) practicing certificated human resources administrator, and one (1) school board member. All members shall have experience in the area of legally permissible assignment authorizations. Members shall be appointed to serve two (2) year terms and may be reappointed.

§80339.2. Materials to be Forwarded by the County Superintendent.

Notices required to be sent to the Commission under the terms of Education Code section 44258.9(g)(3) shall include all of the following:

- (a) All writings which form the basis on which a determination of misassignment was made;
- (b) Copies of all communications sent to the school superintendent informing him or her of the specific individuals in misassignments, and identifying the administrators immediately responsible for the misassignment;
- (c) All written responses submitted by the school district or school administrator in response to communication described in Education Code section 44258.9(g)(3);
- (d) All writings informing the certificated employee that he or she is serving in an unauthorized position. The county superintendent must advise the employee of the misassignment and of the professional obligation of the individual to seek an authorized position. Copies of any written response by the employee shall also be provided to the Commission;
- (e) Information regarding the steps taken to identify for the Commission the administrator(s) responsible for the misassignment;
- (f) All other materials which mitigate or aggravate the possible penalties or which supplement the information presented.

§80339.3. Staff Review and Determination.

Q. ASSIGNMENT MONITORING, CONTINUED

Staff shall review the materials and information provided by the county superintendent. If staff determines that the assignment is authorized, this information shall be communicated, in writing, to the county superintendent and the school superintendent. If staff determines that the assignment is unauthorized, the school superintendent and the governing board of the local school district shall be notified in writing of the staff determination of misassignment and advised of the possible penalties if the misassignment is not corrected. As a part of the notification, staff shall offer the school superintendent the opportunity to enter into a written Compliance Agreement, setting forth the remedial steps agreed to be taken in order to correct the misassignment(s) and establishing a deadline for meeting all of the terms of the agreement.

§80339.4. Referral to the Committee on Authorized Assignments and Issuance of Letter of Non-Compliance.

Failure to correct a misassignment following the procedures set forth in section 80339.3 shall result in the referral of the matter by staff to the Committee at the next meeting of the Committee as long as it is more than 30 days from staff notification. Commission files on the alleged misassignment shall be provided to the Committee and the Committee shall review the information contained in the record and determine if a misassignment occurred. If it is decided that a misassignment has occurred, the Committee shall cause a letter of non-compliance to be issued to the local governing board of the subject school district. This letter shall set forth the nature of the misassignment and be signed by the Executive Director of the Commission and the members of the Committee. This letter shall be read at the first public meeting following its receipt by the presiding officer of the local governing board, and he or she shall so certify to the Commission in writing that this has been accomplished.

§80339.5. Referral to the Committee of Credentials.

If a misassignment has not been corrected within 30 days after the letter of non-compliance has been issued, the Committee shall review the matter again in order to determine whether more severe sanctions are appropriate. It shall, in appropriate cases, identify the individuals it determines to be responsible for the misassignment. It shall then report its findings in writing to the Committee of Credentials for further investigation and consideration of adverse action against the credentials of responsible certificated persons pursuant to Title 5, California Code of Regulations section 80335 and other statutes and regulations applicable to the jurisdiction and operation of the Committee of Credentials.

§80339.6. Rights of Certificated Persons.

When a certificated person files a written notice pursuant to Education Code section 44258.9(g)(2), that person may request the Committee to review any determination and decision by the county superintendent that an assignment is legally authorized. When a certificated person employed in a county-operated school files a written notice pursuant to Education Code section 44258.9(g)(2), that person may also request the Committee to review any determination and decision by the county superintendent that the assignment is legally authorized. In these cases, the county superintendent, the administrators immediately responsible for the misassignment, and the local governing board of the subject county will be treated in the same manner as those comparable individuals and

Q. ASSIGNMENT MONITORING, CONTINUED

bodies at the district level are treated in Title 5, California Code of Regulations sections 80339.2 through 80339.6.

When a certificated person who has been notified pursuant to Title 5, California Code of Regulations section 80339.2 that he or she is in an unauthorized assignment submits to the county superintendent of schools written verification of his or her effort to obtain an authorized assignment, he or she shall not be subject to penalties under Title 5, California Code of Regulations section 80339.5. Such verification may include, but need not be limited to, copies of written requests to the immediate administrator or supervisor, the district department for personnel matters, and the school superintendent.

§80335. Performance of Unauthorized Professional Services.

A certificated person shall not, after July 1, 1989:

- (a) Knowingly, accept an assignment to perform professional services if he or she does not possess a credential authorizing the service to be performed; unless he or she has first exhausted any existing local remedies to correct the situation, has then notified the county superintendent of schools in writing of the incorrect assignment, and the county superintendent of schools has made a determination, within 45 days of receipt of the notification, that the assignment was caused by extraordinary circumstances which make correction impossible, pursuant to the procedures referred to in Education Code Section 44258.9(g)(2) and (3).
- (b) Knowingly and willfully assign or require a subordinate certificated person to perform any professional service which the subordinate is not authorized to perform by his or her credential or which is not approved by appropriate governing board authorization, unless he or she has made reasonable attempts to correct the situation but has been unsuccessful, and has notified the county superintendent of schools of those attempts, and the county superintendent of schools has determined, within 45 days of being notified of the assignment, that the assignment was caused by extraordinary circumstances which make correction impossible.
- (c) Neither (a) nor (b) shall be applicable in a situation where extraordinary circumstances make the correction of the misassignment impossible.
- (d) There shall be no adverse action taken against a certificated person under this rule for actions attributable to circumstances beyond his or her control.
- (e) Effective October 20, 1993, no adverse action described in Title 5, California Code of Regulations, section 80331(a) shall be imposed for violation of this section prior to review and attempted disposition pursuant to Title 5, California Code of Regulations, sections 80339 through 80339.6.

R. REFERENCES

NOTE: Web links are subject to change; check CTC's web page at www.ctc.ca.gov under Credential Information if the links do not work.

Coded Correspondence – Official CTC correspondence may be found on the CTC's website at: <http://www.ctc.ca.gov/notices/coded.html>. Additional Coded Correspondences may be found in the Appendix of this Manual.

American Sign Language (06-0004) - <http://www.ctc.ca.gov/notices/coded/060004/060004.pdf>

Assignment Monitoring and the Williams Settlement (05-0014 and 06-0001) -

<http://www.ctc.ca.gov/notices/coded/050014/050014.pdf>

<http://www.ctc.ca.gov/notices/coded/060001/060001.pdf>

Basic Skills Requirement (06-0021 and 07-11)

<http://www.ctc.ca.gov/notices/coded/060021/060021.pdf>

<http://www.ctc.ca.gov/notices/coded/0711/0711.pdf>

Coordinators of Reading Programs (00-0025) –

<http://www.ctc.ca.gov/notices/coded/2000/000025.pdf>

English learners

Designated Subjects and Services Credential with a Special Class Authorization (06-0020) -

<http://www.ctc.ca.gov/notices/coded/060020/060020.pdf>

Education Specialist (06-0009 and 06-0019) -

<http://www.ctc.ca.gov/notices/coded/060009/060009.pdf>

<http://www.ctc.ca.gov/notices/coded/060019/060019.pdf>

Individualized Internship and Special Temporary Certificate (05-0020) -

<http://www.ctc.ca.gov/notices/coded/050020/050020.pdf>

Language Speech Services Option (99-9930 and 06-0007) -

<http://www.ctc.ca.gov/notices/coded/1999/999930.pdf>

<http://www.ctc.ca.gov/notices/coded/060007/060007.pdf>

Library Services (00-0013) - <http://www.ctc.ca.gov/notices/coded/2000/000013.pdf>

Prelingually Deaf (Coded 06-0014) - <http://www.ctc.ca.gov/notices/coded/060014/060014.pdf>

Credential Information Alerts – These are distributed by the Certification Division and are specifically concerning credentialing issues. See the log-on information for the Credential Information Guide under 'Web Sites' on page R-3 if having difficulties connecting to the links below.

Computer Definition (98-02) and (02-08) -

http://www.ctc.ca.gov/credentials/cig/alerts/1998_alerts/9802.pdf

http://www.ctc.ca.gov/credentials/cig/alerts/2002_alerts/0208.pdf

R. REFERENCES (CONTINUED)

English Learner

Certification of Completion of Staff Development (06-04) -
http://www.ctc.ca.gov/credentials/cig/alerts/2006_alerts/0604.pdf

Foreign Language Teachers (06-17) -
http://www.ctc.ca.gov/credentials/cig/alerts/2006_alerts/0617.pdf

Education Specialists (07-05 and 07-10) -
http://www.ctc.ca.gov/credentials/cig/alerts/2007_alerts/0705.pdf
http://www.ctc.ca.gov/credentials/cig/alerts/2007_alerts/0710.pdf

Internship Credentials (00-03) and (07-11) -
http://www.ctc.ca.gov/credentials/cig/alerts/2000_alerts/0003.pdf
http://www.ctc.ca.gov/credentials/cig/alerts/2007_alerts/0711.pdf

Plan to Remedy the Shortage (05-05) -
http://www.ctc.ca.gov/credentials/cig/alerts/2005_alerts/0505.pdf

SB 1969 Certificates (05-10) -
http://www.ctc.ca.gov/credentials/cig/alerts/2005_alerts/0510.pdf

Program Coordinators (04-01) -
http://www.ctc.ca.gov/credentials/cig/alerts/2004_alerts/0401.pdf

Information Leaflets

Adapted Physical Education - <http://www.cde.ca.gov/sp/se/>

Basic Skills Requirement - <http://www.ctc.ca.gov/credentialinfo/leaflets/cl667.html>

Supplementary Authorization - <http://www.ctc.ca.gov/credentials/manuals-handbooks/Supplement-Auth.pdf>

Subject Matter Authorization - <http://www.ctc.ca.gov/credentials/manuals-handbooks/Subject-Matter-Auth.pdf>

Teaching Permits - <http://www.ctc.ca.gov/credentials/leaflets/cl856.pdf>
<http://www.ctc.ca.gov/credentials/leaflets/cl858.pdf>

Limited Assignment Permit - <http://www.ctc.ca.gov/credentials/leaflets/cl828.pdf>

Contacts

CTC Assignment Unit – cawassignments@ctc.ca.gov or (916) 322-5038

CTC Information Services – credentials@ctc.ca.gov or (916) 445-7254 or toll free (888) 921-2682 (*currently 1:00 – 4:45 pm Monday through Friday [except State Holidays]*)

CTC Waiver Unit: waivers@ctc.ca.gov or (916) 323-7136 (*for employers only*)

R. REFERENCES (CONTINUED)

CDE Special Education Division - (916) 445-4613 or <http://www.cde.ca.gov/sp/se/>

CDE Non-Public School Special Education Division - (916) 327-0141

CDE Charter School Division – charters@cde.ca.gov 916-322-6029

E-News

E-News is the CTC listserv e-mail system that allows the CTC to communicate and distribute information through the email process such as coded correspondence, newsletters, and press releases. To subscribe to the listserv e-mail system, send an e-mail to NewsList-subscribe@lists.ctc.ca.gov with "Subscribe newslst" in the subject line (do not include the quotation marks and leave message area blank).

CAW E-News

The Certification, Assignment and Waivers Division (CAW) has a separate listserv system for issues exclusive to credentialing. This includes the distribution of the Credential Information Alerts (CIAs). To subscribe to the listserv email system, send an e-mail to CAWNews-subscribe@lists.ctc.ca.gov with "Subscribe CAWNews" in the subject line (do not include the quotation marks and leave message area blank).

Web Sites

CTC Website

General Information - <http://www.ctc.ca.gov>

Application and Credential Lookup - <https://teachercred.ctc.ca.gov/teachers/index.jsp>

Credential Information Guide (CIG) - http://www.ctc.ca.gov/credentialinfo/cig/cig_toc.html

User name – ciguser2002 Password – cctccig4u

Glossary of Credentialing Terms in CIG (see user name and password above) – see link under 'Extras' in Quick Clicks list - http://www.ctc.ca.gov/credentialinfo/cig/cig_toc.html

APPENDIX

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Continuation, Alternative, and Opportunity Schools and Classes: 91-910416

Vocational, Trade, and Technical Classes: 91-910818

SUBJECTS WITHIN THE SINGLE SUBJECTS AREA

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

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

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

SUBJECTS WITHIN THE SINGLE SUBJECTS AREAS (CONTINUED)

Science: Biological Science	Anatomy, biology, botany, ecology, environmental science, evolution, genetics, physiology, and zoology
Science: Chemistry	Chemical reactions, qualitative analysis, quantitative analysis, and structure and stability
Science: Geosciences	Astronomy, cosmology, earth science, forestry, geology, meteorology, oceanography, and paleontology
Science: Physics	Energy, mechanics, and thermodynamics
Social Science	American government, anthropology, contemporary issues, current events, cultural studies, economics, ethnic studies, geography, government, history, humanities, international government, law, politics, psychology, sociology, United States history, and world history

Commonly Asked Topics Concerning Subjects Within Subject Areas

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

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

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

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

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

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

Science Credentials and Their Authorizations

Note: An 'X' indicates the area of assignment authorized; specific grade level restrictions appear in some of the boxes; otherwise see document listed for each section for grade level limitation such as Standard Elementary is grades K-9 and supplementary authorizations

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

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

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

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

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

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

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

Type of Credential	Biological Science	Chemistry	Physics	Earth/ Geosciences	Integrated Science	Intro/General Science	Intro Life Science	Intro Physical Science
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Introductory 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 General Science					7-9	X	X	X
Intro Life Science	X						X	
Intro Physical Science		◆	◆	X				X
Intro Science	X	◆	◆	X	7-9	X	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)

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

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 ■								

“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 (Basic) ●					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

Who is Authorized to Teach Integrated Science in Grades 10 - 12

Type of Credential	Subject Area of Credential *
General	<i>General Secondary</i>
S T A N D A R D	<p>Standard Secondary with a Major in Biological Science or Biological Science & Mathematics: Biological Science AND a Supplementary or Subject Matter Authorization (added to a secondary credential) or Minor in one of the following:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Astronomy <li style="display: inline-block; width: 45%;">• Physical Science: Chemistry, Geology, or Physics <li style="display: inline-block; width: 45%;">• Chemistry <li style="display: inline-block; width: 45%;">• Physics <li style="display: inline-block; width: 45%;">• Earth Science <li style="display: inline-block; width: 45%;">• Plant Science <li style="display: inline-block; width: 45%;">• Geosciences or Geology
	<p>Standard Secondary with a Major in Astronomy, Chemistry, Geology, or Physics AND a Supplementary or Subject Matter Authorization (added to a secondary credential) or Minor in one of the following:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Animal Science <li style="display: inline-block; width: 45%;">• Biology or Biological Science <li style="display: inline-block; width: 45%;">• Biological Science and Mathematics: Biological Science
	<p>Two Standard Secondary Minors or One Minor and a Supplementary or Subject Matter Authorization added to A Secondary Credential (one from each column):</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Animal Science <li style="display: inline-block; width: 45%;">• Astronomy <li style="display: inline-block; width: 45%;">• Biological Sciences <li style="display: inline-block; width: 45%;">• Chemistry <li style="display: inline-block; width: 45%;">• Biological Science & Mathematics: Biological Science <li style="display: inline-block; width: 45%;">• Earth Science <li style="display: inline-block; width: 45%;">• Biology <li style="display: inline-block; width: 45%;">• Geosciences or Geology <li style="display: inline-block; width: 45%;">• Physics <li style="display: inline-block; width: 45%;">• Plant Science
R Y A N	<p>Single Subject with a Major in:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Science: Biological Sciences <li style="display: inline-block; width: 45%;">• Science: Geosciences <li style="display: inline-block; width: 45%;">• Science: Chemistry <li style="display: inline-block; width: 45%;">• Science: Physics
	<p>Single Subject with a Major in Life Science AND a Supplementary or Subject Matter Authorization (added to a secondary credential) in one of the following:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Chemistry <li style="display: inline-block; width: 45%;">• Physics <li style="display: inline-block; width: 45%;">• Earth Science <li style="display: inline-block; width: 45%;">• Plant Science <li style="display: inline-block; width: 45%;">• Geosciences
	<p>Single Subject with a Major in Physical Science AND a Supplementary or Subject Matter Authorization (added to a secondary credential) in one of the following:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Animal Science <li style="display: inline-block; width: 45%;">• Biology or Biological Sciences
	<p>Two Supplementary or Subject Matter Authorizations (or one of each) added to a Secondary Credential (one from each column):</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Animal Science <li style="display: inline-block; width: 45%;">• Chemistry <li style="display: inline-block; width: 45%;">• Biological Sciences <li style="display: inline-block; width: 45%;">• Earth Science <li style="display: inline-block; width: 45%;">• Biology <li style="display: inline-block; width: 45%;">• Geosciences <li style="display: inline-block; width: 45%;">• Physics <li style="display: inline-block; width: 45%;">• Plant Science

* Subjects listed by examination are also appropriate. There are a few rarely issued subjects that are not listed. Contact CTC's Information Services Section at (888) 921-2682 if you have a question.

Existing Regulations Governing the Assignment of Teachers to Teach Specific Subjects in Middle, Junior High, and High Schools

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
Multiple Subject or Standard Elementary EC §44256(b) Stats 1987	Departmentalized setting in grades 8 and below	Teach any subject for which requirements have been met May be renewed annually	<i>6/12 Units:</i> 6 upper division or 12 total semester units from an accredited institution	Yes	Yes	No
Multiple Subject or Standard Elementary EC §44258.1 Stats 1987	Grades 5 - 8 in a middle school: staffing of a <i>core</i> class and the "hanging" fifth period	Two or more subjects for two or more periods per day to same group of students Any subject taught in the core to a separate group of pupils at the same grade level as the core for not more than 50% of the day	None	No	No	No
Multiple Subject or Standard Elementary EC §44258.15 Stats 1989	Team teaching or regrouping pupils across classrooms in subjects authorized by governing board	Team-teaching setting	None	No	No	No
Single Subject or Standard Secondary EC §44258.2 Stats 1987	Grades 5 - 8 in a middle school	Teach any subject for which requirements have been met May be renewed annually	<i>6/12 Units:</i> 6 upper division or 12 total semester units from an accredited institution	Yes	Yes	No

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
Any teaching credential EC §44258.3 Stats 1995	Departmentalized setting in grades K-12 *	Governing board establishes policies and procedures to verify adequacy of subject-matter knowledge of teacher May be renewed annually	Review by governing board to verify subject-matter knowledge	Yes	Yes	No
Full-time teacher with special skills and preparation outside credential authorization EC §44258.7(c)(d) Stats 1995	Assignment in an area of special skills or preparation in grades K-12 *	May be approved for elective courses only (<i>elective course is other than English, mathematics, science, and social science</i>) May be renewed annually	Approved by local Committee on Assignments	Yes	Committee on Assignments established by the school district Guidelines filed with County Superintendent	No
Any teaching credential EC §44263 Stats 1977	Any single subject class *	Teach any subject for which requirements have been met May be renewed annually	<i>9/18 Units:</i> 9 upper division or 18 total semester units from an accredited institution	Yes	Yes	No
General Junior High, General Secondary, or Standard Secondary EC §44264 Stats 1976	Grades 5 - 8 (<i>although credentials authorize teaching only in grades 7 and above</i>)	Subject area authorized by credential	None	Yes	No	No

* This authorization is appropriate for high school level teaching

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
Standard Early Childhood Education Title 5 §80020(c)	Departmentalized setting in grades 9 and below	Teach in the subject or subjects of majors or minors listed on credential	None	Yes	No	No
General Secondary Title 5 §80020(d)	Departmentalized setting in grades K-6	Teach in the subject or subjects of (college or university degree) majors or minors or have taught the subject successfully for three years within the last ten years prior to the assignment	None	Yes	No	No
General Junior High Title 5 §80020(e)	Departmentalized setting in grades K-6	Teach in the subject or subjects of (college or university degree) majors or minors or have taught the subject successfully for three years within the last ten years prior to the assignment	None	Yes	No	No
Standard Secondary Title 5 §80020(f)	Departmentalized setting in grades K-6	Teach in the subject or subjects of majors or minors listed on credential	None	Yes	No	No

* This authorization is appropriate for high school level teaching

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
<p>Supplementary Authorization (<i>Specific and Introductory Subjects</i>)</p> <p>Single Subject, Standard Secondary, or Special Secondary</p> <p>EC §44256(a) Stats 1979</p>	<p><i>Specific:</i> subjects commonly taught in grades K-12 *</p> <p><i>Introductory :</i> subjects in curriculum guidelines and textbooks for study in grades 9 and below</p>	<p>Teach any subject for which requirements have been met</p> <p>Regulations provide a list of subjects</p>	<p><i>10/20 Units:</i> 10 upper division or 20 total semester units from an accredited institution OR degree in subject area</p> <p>Additional oral proficiency requirement for foreign language</p>	Teacher initiated	No	Yes
<p>Supplementary Authorization (<i>Introductory Subjects only</i>)</p> <p>Multiple Subject or Standard Elementary</p> <p>EC §44256(b) Stats 1981</p>	Grades 9 and below	<p>Teach any subject for which requirements have been met</p> <p>Regulations provide a list of subjects</p>	<p><i>10/20 Units:</i> 10 upper division or 20 total semester units from an accredited institution OR degree in subject area</p> <p>Additional oral proficiency requirement for foreign language</p>	Teacher initiated	No	Yes
<p>Supplementary Authorization</p> <p>Standard Secondary plus 3 years experience within the department of academic major prior to 9-1-89</p> <p>EC §44258.7(a) Stats 1987</p>	Grades 7-12 *and may also be used to cover middle school departmentalized subjects	Teach any subject for which requirements have been met	<p><i>6/12 Units:</i> 6 upper division or 12 total semester units from an accredited institution completed by 9-1-89 OR Praxis OR verification of competence by subject specialist</p>	Teacher initiated	No	Yes

* This authorization is appropriate for high school level teaching

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
<p>Subject Matter Authorization (<i>Specific and Introductory Subjects</i>)</p> <p>Single Subject, Multiple Subject, Standard Secondary, Standard Elementary, or Special Secondary</p> <p>T5 § 80089.3 and 80089.4</p>	<p><i>Specific:</i> subjects commonly taught in gradesK-12 *</p> <p><i>Introductory :</i> subjects in curriculum guidelines and textbooks for study in grades 9 and below</p>	<p>Teach any subject for which requirements have been met</p> <p>Regulations provide a list of subjects</p>	<p><i>32 Units:</i> 32 semester units from an accredited institution OR degree in subject area</p>	<p>Teacher initiated</p>	<p>No</p>	<p>Yes</p>
<p>Single Subject Teaching Permit</p> <p><i>Provisional Internship Permit</i></p> <p><i>Short-Term Staff Permit</i></p> <p>No other credential or permit required</p> <p>Title 5 §80024.1</p>	<p>Statutory single subject area requested by employer listed on application form*</p>	<p>PIP: May be reissued once if individual took all sections of subject matter examination but did not pass</p> <p>STSP: Not renewable</p>	<p>Basic skills requirement, bachelor's degree, and verified subject-matter competence</p> <p>Both the PIP and STSP have additional specific requirements</p>	<p>Employer initiated</p>	<p>No</p>	<p>Yes</p> <p>The teaching permit is not available to individuals that held five emergency permits</p>
<p>Single Subject Limited Assignment Teaching Permit</p> <p>Valid teaching credential based on bachelor's degree and a professional preparation program including student teaching</p> <p>Title 5 §80027</p>	<p>Statutory single subject area requested by employer listed on application form*</p>	<p>May only be reissued twice in a specific subject area (annually) following completion of six semester units of course work in subject area and a <i>Declaration of Need for Fully Qualified Educators</i> on file at the Commission</p>	<p>Currently employed by the local governing board requesting the assignment</p> <p>Teacher must be an assigned experienced educator in subject of permit if teacher has not obtained permanent status in California within the previous ten years</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

* This authorization is appropriate for high school level teaching

COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814



OFFICE OF THE EXECUTIVE DIRECTOR

March 27, 1989

89-8919

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

FROM: Richard K. Mastain, Executive Secretary

SUBJECT: Health Science

Health Science educators have raised concerns about which credentials authorize the teaching of health science and health education. The Commission would consider the teaching of a course in health on any of the following credentials as a suitable assignment for monitoring purposes, as long as the assignment was in the appropriate grade level:

- Specialist Instruction Credential in Health
- Single Subject Teaching Credential in Health Science
- Single Subject Teaching Credential in Life Science
- Single Subject Teaching Credential in Physical Education initially issued prior to 1-1-81 or Health Science or Health Education
- Special Secondary Teaching Credential in Physical Education
- General Teaching Credential
- Supplementary Authorization in:
 - Health Science
 - Introductory Health Science
 - Community Health
 - Family Health
 - Personal Health
 - Health Education
 - Community and Family Health, including Drug Use and Abuse

Neither the holder of a Single Subject Teaching Credential in Physical Education initially issued on or after 1-1-81, nor the holder of a Standard Elementary or Secondary Teaching Credential with a major or minor in Physical Education, should be assigned to teach a course in health science or health education, unless assigned on an appropriate supplementary authorization or under another provision of the Education Code or Title 5 Regulations.

The holder of a Single Subject Teaching Credential in PE may obtain an appropriate supplementary authorization by completing 20 semester units (or 10 upper division semester units) in the subject as specified in Title 5 §80089-80089.2. The holder of a Standard Secondary Teaching Credential in PE may obtain a supplementary authorization by completing the same requirements, or by verifying three years of experience teaching health prior to 9-1-87 plus subject matter competence as specified in Education Code Section 44258.7(a). [Please see the *Credential Handbook*, beginning on page II-A-28, for more information about supplementary authorizations. Page 10 of the *Administrator's Assignment Manual* has additional information about assignment options available in statute or regulation.

Questions concerning assignment should be mailed to the attention of *The Administrator's Assignment Manual* at the address listed above.] **Information in brackets no longer applicable.**

COMMISSION ON TEACHER CREDENTIALING1812 Ninth Street
Sacramento, California 95814**OFFICE OF THE EXECUTIVE DIRECTOR**

June 20, 1989

89-8921

TO: All County Superintendents and County Personnel Administrators

FROM: Richard K. Mastain, Ed.D, Executive Secretary

SUBJECT: Assignment Practices--Fiscally Accountable School Districts

Certain fiscally accountable, or "independent" districts have indicated an intention to assert that their status as such, pursuant to *Cal. Ed. Code* §§ 42647 and 42650, exempts them from scrutiny by the county superintendent of schools in the context of *Cal. Ed. Code* § 44258.9.

We asked Legal Counsel for the Commission on Teacher Credentialing to review this issue. Specifically we asked whether SB 435 authorizes county superintendents of schools to monitor the assignment practices of *all* districts, including "fiscally accountable" districts, within their counties.

SB 435 adds section 44258.9 to the Education Code and sets forth various reporting and rectification responsibilities incumbent upon certificated individuals, individual school districts within counties, county offices of education and the Commission on Teacher Credentialing.

It is significant to note that within the text of *Cal. Ed. Code* § 44258.9, subsection (b) refers to "*each* school site administrator," subsection (c) refers to "*each* district superintendent of schools," subsection (d) refers to "*each* county superintendent of schools," and subsection (g)(2) provides that "*any* certificated person who has been required by an administrative superior to accept an assignment for which he or she has no legal authorization *shall*, after exhausting any existing local remedies, notify the *county superintendent of schools...*" (Emphasis added.)

The highlighted text in the immediately preceding paragraph evinces the comprehensive and mandatory intent of the statute, as well as the central role played by the county superintendent of schools. Therefore, within its own terms, *Cal. Ed. Code* ¶ 44258.9 does not seem to conceive of exceptions.

Sections 42647 and 42650 provide the means by which the governing boards of unified school districts and/or school districts with over 10,000 average daily attendance may be enabled to draw and issue warrants against designated funds independent of the county

office of education and superintendent of schools. This procedure requires the approval of the county superintendent of schools, the county auditor and the Superintendent of Public Instruction.

Cal. Ed. Code § 44332.5 makes pertinent reference to such fiscally accountable districts as follows:

(a) A school district which may issue warrants pursuant to Section 42647 may, at its discretion, provide for the registration of any valid certification or other document authorizing the holder thereof to serve in a position requiring certification qualifications as an employee of the school district.

When the above section is read in conjunction with *Cal. Ed. Code* § 35035 (e), which includes among the powers and duties of the superintendent of each school district the determination that each employee in a position requiring certification actually possesses a valid certificated document which authorizes him or her to serve in the position to which he or she has been assigned, an argument may be made that the county superintendent of schools does not possess the authority to monitor such districts pursuant to his or her responsibilities as they are set forth in *Cal. Ed. Code* § 44258.9 (d).

We believe that unless such districts can provide different and additional authority to support such a contention, their argument fails. Merely because they have previously obtained the approval of the county superintendent of schools, the county auditor and the Superintendent of Public Instruction in order to be classified as "fiscally accountable" and because *Cal. Ed. Code* § 44332.5 (a) gives to such districts the *discretionary* authority to register certification documents, such districts are not, in our opinion exempted from assignment practices monitoring by the county superintendent of education; neither do we believe that the county superintendent thereby absolved from his or her responsibility to monitor pursuant to *Cal. Ed. Code* § 44258.9 (d).

Accordingly, it is our opinion that, pursuant to the provisions of SB 435, county offices of education and the county superintendents of schools are authorized and required to monitor the assignment practices of *all* districts within their respective counties.

COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814

**OFFICE OF THE EXECUTIVE DIRECTOR**

January 25, 1991

91-9104

TO: All County Superintendents and County Personnel Administrators

FROM: Philip A. Fitch, Ed.D, Executive Secretary

SUBJECT: Appropriate Credential Assignment Practices in Connection With Continuation,
Alternative and Opportunity Schools

There has been some confusion regarding the appropriate definition of the term "school" as used in Education Code section 44865. Questions have arisen in connection with the statutorily mandated responsibilities for monitoring for appropriate credential assignment practices pursuant to the provisions of SB 148 and 435. (See *generally* Education Code sections 44225(e) and 44256-44258.9.)

Accordingly, we asked our General Counsel for a legal opinion in order to clarify the meaning of the term "school" in this context and in relation to the efforts of school districts to implement programs and classes pursuant to the provisions of Education Code section 44865. That opinion is reprinted in its entirety herein below.

Question Presented: For the purposes of credential assignment monitoring as mandated by SB 435, do the provisions of *Cal. Ed. Code* § 44865 pertaining to continuation, alternative and opportunity schools embrace programs and classes offered and taught in regular school facilities?

Cal. Ed. Code § 44865 provides as follows:

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with consent of the teacher:

- (a) Home teacher.
- (b) Classes organized primarily for adults.
- (c) Hospital classes
- (d) Necessarily small high schools.
- (e) Continuation schools.
- (f) Alternative schools.
- (g) Opportunity schools.
- (h) Juvenile court schools.
- (i) County community schools.

Subsections (f) and (g) were added by amendment in 1980, and subsections (h) and (i) were added by amendment in 1981.

There is concern that attempts to enforce the "assignment-misassignment" provisions SB 435 may be complicated or thwarted by the establishment and maintenance of continuation, alternative and/or

opportunity *classes* and *programs*, as opposed to *schools*, on regular school campuses. Such classes and programs may appear indistinguishable for SB 435 monitoring purposes.

When viewed from a physical facilities perspective, the monitoring problem is apparent. We are advised that presently, alternative and opportunity schools programs and classes may be offered either on separate campuses or in the same facilities as the traditional program. As mentioned above, we are concerned with the latter scenario. Although it may be possible to distinguish alternative and opportunity programs and classes in which an identifiable group of students assembles for more than one class period per day, it may be impossible to determine appropriate teacher credentialing assignments when the alternative or opportunity program label is applied to single classes which may be offered for only one (1) period per day on a regular school campus.

Continuation schools are typically maintained in physically distinct facilities and do not present an immediate problem. (That is not to say, however, that districts may at some time determine that it would be more efficient to utilize all or a portion of the regular school campus for this purpose.) *Cal. Ed. Code* § 58500 defines alternative schools as a "...school or separate class group within a school..." And *Cal. Ed. Code* §§ 48630 *et seq.* speak to classes and programs, as well as schools, and clearly envision the use of both separate and combined facilities. From a review of the pertinent statutes, it seems clear that all of these offerings are intended to supplement and enrich the opportunities for students who are not well-served by the traditional school program. It seems equally clear that from the students' perspective, the location of these specialized offerings is not as important as the fact that they are offered and available.

Cal. Ed. Code § 44865 was construed in a case called *California Teachers' Association v. Governing Board of Central Union High School District et al.*, (141 Cal. App. 3d 606). Although the controversy in this case was over the consent requirement, it is instructive to note that the court chose to set out in full the text of a letter dated August 29, 1978 to then Governor Edmund G. Brown, Jr. from then Executive Secretary of the Commission Peter L. LoPresti. Former section 44865 had simply dealt with the qualifications for a home teacher; SB 433 (Stiern) substituted the expanded section and was strongly endorsed and supported by the Commission. The letter to the Governor reads in pertinent part:

The Commission...strongly supports SB 433 (Stiern) which provides relief from the single-subject authorization of 'Ryan' and 'Fisher' credentials in order to more effectively staff and utilize teachers in special schools, classes or program organization...

We have learned that as the need and demand for a broadened curriculum increases in these special situations and the supply of teachers holding the General Secondary Credential decreases, it is becoming increasingly difficult to staff these special type classes and programs.

Clearly, then, the administrative inconvenience of monitoring for potential credential misassignment pursuant to SB 435 in the regular setting must be weighed against the desirability of permitting the widest possible latitude in the establishment and implementation of programs historically urged and supported by the Commission.

Conclusion: We have discovered no statutory definition of the term "school" as used in *Cal. Ed. Code* § 44865 which would preclude school districts from operating and staffing continuation, alternative and opportunity schools within regular school facilities. Accordingly, on the basis of our review of the applicable statutes and the previously expressed position of the Commission, we conclude that the use of the word school in *Cal. Ed. Code* § 44865 does embrace classes and programs offered in units of one (1) or more periods per day, and districts may appropriately assign teachers to these classes pursuant to the provisions of *Cal. Ed. Code* § 44865.

COMMISSION ON TEACHER CREDENTIALING1812 Ninth Street
Sacramento, California 95814**OFFICE OF THE EXECUTIVE DIRECTOR**

May 1, 1991

91-9108

TO: All County Superintendents and County Personnel Administrators

FROM: Philip A. Fitch, Ed.D, Executive Secretary

SUBJECT: Designated Subjects Vocational Education Teaching Credential

We have had many questions from school districts and county offices of education about the authorizations of the "Designated Subjects Vocational Education Teaching Credential." Accordingly, we asked our General Counsel for a legal opinion clarifying the range of authorization of this credential. His opinion is reprinted in its entirety below.

Question Presented: What is the range of authorization of the "Designated Subjects Vocational Education Teaching Credential?" Specifically, does this credential authorize its holder to teach the subject or trade named on the credential in "non-vocational" classes in grades twelve and below?

Cal. Ed. Code § 44256 describes the authorizations for "designated subjects" credentials in the following manner:

"(d) 'Designated subjects' means the practice of assignment of teachers and students to designated technical, trade or vocational *courses* which courses *may* be part of a program of trade, technical or vocational education." [Emphasis added]

Section 44256 (d) was cited as authority for 5 *Cal. Code Regs.* § 80035 (c) which addresses the "authorization" of the designated subjects preliminary and clear vocation education teaching credential as follows:

"(c) Authorization. The preliminary or clear vocational teaching credential authorizes the holder to teach in the subject or trade named on the credential in grades 12 and below, *and* in classes organized primarily for adults, in technical, trade or vocational courses, including but not limited to, agricultural occupations, business and office occupations, health occupations, home-economics related occupations, marketing and distributive occupations, technical occupations, or trade occupations which shall be part of a vocational education program." [Emphasis added]

It should be noted that *Cal. Ed. Code* § 44256 provides that teaching credential authorizations shall be of four basic kinds, only one of which is the "designated subjects" authorization. The designated subjects authorization is therein differentiated from "single subject instruction," "multiple subject instruction," and "specialist instruction" authorizations.

Accordingly, when the statute and the regulation are read in conjunction, it appears that the holder of a Designated Subjects Vocational Education Teaching Credential with a specific authorization is permitted to teach in the subject or trade named in the credential in either vocational programs or in non-vocational programs so long as the course or courses taught in the non-vocational programs are *designated* technical, trade or vocational.

It might reasonably be argued that so long as the subject authorized on the credential is in a technical, trade or vocational area, it has been "designated" as such by the terms of the licensing document. However, the statute does not define "designated subjects" as items listed or authorized on a credential; instead, the term "designated subjects" is said to refer to the "assignment of teachers" to "designated trade, technical or vocational courses. We assume that the establishment, structuring, implementation, description and designation of particular courses are matters left to school districts and that the designation referred to in the statute is made in that arena.

By way of illustration, the holder of a Designated Subjects Vocational Education Teaching Credential issued in the subject of carpentry would be authorized to teach as follows:

1. a "math for carpenters" course in either a vocational education program or non-vocational education program in grades 12 and below, *if* that course were designated as a trade, technical or vocational course by the employing school district; and
2. a "math for carpenters" course in either a vocational education program or non-vocational education program as a class organized primarily for adults, *if* that course were designated as a trade, technical or vocational course by the employing school district; and
3. a "math for carpenters" course in a vocational education program consisting in technical, trade or vocational courses, including, but not limited to, agricultural occupations, business and office occupations, health occupations, home-economics related occupations, marketing and distributive occupations, technical occupations, or trade occupations, *if* that course were designated as a trade, technical or vocational course by the employing school district.

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