



Administrator's Assignment Manual

Commission on Teacher Credentialing
Assignment Unit

2021 Edition

Revised January, 2021

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General Information

The Commission on Teacher Credentialing

Overview of the Commission

The California Commission on Teacher Credentialing (CTC or the Commission) is an agency in the Executive Branch of California State Government that was created in 1970 by the Ryan Act. The Commission is the oldest of the autonomous state standards boards in the nation, and issues credentials and certificates that authorize individuals to provide various types of instruction and non-teaching services in the California public school system.

The Commission's mission is to ensure integrity, relevance, and high quality in the preparation, certification, and conduct of the educators who serve California's diverse public school students. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices.

The Commission consists of nineteen members, fifteen voting members and four ex-officio, non-voting members, and consists of seven divisions: Executive (EXEC), Certification (CERT), Professional Services (PSD), Professional Practices (DPP), Administrative (ASD), and Enterprise Technology Services and Support (ETSS).

Issuing credentials and permits for service in California's public schools is one of the three primary responsibilities of the Commission on Teacher Credentialing. (The other two are accrediting educator credential preparation programs and administering credential discipline.)

The more than 300,000 educators in California's public schools are legally authorized by the more than fifty credential, certificate, and permit types issued by the Commission. Nearly 300,000 new applications and renewals are processed each year (2018-19), with an average processing time of four business days for all credential types (August 2019).

Commission Divisions and Contact Information

The Certification Division (CERT)

The Certification Division is responsible for receiving, evaluating and processing applications for credentials, permits, certificates and waivers that authorize service in California's public schools. In addition to issuing documents, the Production Unit within CERT provides both email and chat customer service to the public, educators, and credential personnel from school districts, county offices of education, universities, and colleges throughout California.

Email: Credentials@ctc.ca.gov

Chat: M-F 12:00 PM to 4:00 PM

Division of Professional Practices (DPP)

The Division of Professional Practices (DPP) investigates allegations of misconduct by credential holders and applicants. This division supports the Committee of Credentials, which reviews allegations and may recommend that the Commission take adverse action against a credential or application.

General Questions: DPPInfo@ctc.ca.gov

Reporting Educator Misconduct: DPPquestions@ctc.ca.gov Please include "Reporting Educator Misconduct" in the email subject line.

Professional Fitness Questions and Self-Reporting Misconduct Questions: DPPInfo@ctc.ca.gov and include "PFQ" in the email subject line.

Fingerprint Unit

The Fingerprint Unit is housed within DPP and is responsible for inspecting fingerprint cards submitted by out-of-state and outside the United States applicants, sending fingerprint cards to the Federal Bureau of Investigation (FBI), monitoring electronic fingerprint responses from both the FBI and California Department of Justice (DOJ), corresponding with applicants regarding fingerprint clearance, responding to phone calls, and emails, and follows up on fingerprint submissions that have been delayed or rejected by either the DOJ or the FBI.

Questions regarding fingerprint issues: Fingerprints@ctc.ca.gov

Questions regarding fingerprint issues for out-of-state residents: OutofStateFPs@ctc.ca.gov

Professional Services Division (PSD)

The Professional Services Division (PSD) is responsible for the development of standards, examinations, and assessments for all credentials and educator preparation programs. As part of this work, PSD conducts research, collects and analyzes data, develops reports, and facilitates advisory panels and focus groups for educator preparation. This division is also responsible for the approval and accreditation of institutions of higher education, local educational agencies (LEAs), and their educator preparation programs to ensure they are consistently meeting the adopted state standards that allows them to recommend candidates for state licensure.

Email: PSDinfo@ctc.ca.gov

Contact information related to specific PSD topics/areas of work can be found at the following link: <http://www.ctc.ca.gov/educator-prep/psd-contact.html>

Administrative Services Division (ASD)

The Administrative Services Division (ASD) is responsible for management of the Commission's Human Resources, Facilities, Legislative, and Technology branches. ASD also responds to telephone calls or emails from the media.

Email: Media@ctc.ca.gov

Questions Regarding Assignments

While the Administrator's Assignment Manual is designed to answer many questions regarding certificated assignments, there will be times where educators, school site administrators, school district personnel, and county office staff have questions that are not addressed in the manual. When such questions arise, individuals should contact the appropriate resource as described below:

Questions from Educators

Educator questions concerning the appropriate certification to be authorized/assigned for a course or position should be directed to their **employing school district or charter school**. The employing school/district can assist educators with questions regarding the type of credential or authorization required for employment in a specific position, local employment options, and the legal basis of an employee's assignment.

Questions from Public School Employers

School Site Administrators or school district Credential Analysts/Technicians inquiring about appropriate assignment options must contact the **County Office of Education** that serves as their monitoring authority. County Offices of Education employ personnel who annually monitor certificated assignments within the county. Employers should work

closely with their county to ensure appropriate authorization and placement of certificated personnel.

Questions from Charter Schools

Charter School Administrators or Credential Analysts/Technicians inquiring about appropriate assignment options must contact the **School District or County Office of Education that serves as their chartering authority.**

If a district serving as the chartering authority requires additional assistance with the inquiry or assignment determination, they may request technical support from their County Office of Education.

Questions from County Offices of Education

Credential Technicians or Analysts from County Offices of Education may contact the Commission's Assignment Unit directly with assignment-related questions regarding certificated staffing through the dedicated COE email address. County personnel who do not have access to the dedicated email address may request it by sending their full name, position, and county office of employment to Credentials@ctc.ca.gov.

Credential Terms and Acronyms

A comprehensive list of Commission acronyms can be found at <https://www.ctc.ca.gov/credentials/cig2/cig-acronyms-and-abbreviations>.

A glossary of terms can be found at <https://www.ctc.ca.gov/credentials/cig2/ctc-glossary>.

Other State Education Agencies

The California Department of Education (CDE)

The California Department of Education (CDE) oversees the state's diverse public school system, which is responsible for the education of more than six million children and young adults in more than 10,000 schools with over 295,000 educators. CDE enforces education law and regulations related to instruction and services provided to students in California and continues to reform and improve public school programs. Questions regarding curriculum and instruction, testing and accountability, finance and grants, and specialized academic programs should be addressed to CDE.

CDE Website: www.cde.ca.gov

The State Board of Education (SBE)

The State Board of Education is the governing and policy-making body of the CDE. The board consists of 11 members appointed by the Governor and is responsible for setting California's academic standards, curriculum frameworks, instructional materials, assessments, funding allocations, federal compliance, and accountability.

SBE Website: www.cde.ca.gov/be

Certificated Assignments

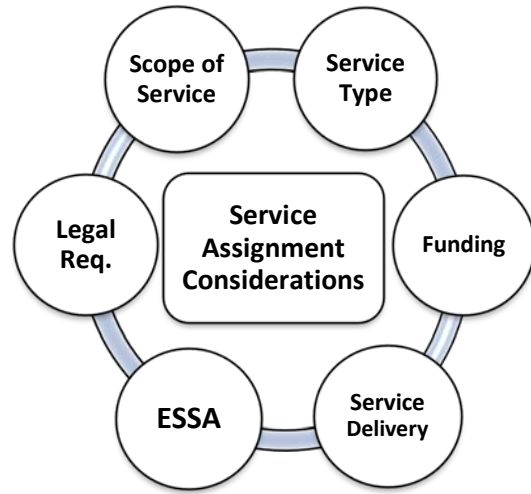
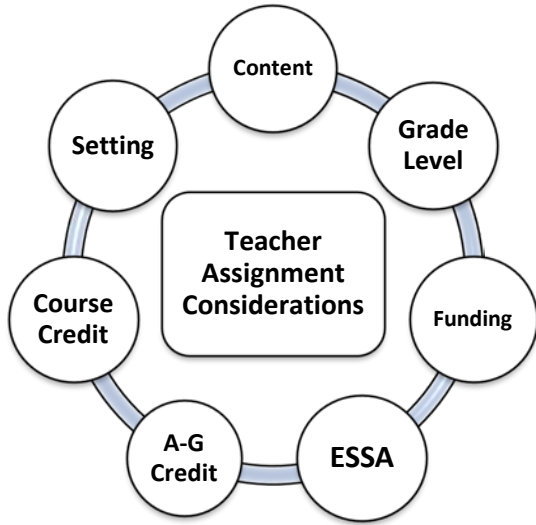
School site, district and county administrators have the responsibility under Education Code §44258.9 to have evidence of the legal basis for the assignment of each educator that serves students in order to make a legal and appropriate assignment. Legal basis for an assignment is most often based on the educator holding the appropriate document issued by the Commission (credential, permit, or waiver).

Employing a person who holds the appropriate credential and authorization for an assignment ensures 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). However, employers also have additional legal options within Education Code and regulations that provide alternative ways to authorize service that lie outside the authority of the Commission. These alternatives, known as Local Assignment Options (LAOs), will be further discussed beginning on page 66.

The information provided within the Administrator's Assignment Manual is designed to serve as guidance only. Local educational agencies are responsible to thoroughly review relevant Statutes and Regulations and determine the appropriateness of an assignment at the local level.

Determining Appropriate Assignments

When identifying appropriate assignments, the first consideration should always be the *students* who will be served, not the teachers or other certificated staff that may have an opening in their schedule. There are several factors that employers must consider in order to ensure an appropriate and legal educator assignment. Some of these factors may be directly linked to the documents issued by the Commission, while others may be influenced by outside sources such as the California Department of Education (CDE), State Board of Education, or Federal Department of Education. While the Commission has no purview over these outside elements, they are referenced in this manual so that Local Educational Agencies (LEAs) have the necessary context to make an informed decision regarding an appropriate assignment.



Assignment Factors: Credential/Permit Authorizations

When determining appropriate assignments, local educational agencies (LEAs) should refer to an individual's Commission-issued document to identify the scope of the educator's authorization(s) in regard to common assignment factors, such as educational setting, subject matter, and scope of service.

Common Educational Settings

Identifying the educational setting of an assignment will help determine what type of credential is needed to staff a position. Some common educational settings are described below:

- ***Self-Contained:*** A self-contained classroom is one in which the same group of students are taught multiple subjects by one educator throughout the day. The setting is usually found at the elementary level, but can be utilized in other grade levels. Self-contained classrooms are authorized by a Multiple Subject teaching credential. Self-contained classroom assignments may also include one of the sub-settings described in the chart below, and on page 21.
- ***Departmentalized:*** A departmentalized classroom setting is one in which an instructor teaches a specific subject matter area to a group of students. The instructor may teach specific content to several different groups of students during multiple classes throughout the day. This is the classroom organization usually found in middle, junior, or high school settings, but may also be found at the elementary level in classes such as art, physical education, science, mathematics, and music.
- ***Special Education:*** A special education classroom setting may have one or more subjects taught to students who have been identified as needing special education (and related) services. Instruction may be provided in any subject area, but only to students who have been identified as needing services in the primary disability area indicated by the instructor's credential.
- ***Career Technical Education (CTE):*** A CTE classroom setting is one in which the curriculum has been designated as technical, trade, or vocational. CTE courses are part of a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge, and provides students with a pathway to postsecondary education and careers.

CTE is a critical component of a broad and deep school curriculum that helps prepare all students to be career and college ready. The CTE course provides relevance and real world content for academic studies. CTE course content is based on 50% or more of the content based on the CTE Model Curriculum Standards adopted by the State Board of Education.

- *Adult Education:* An adult education classroom is part of a public education program for adults 18 and older. However, 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).

Determining Grade Levels and Settings Authorized by Current California Teaching Credentials

Use the chart below to identify which credentials authorize service in specific educational settings.

Note that this chart does not include scenarios where individuals may hold additional authorizations to serve, such as Supplementary and Subject Matter Authorizations.

		Multiple Subject Credential	Single Subject Credential	Education Specialist Credential	Designated Subjects: Career Technical Education	Designated Subjects: Adult Education
General Education Settings	Departmentalized	None	PK-12**	None	None	None
	Self-Contained	PK-12	None	None	None	None
	Core*	5-8	5-8**	None	None	None
	Team Teaching*	PK-12	PK-12**	None	None	None
	Regrouping*	PK-12	None	None	None	None
	Career Technical	None	Agriculture, Business, Home Economics, and Industrial Arts/ Technology Education Authorizations Only	None	Any CTE course that falls within the authorized Industry Sector(s)	None
	Adult Education	Self-Contained Adult Classes Only	Adult Classes in Authorized Subject Area Only	None	None	Any Adult Education course that falls within the authorized Subject(s)
Special Education Settings***	Self-Contained	None	None	PK-22**	None	None
	Departmentalized	None	None	PK-22**	None	None

* See the section on General Education Teaching Assignments for more information on these settings.

** Assignments are limited to the subject (for departmentalized settings) or disability area (for special education settings) listed on the credential.

***The IEP/IFSP/ITP indicates the special education instruction or services needed and how they must be provided to the student. An educator must hold the appropriate credential(s) and authorization(s) to all students for whom they provide special education instruction and/or services. This statement is true no matter how or what setting the special education instruction/services are provided whether in a self-contained, departmentalized, push-in, pull-out, or consultation.

Content

Course content (often called Subject matter or curriculum) refers to the subject area(s) being taught in a specific assignment. Simply, an educator’s area of certification must match the content being taught. Employers are responsible for identifying the content of a course and aligning it with an appropriately credentialed individual. Regardless of whether the course of study for a class is remediation, intervention, honors, or advanced study, the content of the class is the primary determining factor.

In most cases, there will be a credential with a subject authorization that clearly matches the content of each class. However, courses may be designed in a way that requires a teacher to hold more than one subject authorization to be appropriately assigned. Dual content courses must be staffed by an educator who is authorized to teach all primary course content areas identified in the curriculum. Courses with dual content may also be co-taught by two teachers who each hold credential authorizations in one of the primary content areas.

Determining Course Content at the Local Level

Determining a course’s content is always a local level decision, made between the LEA and the agency’s Monitoring Authority (MA). Typically, districts employ individuals (often in the position of Curriculum Coordinator) to develop courses that meet specific K-12 content standards for curriculum. These individuals can assist administrators and credential analysts/technicians with identifying the content of a course.

The Commission cannot identify the content of a course for an LEA.

When trying to determine the content of ambiguous courses, the LEA and MA must consider several aspects of the course. Many courses have interdisciplinary aspects to them, therefore, consider which subject matter is the primary focus of the curriculum. If one subject prevails, it is most likely that the primary course content falls within that subject. The graduation credit and University of California A-G credit assigned to the course may also assist in determining the course content. If no credit is assigned and the course does not fit into any subject area, then it may be an elective course.

CALPADs codes, which are course-identifying codes for reporting in the CDE’s California Longitudinal Pupil Achievement Data System (CALPADs), should be based on the content of the course. Beginning in the 2019-20 school year, the Commission will use CALPADS course assignments for monitoring purposes. Therefore, it is important for LEAs to accurately report all educator and service provider assignments in CALPADS.

Grade Level

The grade level of the students, as well as the targeted grade level for a course’s curriculum, need to be considered when identifying appropriate assignments. Currently issued California general, special, and career technical education credentials authorize service in grades K-12, including

preschool and classes organized primarily for adults. However, some credential authorizations limit the scope of the grade level and content the holder is able to teach.

Scope of Service

The scope of service provided by an individual is designated in the credential authorization statement. Specific duties, such as evaluating and disciplining certificated personnel, are limited to certain credential types. Employing agencies must be sure that the scope of services provided by an employee do not extend beyond those authorized by the credential.

Service Type

The type of service provided to students must be authorized by the service provider's credential. There may be instances where LEAs can use contracted individuals to deliver services normally provided by a certificated individual. LEAs who use contracted individuals are responsible for adhering to any pertinent statutory or regulatory requirements associated with their assignment.

English Learners

Instructional services provided to English learners (ELs) are often delivered by the student's classroom teacher who must hold an appropriate EL authorization for the scope of instruction provided. Instructional services to ELs may also be provided in a separate departmentalized classroom. Such instructional services may include English language development (ELD), specially designed academic instruction delivered in English (SDAIE), or content instruction delivered in the primary language. Additional information on English learner assignments can be found beginning on page 43.

Assignment Factors: External Elements

The assignment factors listed below fall outside the purview of the Commission. For assistance when determining appropriate authorizations, LEAs should identify the entity that has authority over these elements.

Funding

Programs such as CTE/vocational, special education, English learners, early childhood/child development, and adult education receive dedicated funding from sources such as CDE or the U.S. Department of Education (DOE). Often there are specific requirements for educators serving students in a program that receives specific funding. The Commission continues to advise LEAs 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.

University of California A-G Course List

The University of California (UC) system provides course lists submitted by schools and districts in California that are approved for specific content area credit. Courses are approved for credit in one of the subject area categories grouped by the letters A through G to fulfill college entry

requirement credit. These content area designations are submitted by the LEA along with the course description for approval and provide another means for determining course content. The UC A-G course list search organized by specific LEAs may be accessed at <https://hs-articulation.ucop.edu/agcourselist#/list/search/institution>.

ESSA Compliance

The Every Student Succeeds Act (ESSA) reauthorized the Elementary and Secondary Education Act (ESEA). This federal requirement took the place of the previous No Child Left Behind requirements (known as NCLB). Under NCLB, teachers were required to be “highly qualified”—meaning that they:

- (1) Held a bachelor’s or higher degree from a regionally accredited college;
- (2) Held an appropriate state license for their assignment; and
- (3) Held subject matter competence in all core academic subjects they taught.

Under ESSA, teachers are no longer required to be “highly qualified.” Instead, federal law now requires that teachers be assigned solely based on state licensure and certification criteria, and the additional subject matter competence requirement under NCLB no longer applies.

Questions concerning ESSA compliance should be addressed to the California Department of Education (CDE) at ESSA@cde.ca.gov.

Course Credit

Graduation Credit

High school graduation credit can be a clue in helping to determine the content of a course. However, graduation credit may not always align with the content being taught. The content of a course is the determining factor for assignment purposes. The appropriate credential or authorization for the assignment must align with the primary content or focus of the course. For example, the instructor of a class in which the curriculum is Junior ROTC, regardless of the graduation credit granted, must hold the requisite credential in Junior ROTC.

Service Delivery

Service delivery is a local level decision, and can be a factor in many assignments, including English learner, special education, and various health services. LEAs must consider the delivery of the services provided when considering appropriate assignments.

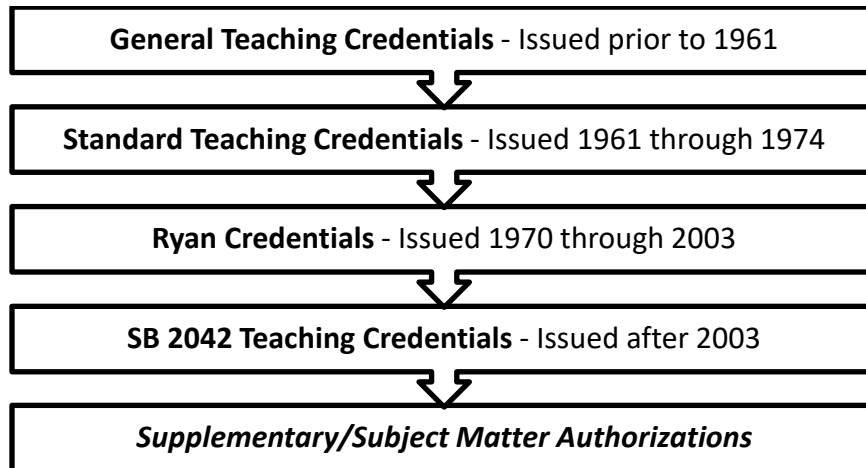
Legal Requirements

Various statutes and regulations require school sites, districts, and counties to adhere to legal requirements for students. LEAs should always consider these factors when assigning educators and providing services to students.

Credential Types

History of General Education Teaching Credentials

The Commission has issued many different types of general education teaching credentials throughout the decades.



Many credentials issued prior to the 1980s were “life” documents that do not expire. Employers should always review the authorization statement for older credentials to identify the scope of an individual’s certification.

Credential Areas Currently Issued by the Commission

The Commission issues credentials and permits that authorize individuals to provide various types of instruction and non-teaching services in the California public school system. Some credential types are not only issued based on preparation within California, but may include pathways for educators prepared in other states or outside the United States.

Every credential or permit has one or more authorization statements that reflect the preparation the credential holder received and provide specific instruction or services authorized

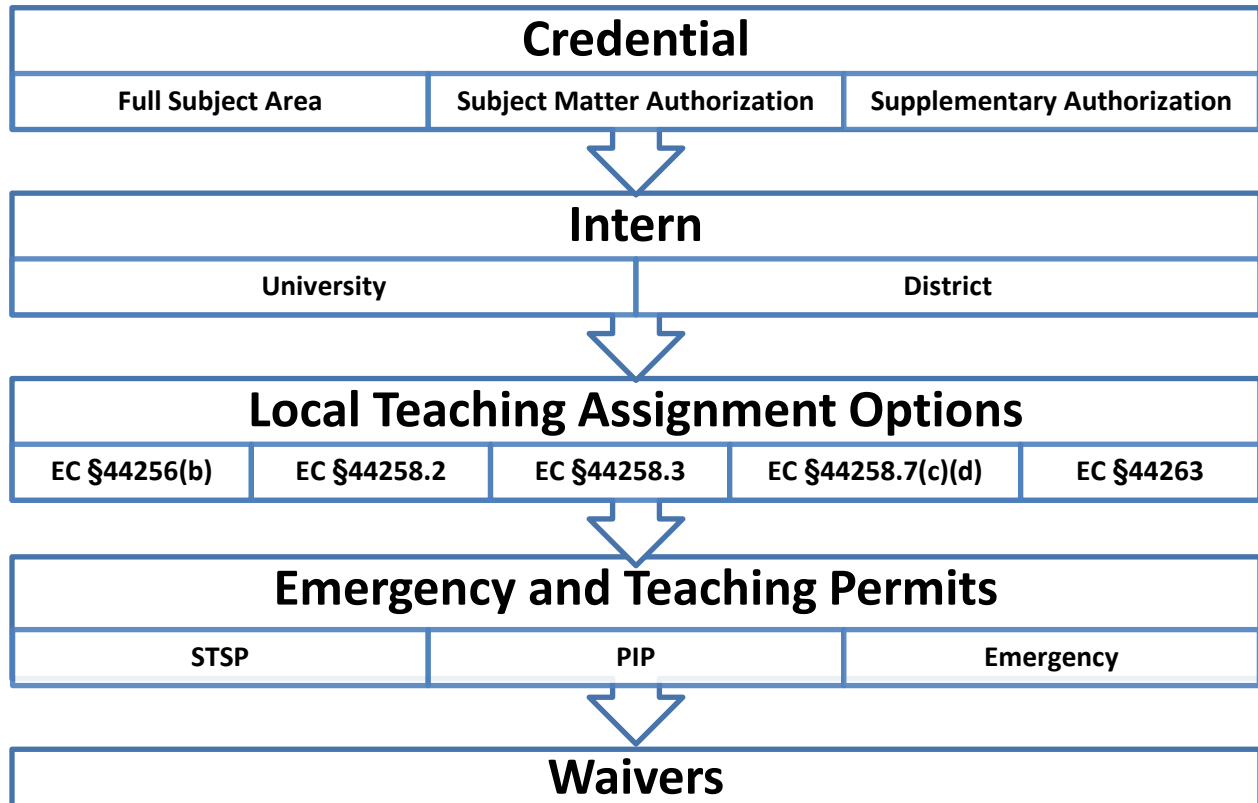
Elementary <ul style="list-style-type: none">• Multiple Subject Credential used in self-contained classes and in middle school in core settings
Secondary <ul style="list-style-type: none">• Single Subject Credential used in departmentalized settings in middle and high schools
Education Specialist <ul style="list-style-type: none">• Various specializations in Special Education
Specialist <ul style="list-style-type: none">• Reading, Math, Bilingual, Gifted, Early Childhood
Services <ul style="list-style-type: none">• Administrator, Counselor, Nurse, Librarian, Speech-Language Pathology, Audiology, and Orientation and Mobility
Career Technical Education <ul style="list-style-type: none">• In Career Areas Aligned With Industry Sectors
Adult Education <ul style="list-style-type: none">• Academic and Non-Academic
Early Childhood Education <ul style="list-style-type: none">• Preschool and Child Development Centers

All credentials issued by the Commission include an authorization code and authorization statement. The authorization code, which is referenced on several of the charts provided in this manual, can be a key to determining what services an educator is authorized to provide. The authorization statement will correspond to the authorization code, and provides a detailed text explanation of what services are authorized by the credential.

Hiring Hierarchy

Education Code section 44225.7 outlines the hiring and placement priorities defined by law for local educational agencies. It states that if a *suitable* fully prepared teacher is not available to a school district, the district under all circumstances shall make reasonable efforts to recruit an individual for the assignment, in the following order:

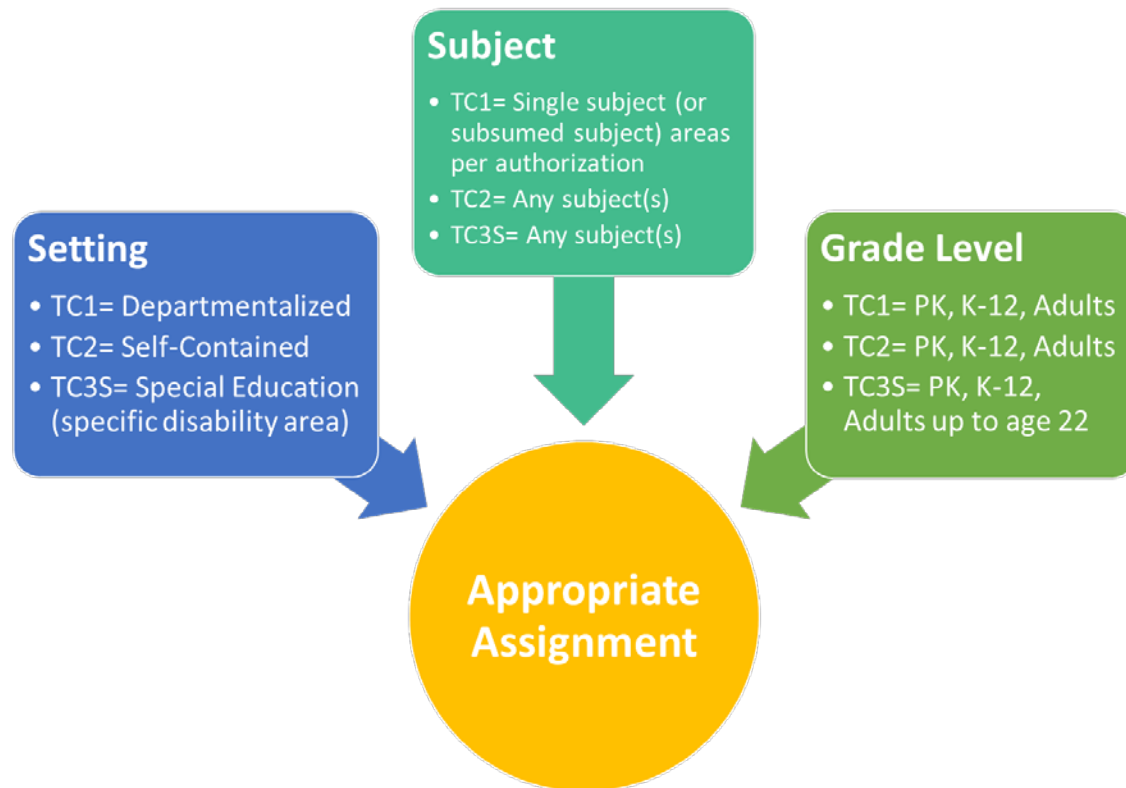
County offices and school districts are prohibited from paying the salary of any person who is employed in a position requiring certification qualifications while not holding a "proper" certification document (EC §45034).



The hiring hierarchy should be followed for every certificated assignment. Employers must first attempt to find a fully credentialed educator to fill an assignment. If one is not found after a diligent search, local educational agencies may continue down the hierarchy until a suitable educator is found. Waivers should be the last resort for filling a certificated assignment.

Teaching Assignments

The most typical assignment at a school site is a teaching assignment, where educators are assigned based on the setting, subject, and grade level taught. When these three elements align with the authorization(s) held by a certificated educator, an employing agency can be sure that the assignment is appropriate.

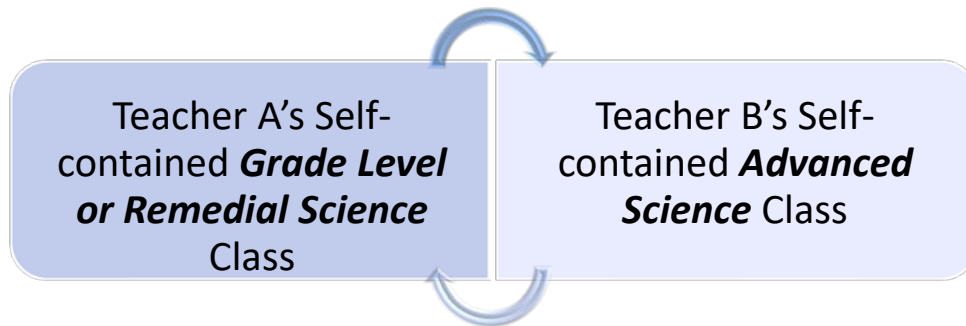


General Education

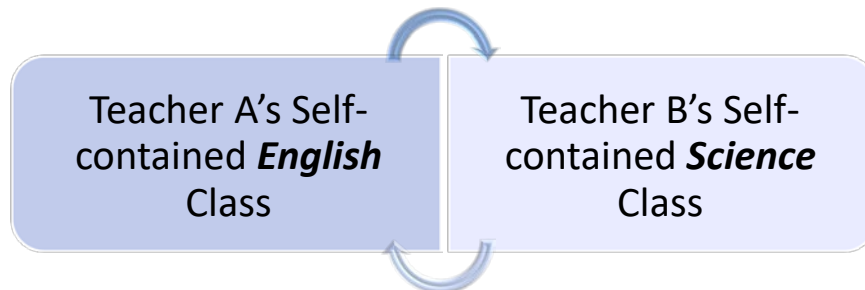
Elementary Schools

Most elementary schools, regardless of the grade level configuration, are organized around the **self-contained classroom**. Self-contained classrooms, which are authorized by the Multiple Subject Teaching Credential, 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. 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. Self-contained settings may also include team teaching or regrouping of pupils at the elementary level.

Regrouping occurs when 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 and teach the majority of content to their designated students throughout the day. The concept of regrouping is not generally used in middle schools.



Team teaching occurs when two teachers of the same grade level divide their self-contained classroom instruction based on each teacher's strengths in a specific subject area(s). For example, one teacher might provide instruction in English language arts to both classes (at different times), while the other teacher teaches science to both (at different times). This approach allows both teachers to use their strengths to provide instruction in their area of expertise to a larger number of students. In this manner, the teacher's subject area knowledge becomes the important factor.



For both regrouping and team teaching assignments, teachers ultimately serve in a self-contained classroom while sharing instructional responsibilities with another teacher. These assignments are designed to meet specified educational goals and do not result in a single teacher teaching only one subject for a full day.

Credentials Authorizing Elementary Grade Assignments

The following chart provides a list of credentials which authorize service in an Elementary/self-contained classroom.

General Education Credentials and Permits Authorizing Self-Contained Elementary Teaching Assignments

Credential/Permit Type				Type of Elementary Assignment		
Document Title		Document Codes	Authorization(s)	Self-Contained	Core	Team Teaching/Regrouping ¹
Currently-Issued Documents	Multiple Subject Teaching Credential	TC2 (P5,CL)	GS/GSX	PreK-12	5-8	PreK-12
	Multiple Subject University Intern Credential	TC2 (IN)	GS/GSX	PreK-12	5-8	PreK-12
	Multiple Subject District Intern Credential	TC10 (ML)	GS/GSX	PreK-12	5-8	PreK-12
	General Education Limited Assignment Permit	TLA2 (AL)	GS/GSX	PreK-12	5-8	PreK-12
	Short-Term Staff Permit	TC13 (EM)	GS/GSX	PreK-12	5-8	PreK-12
	Provisional Internship Permit	TC14 (EM)	GS	PreK-12	5-8	PreK-12
Previously-Issued Documents	Standard Early Childhood Credential	STCC	102	PreK-3	N/A	PreK-3
	Standard Elementary Credential ²	STCA	101	K-9	5-8	K-9
	General Kindergarten-Primary Teaching Credential	GT1	175/EAAE/G1	K-3	N/A	K-3
	General Elementary Teaching Credential	GT2	174/EADD/G2	K-8	5-8	K-8

¹ Team Teaching and Regrouping must be part of a Self-Contained setting.

² A small percentage of these were issued authorizing service only in the subject of the non-academic major--check the document.

Middle and Junior High Schools

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 may also include grade nine. 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, these classrooms incorporate some features not generally present in the elementary or high school settings and have some authorizations that are designed specifically for middle schools. Many of the authorizations designed for middle schools do not apply to grade nine.

Local educational agencies must take care to appropriately assign middle school teachers based on curriculum structure. Middle school curriculum that requires one teacher to provide instruction in several subjects *to the same group of students throughout the day* would be considered a self-contained classroom; in this scenario, the teacher must have a credential that authorizes self-contained classroom teaching. Middle school curriculum where a teacher provides instruction in one subject *to several groups of students* is considered a departmentalized classroom and requires an appropriate single subject credential authorization.

Core Setting

Some middle grade assignments may be in a core setting, which is an option that blends the self-contained and departmentalized settings. 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) and:

- Teaches two or more subjects to the same group of students in the same day, and;
- The student population for the class(es) remains substantially the same.

Core assignments also allow for educators to be assigned a "hanging" fifth period. The "hanging" fifth period allows an educator to teach another period of one of the subjects already being taught in their core assignment. To ensure correct core assignment with a "hanging" fifth period, the extra period(s) must:

- Be in one of the exact same subjects already being taught in one of the core assignment;
- Be at the same grade level as the core assignment, and;
- Cannot constitute more than half of the teacher's total assignment.

It is important to note that EC §44258.1 does not specify which subjects may be taught in a core setting or whether the subjects can be academic or elective. Therefore, any two or more subjects may be "cored." In addition, classes in a core assignment do not have to be consecutive periods of the day, but the students in the core assignment must remain the same.

Additionally, Departmentalized (Designated) ELD cannot be authorized as part of a core setting. Designated ELD is not a subject area, and therefore requires the educator to complete special

preparation and hold an appropriate authorization. A full EL authorization that includes designated ELD instruction provided in a departmentalized ELD course is required.

Core Assignment Checklist

Because core assignments can be complex and difficult to monitor, the Commission has developed the following checklist to assist employers with these assignments.

Authorization(s) held: _____

	Subject	Grade Level	Total # of Students	CORE Group	Hanging Period?	Appropriate Assignment?
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						
Period 7						
Period 8						

Things to Remember

Subject: Core assignments can be in ANY subject, however, employers should be cautious when coring elective classes, as this may cause difficulties with maintaining the same group of students.

Grade Level: Core assignments may only be in **Grades 5-8**.

Students: Employers should check that the number of students **remains the same** for each of the two or more cored periods.

Hanging Period: An appropriate hanging period must:

1. Be the same grade level as the core assignment periods;
2. Must match the subject of one of the core periods (meaning that the lesson plans are the same as the core period); and
3. May not be more than 50% of the teacher's total assignment.

Example for using the Core Assignment Checklist

Sample schedule:

	<u>CRED DESCRIPTION</u>	<u>TERM</u>	<u>EXPIRED</u>	<u>MAJ/SUPPL</u>	<u>SUBJ DESCRIPTION</u>
SC1A	Administrative Services Credential	CE			
TC2	Multiple Subject Teaching Credential	CL	2020-07-01	MAJOR	English Learner Authorization=ELD and SDAI
TC2	Multiple Subject Teaching Credential	CL	2020-07-01	MAJOR	General Subjects (Examination)

<u>COURSE</u>	<u>COURSE TITLE</u>	<u>STU ENROLL</u>	<u>ELD STUDENT</u>	<u>PERIOD:</u>	<u>ELL percentage</u>
HMRM050	Homeroom	21	5	0	23.81%
ASST150	Teacher Asst	1	0	1	0.00%
CCMA456	CCSS Math 6	28	6	1	21.43%
SCIE456	Science 6	28	6	2	21.43%
CCMA456	CCSS Math 6	27	14	3	51.85%
SCIE456	Science 6	27	14	4	51.85%
STEM050	STEAM	25	3	6	12.00%

CORE Assignment Checklist

Authorization(s) held: Multiple Subjects, English Learner

	Subject	Grade Level	Total # of Students	CORE Group	Hanging Period?	Appropriate Assignment?
Period 1	<i>Homeroom</i>	--	<i>21</i>	<i>None</i>	<i>NO</i>	<i>YES</i>
Period 2	<i>TA</i>	--	<i>1</i>	<i>None</i>	<i>NO</i>	<i>YES</i>
Period 3	<i>CCSS Math</i>	<i>6</i>	<i>28</i>	<i>A</i>	--	<i>YES (core)</i>
Period 4	<i>Science</i>	<i>6</i>	<i>28</i>	<i>A</i>	--	<i>YES (core)</i>
Period 5	<i>CCSS Math</i>	<i>6</i>	<i>27</i>	<i>B</i>	--	<i>YES (core)</i>
Period 6	<i>Science</i>	<i>6</i>	<i>27</i>	<i>B</i>	--	<i>YES (core)</i>
Period 7	<i>STEAM</i>	<i>?</i>	<i>25</i>	<i>None</i>	<i>NO</i>	<i>NO</i>
Period 8	--	--	--	--	--	--

Period 7 is not an appropriate core assignment and would be considered a misassignment.

Middle School Assignments (CORE)

CORE Examples

1	2	3	4	5	6	7
PE/English LA 7th Grade		Prep	PE/English LA 8th Grade		Lunch	PE or English LA 7th or 8th Grade <i>(Different Students)</i>

1	2	3	4	5	6	7
PE 7th Grade	PE 8th Grade	Prep	PE or English LA 7th or 8th Grade <i>(Different Students)</i>	English LA 7th Grade	Lunch	English LA 8th Grade

1	2	3	4	5	6	7
English LA 8th Grade	English LA 7th Grade	Prep	PE or English LA 7th or 8th Grade <i>(Different Students)</i>	PE 8th Grade	Lunch	PE 7th Grade

CORE & Departmentalized Example

1	2	3	4	5	6	7
PE 8th Grade	English LA 8th Grade	Prep	PE or English LA 8th Grade <i>(Different Students)</i>	English LA 7th Grade <i>(Departmentalized)</i>	Lunch	English LA 8th Grade <i>(Departmentalized)</i>

***** An elementary credential holder may teach two or more subjects to the same group of students and also a subject in the core in a departmentalized setting if it is at the same grade level as the core (less than 50% of assignment)**

"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." (Administrators Assignment Manual)

KEY:

Same Group of Students
(7th Grade)

Same Group of Students
(8th Grade)

Different Students
(Same Grade/Subject as Core)

General Education Credentials and Permits Authorizing Middle School Teaching Assignments

Credential/Permit Type				Type of Middle School Assignment		
Document Title	Document Codes	Authorization(s)	Self-Contained	Core	Departmentalized	
Currently-Issued Documents	Multiple Subject Teaching Credential	TC2 (P5, CL)	GS/GSX	PreK-12	5-8	None
	Single Subject Teaching Credential	TC1 (P5, CL)	R1*	None	None	PreK-12 ¹
	Multiple Subject University Intern Credential	TC2 (IN)	GS/GSX	PreK-12	5-8	None
	Single Subject University Intern Credential	TC1 (IN)	R1*	None	None	PreK-12 ¹
	Multiple Subject District Intern Credential	TC10 (ML)	GS/GSX	PreK-12	5-8	None
	Single Subject District Intern Credential	TC10 (SL)	R1*	None	None	PreK-12 ¹
	General Education Limited Assignment Permit	TLA2 (AL)	GS/GSX	PreK-12	5-8	None
		TLA1 (AL)	R1*	None	None	PreK-12 ¹
	Short-Term Staff Permit	TC13 (EM)	GS/GSX	PreK-12	5-8	None
			R1*	None	None	PreK-12 ¹
Provisional Internship Permit	TC14 (EM)	GS	PreK-12	5-8	None	
		R1*	None	None	PreK-12 ¹	
Previously-Issued Documents	Standard Elementary Credential ²	STCA	101	K-9	5-8	K-9
	Standard Secondary Credential	STCB	Various	7-12	7-8	7-12
	Standard Special Secondary Credential	ST35	Various	None	None	K-12 ¹
	General Elementary Teaching Credential	GT2	174/EADD/G2	K-8	5-8	K-8
	General Junior High Teaching Credential	GT3	173/213/G3/SACC	7-9	7-8	7-9
	General Secondary Teaching Credential	GT5	172/212/G5/SABB	7-8	7-8	7-8

¹Service is limited to the subject(s) listed on the educator's credential. Employers must review the credential authorization to identify the specific subject(s) authorized.

² A small percentage of these were issued authorizing service only in the subject of the non-academic major--check the document.

*See document for full authorization code and statement which identifies the subject(s) authorized by the credential.

Block Schedules

There are many different types of block schedules that exist. Block core schedules are permitted provided that student groups are cored in two or more periods within the same day. Schedules cannot be cored across multiple days. For more information, refer to the [Core Assignments web resource](#).

Wheel Elective Courses

Wheel courses may be referred to as Exploratory, Wheel, Enrichment, Activity, or Introductory classes which may be offered by some middle and elementary schools. In these classes, educators teach several subjects during a one- or two-semester course, thereby offering the students an opportunity to explore topics that they may wish to take at the high school level. The content of these classes in General Education typically involves electives that do not fall into one or more of the broad statutory subject areas, and may not include Career Technical Education (CTE) survey content. CTE exploratory courses often provide a survey of either multiple industry sectors or multiple pathways within one industry sector.

In a general education setting, if a teacher is assigned to a course that offers a group of students a survey or introduction to a variety of elective content areas that rotate or change after a limited number of weeks (or each trimester), then this would be considered a Wheel Elective. In this scenario, the student group would remain with the teacher for the entire assignment, and the content being taught by the teacher would rotate. A general education wheel elective assignment may be provided flexibility with the use of Local Assignment Option Title 5 §80005(b), which authorizes an educator holding a credential based on a bachelor's degree and student teaching to teach an elective in a Departmentalized setting in grades K-12.

Note, an Exploratory CTE course designed to allow students to explore all of the CTE industry sectors and/or pathways available to them is not considered a general education wheel elective course and should be reported in CALPADS accordingly.

Refer to the [Wheel Elective web resource](#) for further guidance.

High Schools

Departmentalized classes, which are authorized by the Single Subject Teaching Credential, are most often found at the high school level, although some middle and junior highs may be structured as departmentalized settings. In this setting, the teacher is prepared in a specific subject or subjects and is assigned to instruct groups of students in those specific subject matter areas only. 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.

Credentials Authorizing High School Assignments

The following chart provides a list of credentials which authorize service in a High School departmentalized classroom.

Credentials and Permits Authorizing Departmentalized Teaching Assignments				
Document Title		Document Codes	Authorization(s)	Grade Levels Authorized
Currently-Issued Documents	Single Subject Teaching Credential	TC1 (P5,CL)	R1*	PreK-12 ¹
	Single Subject University Intern Credential	TC1 (IN)	R1*	PreK-12 ¹
	Single Subject District Intern Credential	TC10 (SL)	R1*	PreK-12 ¹
	General Education Limited Assignment Permit	TLA1 (AL)	R1*	PreK-12 ¹
	Short-Term Staff Permit	TC13 (EM)	R1*	PreK-12 ¹
	Provisional Internship Permit	TC14 (EM)	R1*	PreK-12 ¹
Previously-Issued Documents	Standard Elementary Credential²	STCA	101	K-9
	Standard Secondary Credential	STCB	Various	7-12
	Standard Special Secondary Credential	ST35	Various	K-12 ¹
	General Elementary Teaching Credential	GT2	174/EADD/G2	K-8
	General Junior High Teaching Credential	GT3	173/213/G3/SACC	7-9
	General Secondary Teaching Credential	GT5	172/212/G5/SABB	7-12

¹ Service is limited to the subject(s) listed on the educator's credential. Employers must review the credential authorization to identify the specific subject(s) authorized.

² A small percentage of these were issued authorizing service only in the subject of the non-academic major--check the document.

*Refer to specific authorization on document.

Single Subject Areas

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, and the employing agency must make the decision which broad single subject area the content of the class falls under for subjects listed under more than 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 below.

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
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

Note: A single subject teaching credential in Ethnic Studies does not currently exist. Therefore, Ethnic Studies is subsumed within the single subject credential in Social Science.

Matching Specific Subject Authorizations to Curriculum

Some single subject areas can have various courses and curriculum designs that make it difficult to identify who should teach the course. Mathematics and science courses often challenge employers because there are both foundational and full content area authorization in these subjects. The charts on the following pages can help employers ensure that they are selecting the appropriately credentialed individual to teach mathematics and science courses.

Mathematics Credentials and the Math Courses they Authorize																			
Credential Details			Limitations		Traditional Math Progression Courses						CA CCSS Math Courses			Add'l Math Courses					
Credential Type	Authorization Type	Authorization Code(s)	Setting and Grade Level	Curriculum Level	K-8 Math (Incl. Pre-Algebra)	Algebra I ¹	Geometry	Algebra II	Trigonometry/Pre-Calculus	Calculus	K-8 Math (Incl. Pre-Algebra)	Integrated ¹ Math I	Integrated Math II	Integrated Math III	Probability/Statistics	AP Probability/Statistics	Consumer Mathematics	Computer Science	
Mathematics Authorizations for Single Subject Credentials	Mathematics	R1S: MATH or MATX	Departmentalized K-12	All	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Foundational-Level Math	R1F: FLM or FLMX	Departmentalized K-12	All	✓	✓	✓	✓	/	/	✓	✓	✓	/	✓	/	✓	/	
	Subject Matter Authorization	SMAB: IM2	Departmentalized K-12	9th and Below	✓	✓	/	/	/	/	✓	✓	/	/	/	/	/	/	
	Supplementary Authorization	R1B: IM2	Departmentalized K-12	9th and Below	✓	✓	/	/	/	/	✓	✓	/	/	/	/	/	/	
	Mathematics Instructional Added Auth. (MIAA)	MIA1: NONE	Departmentalized K-12	Up to & Including Pre-Algebra	✓	✓	X	X	X	X	✓	X	X	X	X	X	X	X	X
		MIA2: NONE	Departmentalized K-12	Up to and Including Algebra 1	✓	✓	X	X	X	X	✓	✓	X	X	X	X	X	X	X
Mathematics Authorizations for Multiple Subject Credential	General Subject	R2M: GS or GSX	Self-Contained/ Core ² K-12	All	✓	/	/	/	/	/	✓	✓	/	/	/	/	/	/	
	Subject Matter Authorization	SMAB: IM2	Departmentalized K-12	9th and Below	✓	✓	/	/	/	/	✓	✓	/	/	/	/	/	/	
	Supplementary Authorization	R2B: MATH	Departmentalized 9th and Below	All	✓	✓	/	/	/	/	✓	✓	/	/	/	/	/	/	
	Mathematics Instructional Added Auth. (MIAA)	MIA1: NONE	Departmentalized K-12	Up to and Including Pre-Algebra	✓	✓	X	X	X	X	✓	X	X	X	X	X	X	X	X
		MIA2: NONE	Departmentalized K-12	Up to and Including Algebra 1	✓	✓	X	X	X	X	✓	✓	X	X	X	X	X	X	X
	MILS Credential	Mathematics Instructional Leadership Specialist (MILS)	MIL1: NONE	Departmentalized K-12	Up to and Including Pre-Algebra	✓	✓	X	X	X	X	✓	X	X	X	X	X	X	X
		MIL2: NONE	Departmentalized K-12	Up to and Including Algebra 1	✓	✓	X	X	X	X	✓	✓	X	X	X	X	X	X	

✓ = Course is Authorized

X = Course is NOT Authorized

/ = Use of this authorization for this course is a local-level decision; however, the authorization was not intended to authorize math curriculum at this level.

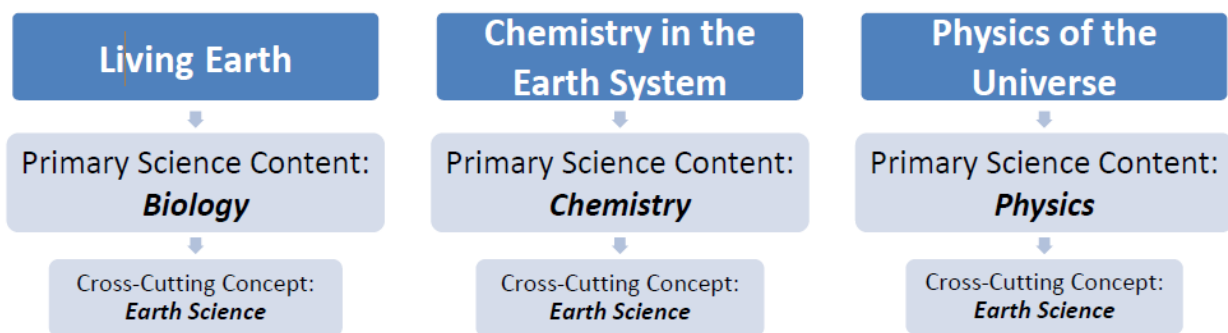
¹ The CA State Board of Education adopted Mathematics Frameworks, aligned with the CCSSM, refers to "Algebra I" and "Integrated Mathematics I" as a ninth-grade curriculum level course.² A Self-Contained "Core" setting is when two or more subjects are taught to the same group of students in grades 5-8.

Next Generation Science Standards and Credentialing

Next Generation Science Standards (NGSS) give local educators the flexibility to design science courses through a new approach to integration of the sciences. Employers may design science courses that rely on “cross-cutting” a second science concept into a course that has a main science area as the primary focus. Cross-cutting highlights connections within and among the science disciplines by providing a bridge between concepts and connecting core ideas. The Commission recognizes that this new approach to science at the high school level requires additional guidance to identify which credential authorizations can teach these different levels of science content.

To identify the appropriate credential authorization, employers must first determine what the primary science content area is for a science course at the high school level. Employers should then identify if the course includes a secondary science content, and determine if that secondary content is also a main focus of the course, or if it is used for the crosscutting aspect of the course. An educator must hold a credential that authorizes the science area(s) identified as a main science content area. If the course includes a cross-cutting concept, a science authorization covering foundational-level science content *or* a science authorization for the science area of the cross-cutting concept is appropriate.

The example below shows primary science courses that are cross-cut with Geosciences, requiring either foundational science content or Geosciences to authorize the cross-cutting concept for the course. It is important to note that the four full science authorizations of Science: Biological Sciences, Science: Chemistry, Science: Geosciences, and Science: Physics authorize both the main science content area indicated in the authorization and foundational-level science content.



The California Department of Education (CDE) has developed specific course models that may be used by local employing agencies for teaching Next Generation Science Standards (NGSS) at the middle and high school levels. The charts on the following pages directly address the various course models recommended for high school curriculum.

Science Credential Authorizations: Next Generation Science Standards

The California Department of Education has developed specific course models that may be used by local educational agencies for teaching Next Generation Science Standards (NGSS) at the middle and high school levels.

The charts below directly address the various course models recommended for **high school curriculum**. Requirements may differ in middle grades.

Credentials to Teach CDE Integrated 3-Course Model <i>Curriculum with Integration of all Science Areas in Each Course</i>	
Course Title	Authorizations Covering Fully Integrated Content
<i>Integrated Course 1</i>	<ul style="list-style-type: none"> • Science: Biological Sciences • Science: Chemistry • Science: Physics • Science: Geosciences
<i>Integrated Course 2</i>	<ul style="list-style-type: none"> • Science: Biological Sciences • Science: Chemistry • Science: Physics • Science: Geosciences
<i>Integrated Course 3</i>	<ul style="list-style-type: none"> • Science: Biological Sciences • Science: Chemistry • Science: Physics • Science: Geosciences

Credentials to Teach CDE Traditional 4-Course Model <i>Curriculum with One Specific Broad Science Area in Each Course</i>	
Course Title	Authorizations Covering Specific Broad Content
<i>Biology</i>	<ul style="list-style-type: none"> • Science: Biological Sciences • Biological Sciences: Specialized* • Life Science* • Specific Supplementary Authorization in Biological Sciences • Specific Subject Matter Authorization in Biological Sciences
<i>Chemistry</i>	<ul style="list-style-type: none"> • Science: Chemistry • Chemistry: Specialized* • Specific Supplementary Authorization in Chemistry • Specific Subject Matter Authorization in Chemistry
<i>Physics</i>	<ul style="list-style-type: none"> • Science: Physics • Physics: Specialized* • Specific Supplementary Authorization in Physics • Specific Subject Matter Authorization in Physics
<i>Geosciences</i>	<ul style="list-style-type: none"> • Science: Geosciences • Geosciences: Specialized* • Specific Supplementary Authorization in Geosciences or Earth Science* • Specific Subject Matter Authorization in Geosciences

Credentials to Teach CDE Specific 3-Course Model			
<i>Curriculum with One Specific Broad Science Area Cross-Cut with Geosciences</i>			
Course Title	Full Science Authorization	Specific Broad Content (Primary Content)	Foundational Content (Geosciences Content)
<i>The Living Earth</i>	<ul style="list-style-type: none"> • Science: Biological Sciences <li style="text-align: center;">or • Life Science* 	<p>One of the following:</p> <ul style="list-style-type: none"> • Biological Sciences: Specialized* • Specific Supplementary Authorization in Biological Sciences • Specific Subject Matter Authorization in Biological Sciences 	<p>One of the following:</p> <ul style="list-style-type: none"> • Foundational Level General Science • Science: Geosciences • Science: Chemistry • Science: Physics • Physical Science* • Geoscience: Specialized* • Specific Supplementary Authorization in Geosciences or Earth Science* • Introductory Supplementary Authorization in Science, Physical or General Science* • Introductory Subject Matter Authorization in Science • Specific Subject Matter Authorization in Geosciences
<i>Chemistry in the Earth System</i>	E I T H E R	<p>One of the following:</p> <ul style="list-style-type: none"> • Chemistry: Specialized* • Specific Supplementary Authorization in Chemistry • Specific Subject Matter Authorization in Chemistry 	A N D
<i>Physics of the Universe</i>	<ul style="list-style-type: none"> • Science: Physics <li style="text-align: center;">or • Physical Science* 	<p>One of the following:</p> <ul style="list-style-type: none"> • Physics: Specialized* • Specific Supplementary Authorization in Physics • Specific Subject Matter Authorization in Physics 	<p>One of the following:</p> <ul style="list-style-type: none"> • Foundational Level General Science • Science: Geosciences • Science: Biological Sciences • Science: Chemistry • Geoscience: Specialized* • Specific Supplementary Authorization in Geosciences or Earth Science* • Introductory Supplementary Authorization in Science, Physical or General Science* • Introductory Subject Matter Authorization in Science • Specific Subject Matter Authorization in Geosciences

*Authorization is no longer initially issued.

Supplementary and Subject Matter Authorizations

Single and Multiple Subject Teaching Credential holders may add supplementary or subject matter authorizations based on completion of specific coursework. These authorizations allow the holder to teach additional subject matter content in a departmentalized setting. Depending on the type of authorization and the credential it was added to, there may be specific restrictions regarding grade and curriculum level(s) authorized.

	Authorization Type	Authorization Code	Grade Level Authorized	Curriculum Level Authorized	Scope of Authorization
Single Subject (TC1)	Introductory Supplementary Authorization	R1B	K-12*	Curriculum for Grades 9 and Below	All Subjects that Fall Within the Broad Subject Area Listed
	Specific Supplementary Authorization	R1A	K-12*	All Levels	Limited to Specific Subject Area Only
	Introductory Subject Matter Authorization	SMAB	K-12*	Curriculum for Grades 9 and Below	All Subjects that Fall Within the Broad Subject Area Listed
	Specific Subject Matter Authorization	SMAA	K-12*	All Levels	Limited to Specific Subject Area Only
Multiple Subject (TC2)	Supplementary Authorization	R2B	K-9**	All Levels	All Subjects that Fall Within the Broad Subject Area Listed
	Introductory Subject Matter Authorization	SMAB	K-12*	Curriculum for Grades 9 and Below	All Subjects that Fall Within the Broad Subject Area Listed
	Specific Subject Matter Authorization	SMAA	K-12*	All Levels	Limited to Specific Subject Area Only

*Including Preschool and classes organized primarily for Adults

**Including Preschool

Special Education

An Education Specialist Instruction Teaching Credential authorizes the holder to provide special education and related services to students whose primary disability falls within the specialty area indicated on the credential in preschool and K-12 (up to age 22). The authorization allows the holder to provide instruction to designated special education students *in any and all subjects* as determined by the student's Individualized Education Program (IEP). Under federal and state law, some children are eligible for early intervention special education and related services from birth through pre-kindergarten as well. The settings shown below are all appropriate settings for special education services.

- Correctional facilities
- Home/hospital settings
- Regular classroom
- Resource rooms*
- Special day classrooms
- State special schools
- Non-public, non-sectarian schools and agencies
- Alternative instructional settings other than classrooms

*Educators who hold older special education teaching credentials that are no longer initially issued may not serve in resource rooms without a separate authorization for resource.

Appropriate Special Education Student Placement and Credential Requirement

A special education teacher must hold an appropriate authorization to provide necessary services as identified by a student's IEP. While an IEP may identify more than one area of need, Federal Statutes require that students with exceptional needs be placed in educational programs with the least restrictive environment.

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 IEP goals, an alternate placement may be appropriate. Alternate placement refers to a placement in a classroom that may not align with the student's primary disability category. 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 implement the IEP for each child with a disability.

For guidance related to the assignments authorized by currently issued Special Education authorizations, refer to the following web resource: <https://www.ctc.ca.gov/docs/default-source/cig2/files/sped-auth-chart.pdf>

Special Education Case Management

A special education case manager is responsible for ensuring services and supports are in place and provided as determined by the student's Individualized Education Program (IEP), and may act as a liaison between the student's teachers and parents. It is important to note that the duties and responsibilities of a case manager may vary at the local level. For example, the case manager may be:

1. Providing instruction as the teacher of record for the student in a self-contained or departmentalized special education classroom, or they may be the educator responsible for providing pull-out or push-in support services such as Resource Specialist Program (RSP).
2. Coordinating services as the individual overseeing the IEP for the student.

Case Manager Providing Instruction

If the case manager for the student is ***providing instruction*** in a self-contained or departmentalized special education setting then they must hold a credential with a specialty area that addresses the student's primary disability category. The same would be true if the case manager is providing support service- the case manager would need to hold the appropriate credential for those support services. In an alternative placement, if students with low incidence disability categories also have a secondary disability category, and the IEP identifies that an alternate placement under the secondary disability is appropriate under IDEA/Least Restrictive Environment, then the student's needs related to the secondary disability impact the placement which would be with a teacher in the appropriate specialty area. However, the student's needs related to the primary disability category will still need to be addressed by the appropriate related service providers in accordance with the IEP.

Case Manager Serving as Coordinator Only

A case manager who is serving in the ***coordination role only*** without providing instruction or serving as the teacher of record for the student falls outside the purview of the Commission. While the Commission understands that many factors are considered when selecting a Case Manager at the local level, we have provided the below guidance as a best practice for different scenarios. The following are examples of best practice placements of case managers in various scenarios:

- Student who is only receiving speech therapy: *Speech Language Pathologist*
- Student who is receiving speech therapy and RSP: *RSP Teacher*
- Student who is receiving physical therapy and Special Day Class (SDC): *SDC Teacher*
- RSP student who is fully included in a General Education classroom: *RSP Teacher*

Career Technical Education

Career Technical Education (CTE) courses are part of a multiyear program of study that involves sequenced courses which integrate core academic, technical, and occupational knowledge in order to provide students with a pathway leading to a related career or postsecondary educational opportunity. Such courses, also known as Vocational Education courses, commonly occur in Regional Occupational Programs (ROP) or Career Academies such as the California Partnership Academy (CPA).

CTE courses must be taught by the holder of a Designated Subjects Career Technical or Vocational Education Credential. However, some specific Single Subject Credential holders may teach in career technical, trade, or vocational education classes.* See the chart below for detailed information on which Industry Sectors may be authorized by specific Single Subject Credential authorizations. The chart below is CTC's guidance, however using single subject teaching ultimately is a local level decision. This local level decision only extends to the Single Subject areas of Agriculture, Business, Home Economics, and Industrial and Technology Education as provided by Title 5 §80004(c).

**Note, a full Single Subject Teaching Credential in the Industry Sector is required. Holding a Supplemental Authorization or Subject Matter Authorization in one of the CTE Industry Sectors does not authorize an individual to teach the CTE Industry Sector.*

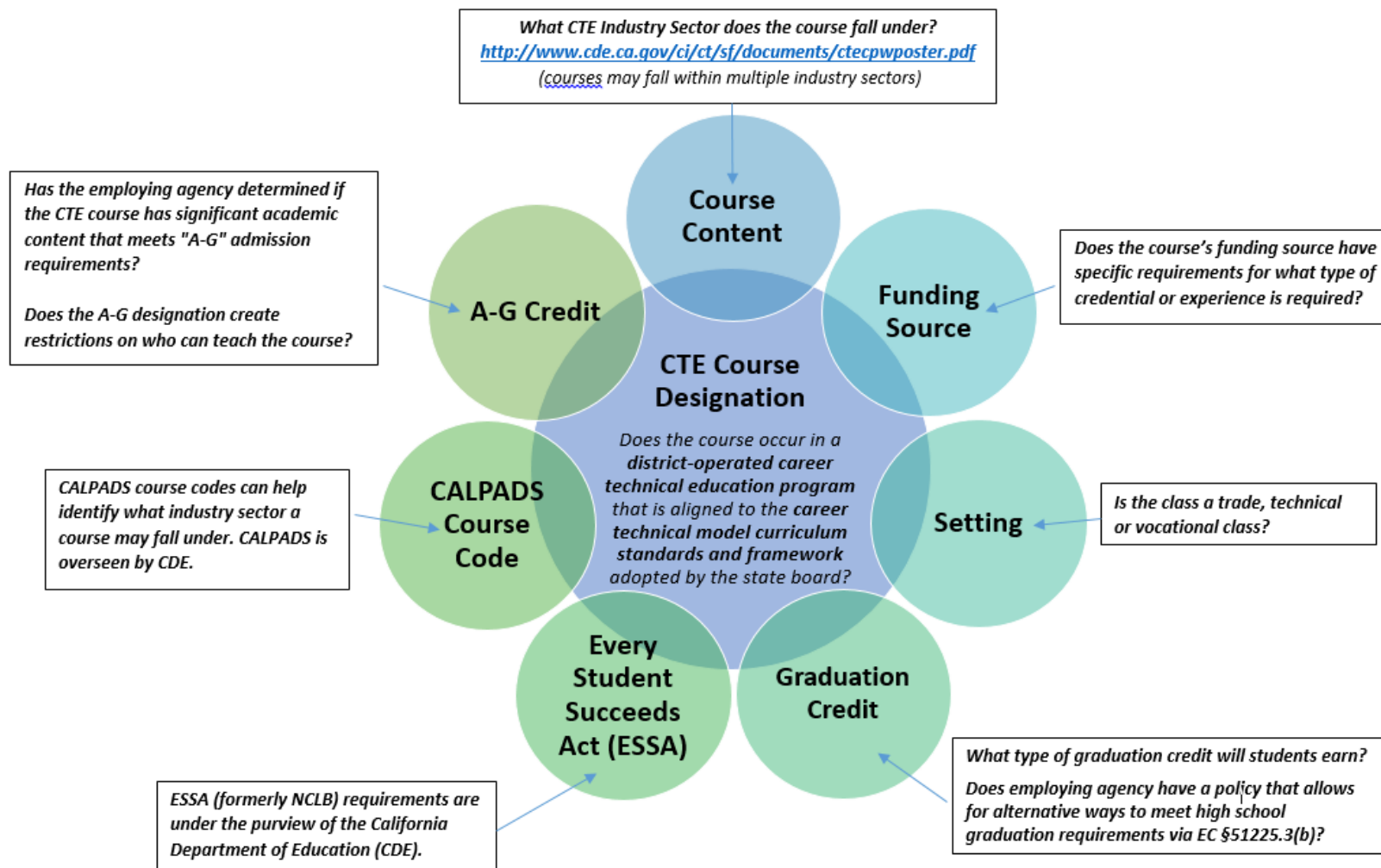
Credentials Authorized to Teach CTE Courses in Grades K-12 and in Classes for Adults

Credential Type	Authorization Code	Industry Sector Authorized
Designated Subjects: Career Technical Education (CTE)	R4T: ANR	<ul style="list-style-type: none"> Agriculture and Natural Resources
	R4T: AMAE	<ul style="list-style-type: none"> Arts, Media, and Entertainment
	R4T: BTC	<ul style="list-style-type: none"> Building and Construction Trades
	R4T: FAB	<ul style="list-style-type: none"> Business and Finance
	R4T: ECDF	<ul style="list-style-type: none"> Education, Child Development, and Family Services
	R4T: EU	<ul style="list-style-type: none"> Energy, Environment, and Utilities
	R4T: ED	<ul style="list-style-type: none"> Engineering and Architecture
	R4T: FID	<ul style="list-style-type: none"> Fashion and Interior Design
	R4T: HSMT	<ul style="list-style-type: none"> Health Science and Medical Technology
	R4T: HTR	<ul style="list-style-type: none"> Hospitality, Tourism, and Recreation
	R4T: ITEC	<ul style="list-style-type: none"> Information and Communication Technology
	R4T: MPD	<ul style="list-style-type: none"> Manufacturing and Product Development
	R4T: MSS	<ul style="list-style-type: none"> Marketing, Sales, and Services
	R4T: PSER	<ul style="list-style-type: none"> Public Services
R4T: TRAN	<ul style="list-style-type: none"> Transportation 	
Single Subject Teaching Credential (TC1)	R1S: AGRI or AGRX (Agriculture)	<ul style="list-style-type: none"> Agriculture and Natural Resources
	R1S: BUSI or BUSX (Business)	<ul style="list-style-type: none"> Business and Finance Marketing, Sales, and Services Information and Communication Technology

	R1S: HE or HEX (Home Economics)	<ul style="list-style-type: none">• Education, Child Development, and Family Services• Fashion and Interior Design• Hospitality, Tourism, and Recreation
	R1S: ITE, ITEX, or IA (Industrial Technology Education/ Industrial Arts)	<ul style="list-style-type: none">• Arts, Media, and Entertainment• Building and Construction Trades• Energy, Environment, and Utilities• Engineering and Architecture• Information and Communication Technology• Manufacturing and Product Development• Transportation

Factors Influencing Appropriate CTE Assignments

Career Technical Education is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The graphic below is designed to assist local employing agencies with identifying who should teach a specific CTE course based on multiple influencing factors.



English Learners

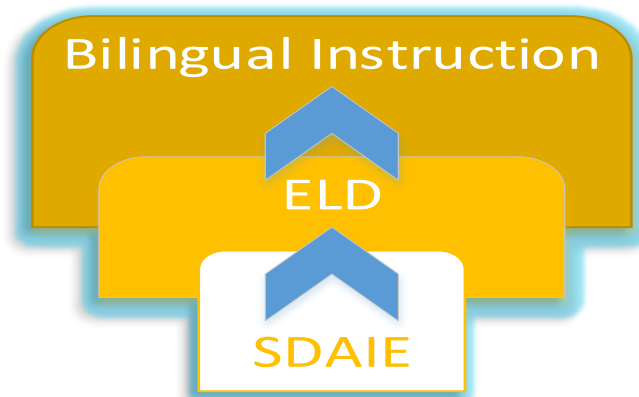
Students designated as English learners (ELs) must be taught by certificated teachers with an appropriate English Learner (EL) authorization. EL services may fall under one of three types:

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

Specially Designed Academic Instruction in English (SDAIE) is an instructional approach designed to increase the level of comprehensibility of the English language in the content area of the class. The specially designed content instruction in a subject, such as math or social science, is presented in English to English learners. A SDAIE authorization is restricted to instruction in the subject area and grade level of the teacher's prerequisite credential (as applicable).

Instruction in the Primary Language, or Bilingual Education, is a method where instruction is provided in both English and the EL student's primary language, clarifying and facilitating comprehension of content subject matter. Service is restricted to instruction in the subject area and grade level of the prerequisite credential (if applicable). The primary language is printed on the credential document.

These authorizations are tiered, with each subsequent authorization subsumed within the higher authorization level:



Following the adoption of the California ELD Standards in 2010 by the State Board of Education, the Commission reviewed the standards within the preparation programs related to teaching English learners. In 2014, the Commission determined that the EL authorizations for the Multiple Subject, Single Subject, and Education Specialist teaching credentials should be limited to providing integrated ELD instruction within their content area and SDAIE based on their preparation. Therefore, these teachers would need to complete additional preparation to earn a

full EL authorization that includes the designated ELD instruction provided in a departmentalized ELD course. Integrated ELD, Designated ELD, and SDAIE all encompass the components of a comprehensive program for English learners. Designated ELD is not a subject area, it requires special preparation and the appropriate authorization. For this reason, departmentalized (designated ELD) cannot be authorized as part of a core setting.

NOTE: Bilingual Authorizations do not authorize the educator to teach the authorized target language in general education settings.

Dual Language or Bilingual Primary Language Instruction

An educator must hold a teaching credential authorizing the content being taught as well as the Bilingual Authorization (or other previously-issued comparable authorization such as BCLAD) in order to teach in a dual language or bilingual primary language instruction classroom.

Common English Learner Authorizations and the Services They Authorize

Credential	Authorization Code	English Learner Service(s)			
		Specially Designed Academic Instruction in English (SDAIE)	English Language Development (ELD) within content being taught	Departmentalized English Language Development (ELD)	Bilingual Instruction
Single Subject (All types)	ELA1	✓		✓	X
	ELAS	✓		X	X
	BA**	✓	✓	✓	✓
	R1WL/ELD	✓	✓	✓	X
Multiple Subject (All Types)	ELA1	✓	✓	✓	X
	ELAM	✓	✓	X	X
	BA**	✓	✓	✓	✓
Education Specialist (All Types)	ELA1	✓	✓	✓	X
	ELAE	✓	✓	X	X
	BA**	✓	✓	✓	✓
Designated Subjects: CTE	ELA1	✓	✓	✓ ¹	X
	S17C	✓	X	X	X
	BA**	✓	✓	✓	✓
Language Development Specialist ⁵	S22/S-22	✓	✓	✓	X
CLAD Certificate	ELA1	✓	✓	✓ ¹	X
CCSD Certificate	S17D	✓	✓ ²	X	X
	S17S	X	✓ ³	X	X
	S17A	✓	X	X	X
SB 1969 Certificate ⁴	NONE	✓	✓ ³	X	X
Bilingual Documents (Specialist, BCC, and BCLAD) ⁵	R-3/R3B				
	S6/S-6	✓	✓	✓	✓
	S14				

A "✓" indicates that the service is authorized. An "X" indicates that the service is not authorized.

**references the two letter code for the specific language authorized by the bilingual authorization. See the document's authorization statement for more information.

¹ Departmentalized ELD is not authorized if the prerequisite document is a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

² Authorizes ELD within the content area being taught in a *Departmentalized Setting* only.

³ Authorizes ELD within the content area being taught in a *Self-Contained Setting* only.

⁴ Never resulted in the issuance of a certificate; the Commission served as repository of program completion information only. Employers must verify the original document to determine if the certificate authorizes SDAIE, ELD in a self-contained setting, or both.

⁵ These documents are no longer initially issued.

Transitional Kindergarten

Transitional Kindergarten (TK) is part of the K-12 public school system and is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. TK is not considered a preschool program and must be taught by an educator who holds one of the following credentials:

- Multiple Subject Credentials (P, K-12 and adults):
 - Full Multiple Subjects Teaching Credential
 - University Intern
 - District Intern
 - General Education Limited Assignment Permit
 - Short-Term Staff Permit
 - Provisional Internship Permit
- General Kindergarten-Primary (K-3)
- General Elementary (K-8)
- Standard Early Childhood (P-3)
- Standard Elementary (K-9)
- Specialist Instruction Credential in Early Childhood Education

Any teacher who is or was assigned to teach TK, or a combination of kindergarten and TK, **on or before July 1, 2015**, is “grandfathered in” to teach TK without having to meet the additional unit requirement for TK teachers set forth in Education Code section 48000(g).

Education Code section 48000(g) requires credentialed teachers who are first assigned to a TK classroom after July 1, 2015 to have one of the following by August 1, 2020:

- At least 24 units in early childhood education, or childhood development, or both
- Professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet 1 (comparability determined by the local employing agency)
- Child Development Teacher Permit issued by the Commission on Teacher Credentialing

Education Code §48000(c) states that a child is eligible for TK if a child will have his or her 5th birthday between September 2 and December 2 (inclusive).

Preschool or other child development programs, designed to prepare three and four year old children for school, are not required to be taught by credentialed teachers, however they must meet the separate child development permit requirements outlined in the following section.

Child Development

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.

Scope of Child Development Permit Authorizations

Document Information		Services Authorized						
Permit Type	Document & Authorization Codes	Care for Children	Provide Instruction	Coordinate Curriculum	Provide Staff Development	Supervise Lower Permit Holders	Supervise Single-Site Programs	Supervise Multi-Site Programs
Program Director	P12F: 12F	Yes	Yes	Yes	Yes	Yes (All Permit Levels)	Yes	Yes
Site Supervisor	P12E: 12E	Yes	Yes	Yes	Yes	Yes (Master Teacher and Below)	Yes	NO
Master Teacher	P12D: 12D	Yes	Yes	Yes	Yes	Yes (Teacher and Below)	NO	NO
Teacher	P12C: 12C	Yes	Yes	NO	NO	Yes (Associate Teacher and Below)	NO	NO
Associate Teacher	P12B: 12B	Yes	Yes	NO	NO	Yes (Assistant Teacher)	NO	NO
Assistant Teacher	P12A: 12A	Yes	Yes	NO	NO	NO	NO	NO

School Age Emphasis may be added to any Child Development Permit. School Age Emphasis expands the holder's authorization to include providing services in the care, development, and instruction of children in before-school, after-school, and other school-age child care programs.

School Age Emphasis Authorization Codes	
Director Permit	12FF

Site Supervisor Permit	12EE
Master Teacher Permit	12DD
Teacher Permit	12CC
Associate Teacher Permit	12BB
Assistant Teacher Permit	12AA

Emergency/Long-Term

The Commission issues emergency teaching or services permits at the request of employers who are unable to sufficiently recruit fully credentialed staff to fulfill their employment needs.

Regulations governing the issuance and renewal of teaching and emergency permits were written with the intention of seeking the best interests of the students in the classroom, as well as employers and credential candidates for the purpose of assuring suitably qualified persons are providing instruction in our schools.

Teaching and emergency permits allow qualified individuals who have completed some or most of their credential requirements to be employed while completing the remaining requirements for their prospective credentials. (EC44300(a)(3)(A)).

Emergency Permits Issued by the Commission

Emergency Teaching and Services Permits are designed to fill a vacancy when no suitable, fully-qualified educator can be recruited. Applications for emergency permits must be submitted through the employing agency. The Commission will not accept an application for an emergency permit submitted directly by an applicant. The types of emergency permits issued by the Commission include the following:

General or Special Education Teaching Assignments:

- Provisional Internship Permit (PIP)
- Short-Term Staff Permit (STSP)
- Limited Assignment Permits in General and Special Education (GELAP and SELAP)

English Learner Assignments:

- Crosscultural, Language and Academic Development (CLAD) Permit
- Bilingual Authorization Permit

Services Assignments:

- Teacher Librarian Services Permit

Special Education Resource Assignments:

- Resource Specialist Permit

Responsibility of the Employer Requesting the Emergency Permits

Submission of Completed Application

The employing agency is responsible for submitting the completed application on the educator's behalf when applying for an emergency teaching permit. This includes completion of the File Box, submission of correct supporting materials, and clear indication of the employing agency to be listed as the restriction on the document (if applicable).

Applicant Qualifications and Temporary County Certificates

The employer must make sure, to the best of their ability, that the individual meets the academic requirements for the permit prior to placing them in the classroom and submitting the application to the Commission. The county may issue a Temporary County Certificate (TCC) which allows the individual to serve in their school(s) for up to a year while the application is being processed by the Commission. The Commission does not have purview over TCCs.

Declaration of Need (DON)

In order to employ an individual on an emergency permit, the employing agency must have a valid [Declaration of Need \(DON\)](#) (CL-500) on file with the Commission during the valid period of the permit. The DON is the employer's proof to the Commission that there is a need to hire a teacher who does not hold a credential. Additional information on the DON is provided below.

Orientation and Guidance

During the valid period of the initial issuance of the emergency permit, the employer must provide orientation for the new teacher and must assign an experienced educator to guide and assist the individual during their first year of teaching. Verification that the employer will provide the required orientation, guidance and assistance is required with many emergency permit applications.

Substitute/Short-Term

Educators that hold a valid document issued based on completion of a bachelor's degree and the basic skills requirement are authorized to serve as day-to-day substitutes. Valid credentials that were issued prior to February 1, 1983 and required the holder to complete a bachelor's degree and professional preparation program are also authorized to serve as day-to-day substitutes, even though the holder may not have met the basic skills requirement.

Substitute Teaching Service Limitations

Substitute teachers have limitations regarding how long they are able to serve in a substitute capacity in a school year for any one teacher of record:

- No more than 30 cumulative days in any one general education classroom; and
- No more than 20 cumulative days in any one special education classroom.

This rule includes fully credentialed teachers serving as substitutes, *unless* that teacher is serving as a substitute in the subject or disability area(s) authorized by their credential; such fully credentialed teachers can serve as substitutes in classes that match their area of certification indefinitely.

Who Can Serve as a Substitute?

A chart outlining documents that authorize substitute teaching and the number of days an individual may substitute teach for any one teacher over the course of a school year is available on the [Substitute Teaching Assignment Options web resource](#).

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.

Interns

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.

Paraeducators & Instructional Aides

The CTC does not issue credentials for paraeducators or instructional aides. For information regarding the qualifications of paraprofessionals, reference Education Code §45330. For instructional aides reference sections 45344.5, 45344, and 45343, duties may be found in section 45344.

Pursuant to Education Code §45330, paraprofessionals can act as translators to enhance participation of pupils. However, they are not able satisfy the requirement that bilingual students be served by appropriately authorized educators.

Adult Education

The credentials listed below authorize service in adult education programs administered by elementary and secondary school districts. Adult Education credentials list subjects that are issued based on the educator's specific course work and/or experience and authorize service in those subjects only.

Credentials Authorized to Teach Adult Education Courses in Classes Organized Primarily for Adults

Credential Type	Authorization Code	Industry Sector Authorized
Designated Subjects Adult Education Teaching Credentials (AETC)	<i>Academic Subjects</i>	
	R4FA: ASL	<ul style="list-style-type: none"> American Sign Language
	R4FA: ARAB	<ul style="list-style-type: none"> Arabic
	R4FA: ARME	<ul style="list-style-type: none"> Armenian
	R4FA: CHIN	<ul style="list-style-type: none"> Chinese
	R4FA: ESBS	<ul style="list-style-type: none"> Elementary and Secondary Basic Skills
	R4FA: ENGL	<ul style="list-style-type: none"> English
	R4FA: ESL	<ul style="list-style-type: none"> English as a Second Language
	R4FA: FA	<ul style="list-style-type: none"> Fine Arts
	R4FA: FREN	<ul style="list-style-type: none"> French
	R4FA: GERM	<ul style="list-style-type: none"> German
	R4FA: GREE	<ul style="list-style-type: none"> Greek
	R4FA: HEBR	<ul style="list-style-type: none"> Hebrew
	R4FA: HIND	<ul style="list-style-type: none"> Hindi
	R4FA: HUNG	<ul style="list-style-type: none"> Hungarian
	R4FA: ITAL	<ul style="list-style-type: none"> Italian
	R4FA: JAPA	<ul style="list-style-type: none"> Japanese
	R4FA: KORE	<ul style="list-style-type: none"> Korean
	R4FA: LATI	<ul style="list-style-type: none"> Latin
	R4FA: LSIG	<ul style="list-style-type: none"> Life Science, including General Science
	R4FA: MATH	<ul style="list-style-type: none"> Mathematics
	R4FA: PERS	<ul style="list-style-type: none"> Persian
	R4FA: PSIG	<ul style="list-style-type: none"> Physical Science, including General Science
	R4FA: PORT	<ul style="list-style-type: none"> Portuguese
	R4FA: PUNJ	<ul style="list-style-type: none"> Punjabi
	R4FA: RUSS	<ul style="list-style-type: none"> Russian
	R4FA: SANS	<ul style="list-style-type: none"> Sanskrit
	R4FA: SERB	<ul style="list-style-type: none"> Serbo Croatian
	R4FA: SLOV	<ul style="list-style-type: none"> Slovak
	R4FA: SSCI	<ul style="list-style-type: none"> Social Science
	R4FA: SPAN	<ul style="list-style-type: none"> Spanish
	R4FA: TAGA	<ul style="list-style-type: none"> Tagalog
R4FA: THAI	<ul style="list-style-type: none"> Thai 	
R4FA: TURK	<ul style="list-style-type: none"> Turkish 	
R4FA: VIET	<ul style="list-style-type: none"> Vietnamese 	

Designated Subjects Adult Education Teaching Credentials (AETC) Continued	<i>Career Technical Subjects</i>	
	R4FA: ANR	<ul style="list-style-type: none"> Agriculture and Natural Resources
	R4FA: AMAE	<ul style="list-style-type: none"> Arts, Media, and Entertainment
	R4FA: BTC	<ul style="list-style-type: none"> Building Trades and Construction
	R4FA: ECDF	<ul style="list-style-type: none"> Education, Child Development, and Family Services
	R4FA: EU	<ul style="list-style-type: none"> Energy and Utilities
	R4FA: ED	<ul style="list-style-type: none"> Engineering and Design
	R4FA: FID	<ul style="list-style-type: none"> Fashion and Interior Design
	R4FA: FAB	<ul style="list-style-type: none"> Finance and Business
	R4FA: HSMT	<ul style="list-style-type: none"> Health Science and Medical Technology
	R4FA: HTR	<ul style="list-style-type: none"> Hospitality, Tourism, and Recreation
	R4FA: ITEC	<ul style="list-style-type: none"> Information Technology
	R4FA: MPD	<ul style="list-style-type: none"> Manufacturing and Product Development
	R4FA: MSS	<ul style="list-style-type: none"> Marketing, Sales, and Services
	R4FA: PSER	<ul style="list-style-type: none"> Public Service
	R4FA: TRAN	<ul style="list-style-type: none"> Transportation
	<i>General Subjects- Personal Development</i>	
	R4FA: ART	<ul style="list-style-type: none"> Art
	R4FA: FEDU	<ul style="list-style-type: none"> Family Education
	R4FA: FLIT	<ul style="list-style-type: none"> Financial Literacy
R4FA: HSFT	<ul style="list-style-type: none"> Health and Safety 	
Multiple Subject Teaching Credential (TC2)	R2M: GS or GSX	<ul style="list-style-type: none"> All subjects in a self-contained adult education setting
Single Subject Teaching Credential (TC1)	Various	<ul style="list-style-type: none"> Any subject(s) listed on the document in a departmentalized adult education setting
Designated Subjects: Career Technical Education Teaching Credential (CTE)	Various	<ul style="list-style-type: none"> Any subject(s) listed on the document in a career technical adult education class

Services Assignments

In addition to the issuance of teaching credentials, the Commission also issues services credentials which authorize individuals to provide non-teaching services in California public schools. Services Credential Programs include Administrative Services, Pupil Personnel Services, Speech-Language Services, Clinical and Rehabilitative Services, Librarian Services, and Health Services.

Administrative

Administrative Services Credentials allows 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.

Such services may be evident in a number of positions, including:

- Superintendent
- Associate superintendent
- Deputy superintendent
- Principal
- Assistant principal
- Dean
- Supervisor
- Consultant
- Coordinator
- Other equivalent/intermediate level administrative positions

The above positions are examples of common job titles that may require an Administrative Services Credential— there are some administrative or supervisory assignments which may not require the credential. When determining if an assignment requires an individual to hold an Administrative Services Credential, the duties the individual will be performing is the determining factor. Employing agencies should review a position's duty statement in comparison to Education Codes which require an Administrative Services Credential to determine if the credential is needed.

Documents that Authorize Administrative Services

Note that only the Ryan Credentials are currently issued.

	Document Title	Code	Grade Levels Authorized
Ryan	Administrative Services Credential	SC1A SC1B	Preschool, K-12 and Adults

The documents listed below are no longer initially issued but still remain acceptable for administrative assignments.

Standard	Supervision Credential	SSCC	Grades Vary
	Administration Credential	SSCD	K-12
General	Elementary Administration Credential	GS5	K-8
	Elementary Supervision Credential	GS6	K-8
	Secondary Administration Credential	GS7	7-12
	Secondary Supervision Credential	GS8	7-12
	Special Subject Supervision Credential	GS9	K-12
	General Administration Credential	GS10	K-12
	Secondary School Administration in Trade and Industrial Education Credential	GS13	7-12
	General Supervision Credential	GS15	K-12
	The Supervision Credential	GS18	Grades Vary

Pupil Personnel

The Pupil Personnel Services Credential covers services for individuals who serve as counselors, school psychologists, school social workers, and school child welfare and attendance regulators. Under prior regulations, the document listed two authorizations: Basic Pupil Personnel Services (which included school counseling, school social work, and child welfare and attendance) and School Psychology. The current document lists these four areas separately and each authorization requires the completion of a distinct program.

Pupil Personnel Services Credential holders may work with individual students, 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.

Credentials Authorizing Pupil Personnel Services

	Credential Type	Authorization Code	Service Area Authorized
Currently Issued Credentials	Pupil Personnel Services Credential (SC5)	R511	<ul style="list-style-type: none"> School Counseling
		R512	<ul style="list-style-type: none"> School Social Work
		R513	<ul style="list-style-type: none"> School Psychology
		R514*	<ul style="list-style-type: none"> School Child Welfare and Attendance*

For previously issued credentials, employing agencies should review the document's authorization statement to identify which services are authorized.

Previously Issued Credentials	Pupil Personnel Services Credential (SC5) <ul style="list-style-type: none"> Basic Pupil Personnel Services
	Standard Pupil Personnel Services (SSCA) <ul style="list-style-type: none"> Pupil Counseling School Social Work Child Welfare and Attendance School Psychometry School Psychology
	General Pupil Personnel Services Credential (GS19)
	General Child Welfare and Supervision of Attendance Credential (GS1)
	General School Psychometrist Credential (GS16)
	General School Psychologist Credential (GS17)

* Note: The child welfare and attendance authorization requires that the individual hold a credential in school counseling, school social work, or school psychology.

School Psychologist, School Counseling, School Social Work and Child Welfare and Attendance

Pupil Personnel Services (PPS) Credentials			
Authorized Services			
A Services Credential with a specialization in Pupil Personnel Services authorizes the holder to perform services in the specialization(s) named, as described below, in grades 12 and below, including preschool, and in programs organized primarily for adults.			
School Psychologist	School Counseling	School Social Work	Child Welfare and Attendance
1. Provide services that enhance academic performance; design strategies and programs to address problems of adjustment;	1. Develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development;	1. Assess home, school, personal and community factors that may affect a student's learning;	1. Access appropriate services from both public and private providers;
		2. Identify and provide intervention strategies for children and their families including counseling, case management, and crisis intervention;	2. Provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws;
2. Consult with other educators and parents on issues of social development, behavioral and academic difficulties;	2. Advocate for the higher academic achievement and social development of all students;	3. Consult with teachers, administrators and other school staff regarding social and emotional needs of students;	3. Address school policies and procedures that inhibit academic success;
3. Conduct psycho-educational assessments for purposes of identifying special needs;	3. Provide school-wide prevention and intervention strategies and counseling services;	4. Coordinate family, school and community resources on behalf of students;	4. Implement strategies to improve student attendance;
4. Provide psychological counseling for individuals, groups and families; and	4. Provide consultation, training and staff development to teachers and parents regarding students' needs; and	5. Facilitate prevention, early identification, and intervention through direct and indirect learning support services to students, families, and school personnel; and	5. Participate in schoolwide reform efforts; and
5. Coordinate intervention strategies for management of individual and school-wide crises.	5. Supervise a district-approved advisory program as described in Education Code Section 49600.	6. Maintain and provide linkages with school and community based resources to ensure that students and families access needed educational, health, and mental health services.	6. Promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.
An individual holding any of the authorizations above may serve as an administrator of a pupil personnel services program per Education Code section 44270.2.			
Nothing precludes school districts from utilizing community-based service providers, including volunteers, individuals completing counseling-related internship programs, and state licensed individuals and agencies to assist in providing pupil personnel services, provided that such individuals and agencies are supervised in their school-based activities by an individual holding a pupil personnel services authorization.			

Reference: Education Code §44266, Title 5 of the California Code of Regulations §80049.1

Speech Language Pathology

Language, speech, and hearing services are often provided to students with special needs. The Speech-Language Pathology (SLP) Services Credential authorizes the holder to perform services as an itinerant speech clinician or speech and hearing therapist in preschool, K-12, or in classes organized primarily for adults. An SLP Credential may hold an authorization in one or more of the following areas:

- **Language, Speech and Hearing** authorizes the holder to conduct Language, Speech, and Hearing Assessments and provide Educational Services, provide specific learning disability area services related to speech and language, and special education services to individuals with language and speech impairments across the special education disability areas, to students from birth through age 22 in services across the continuum of program options available.
- **Audiology** authorizes the holder to conduct audiologic assessments, provide instruction and management of individual and classroom amplification and assistive listening devices, central auditory processing testing, and related special education services to individuals with a primary or secondary disability of deaf or hard of hearing, deaf-blind, and a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22 in services across the continuum of program options available.
- **Special Class Authorization*** authorizes the holder to provide instructional services to special need students in the area of autism and speech and language impairment who are identified through the local level special education assessment, and to conduct Educational Assessments related to students' access to the academic core curriculum and Special Education Support

*The Special Class Authorization (SCA) is a teaching authorization that may be added to a valid SLP credential. Holders of the SLP credential may provide speech services to a small or large group without the SCA. The SCA is required when providing academic instruction, rather than speech services alone.

The ***Clinical or Rehabilitative Services Credential*** authorizes the holder to perform services related to audiology, orientation, and mobility. The service may be performed at any grade level— preschool, K-12, or in classes organized primarily for adults.

- **Audiology** authorizes the holder to conduct audiologic assessments, provide instruction and management of individual and classroom amplification and assistive listening devices, central auditory processing testing, and related special education services to individuals with a primary or secondary disability of deaf or hard of hearing, deaf-blind,

and a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22 in services across the continuum of program options available.

- **Orientation and Mobility** authorizes the holder to provide services to students who are blind, visually impaired, and deaf-blind individuals with age-appropriate, hands-on experiences and to allow them to learn how to navigate their natural travel settings including home, school and community, become independent travelers and assist in the development of a conceptual understanding of the environment to students from birth through age 22.

Terms and Definitions Related to Special Education Services

Language, Speech, and Hearing Assessments: Assessments includes procedures, techniques, and instrumentation, both formal and informal, used to assess the speech and language status of children and the implications of speech/language disorders in a school or educational setting. The assessment includes the screening, evaluation, and interpretation of test results and referrals for further evaluation for treatment.

Educational Services: Educational Services include the development of speech and language goals and objectives and the delivery of speech and language services as determined by an Individual Education Program (IEP), Individual Family Service Program (IFSP), and/or Individual Transition Plan (ITP) developed by the educational team that directly result from the student's speech and language disability. The goals and objectives are driven by the specific speech and language disorder needs of the student in accordance with state and federal laws and regulations. Educational services include the use of information and strategies that measure student progress on goals, effectiveness of accommodations/modifications, and the need for any changes in speech and language support and services. Consultation, collaboration, and speech/language academic support with teachers in the student's speech and language-based academic success is included.

Educational Assessment: Assessment of students in a comprehensive manner within the authorization of the added authorization using multiple sources of information and a variety of strategies that directly measure a student's performance to meet goals in areas of grade-level academic curriculum and/or functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP) goals and objectives regarding eligibility and services that directly result from the student's disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students' educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.

Special Education Support: Support includes participation in the IEP, IFSP, and/or ITP process including planning and implementation of the student’s IEP, Individualized Family Service Program, and/or Individualized Transition Plan; providing consultative, collaborative, and coordinating instruction with students, parents, teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative and within the authorization of the credential or added authorization. Special Education Support does not include providing speech, language and hearing, orientation and mobility, or audiology services.

Teacher Librarian

EC §44868 states that no person may provide services as a teacher librarian in any elementary or secondary school unless he/she holds a valid credential of proper grade authorizing teacher librarian services:

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 (effective January 1, 1989)
- Teacher Librarian Services (effective January 1, 2008)

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

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.

Special Class Authorization

The Special Class Authorization, which can be added to a Teacher Librarian Services Credential, authorizes the holder to provide departmentalized instruction in information literacy, digital literacy, and digital citizenship to students in grades 12 and below, including preschool and in classes organized primarily for adults.

Information Literacy: Knowledge of the nature, architecture, and cycle of information. The ability to access, evaluate, use, and integrate information and ideas found in print,

media, and digital resources effectively, enabling students to function in a knowledge-based economy and technologically oriented society.

Digital Literacy: A lifelong learning process of capacity building for using digital technology, communications tools, and/or networks in creating, accessing, analyzing, managing, integrating, evaluating, and communicating information in order to function in a knowledge-based economy and society.

Digital Citizenship: An understanding of the ethical, legal and safe use of information and technology. Respect for copyright, intellectual property, and the appropriate documentation of sources including the ability to differentiate between legal and illegal uses of information and sources so that students learn to apply responsible research practices. An awareness of local and global societal issues and responsibilities in an evolving digital culture, digital etiquette, and responsible social interactions related to the use of technology and information.

Challenges with Library Assignments

California Education Code section 18100 requires that school districts either provide their own library services or contract with another public agency for such services:

The governing board of each school district shall provide school library services for the pupils and teachers of the district by establishing and maintaining school libraries or by contractual arrangements with another public agency. You may also wish to review Education Code sections 18103, 18130, 18134 and 18136.

While ideal practices for staffing public school library media centers would include the employment of a credentialed library media teacher in every library, these regulations recognize that this is often unfeasible under current circumstances. The following library media center staffing practices would comply with the regulations.

Small School Districts may form a consortium with other districts of similar size to employ a single credentialed teacher librarian to perform those duties identified in the first paragraph of 80053(b) requiring possession of the credential, including but not limited to the selection of library materials, coordinating library programs and developing procedures for management of library services. Another option is for each small district to employ a district-level credentialed library media teacher (or a small number of such individuals) to perform those duties requiring possession of the credential. Other library media center duties, which include most day-to-day activities, may be performed by non-credentialed staff who have been trained by a credentialed library media teacher as described in section 80053(b)(2).

Larger School Districts may employ the number of credentialed teacher librarians necessary to perform those duties identified in the first paragraph of section 80053(b)

requiring possession of the credential. Other library media center duties, which include most day-to-day activities, may be performed by non-credentialed staff who have been trained by a credentialed library media teacher as described in section 80053(b)(2).

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.

The chart on the following page serves as a guide to what library-related duties certificated teachers, administrators, librarians, and classified staff can provide.

Librarian Services and the Credentials that Authorize Them

	Teacher Librarian Credential	R53A R53B	Emergency Teacher Librarian Permit	R53A	Teacher Librarian Special Class Authorization ¹	R53S	Administrative Services Credential	R54A	Non-Credentialed Classified Employee	N/A	Other Teaching Credentials	Various
Instruct students in accessing, evaluating, using and integrating library information and resources	✓		✓		✗		✗		✗			✗
Plan and coordinate school library programs with instructional programs	✓		✓		✗		✗		✗			✗
<u>Select</u> materials for school and district libraries	✓		✓		✗		✗		✗			✗
<u>Order</u> materials for school and district libraries	✓		✓		✓		✓		✓			✓
Develop programs for school library services and deliver staff development	✓		✓		✗		✗		✗			✗
Coordinate or supervise library programs at the school, district or county level	✓		✓		✗		✗		✗			✗
Plan and conduct a course of instruction for pupils who assist in the operation of school libraries	✓		✓		✗		✗		✗			✗
Supervise classified personnel assigned school library duties	✓		✓		✗		✗		✗			✗
Develop procedures for and management of the school and district libraries	✓		✓		✗		✗		✗			✗
Shelving books, filing, checking in and out of materials	✓		✓		✓		✓		✓			✓
Departmentalized instruction in information literacy, digital literacy, and digital citizenship to students	✗		✗		✓		✗		✗			✗

¹ The Teacher Librarian Special Class Authorization must be held in conjunction with a valid Teacher Librarian Credential. The services authorized by the Special Class Authorization are in addition to those authorized by a Teacher Librarian Credential.

School Nurse

Often school districts employ school nurses to provide services. 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.

Credentialed School Nurses may also earn a Special Teaching Authorization that authorizes the holder to independently teach health classes in preschool, kindergarten, grades 1–12 inclusive, and classes organized primarily for adults.

A School Nurse Services Credential is required. There is no authority to contract out for school nurse services, or to allow either a RN or LVN to serve in a public school assignment.

The following credentials authorize service as a school nurse:

Credential Title	Document Code
<i>Documents that are Currently Issued</i>	
School Nurse Services Credential	SC3A
<i>Documents that are No Longer Initially Issued</i>	
Health Services: School Nurse Credential	SC3
Standard Health Services: School Nurse Credential	SSCB
General Health and Development: School Nurse	GS2

Other Health Services

The Commission is authorized to issue credentials to physicians, dentists, dental hygienists, and optometrists for service in public schools. In addition, the Commission may issue Health Services

Credentials to clinical psychologists and psychiatric social workers. Please note that these credentials are for service in the mental health field and do not authorize the holder to perform the duties of a school counselor or school social worker. The Commission does not issue Health Services Credentials in audiometry, occupational therapy, or physical therapy.

The following credentials authorize other health services:

Credential Title	Document Code
<i>Documents that are Currently Issued</i>	
Health Services: School Nurse Credential: Physician, Dentist, Dental Hygienist, or Optometrist	SC3
<i>Documents that are No Longer Initially Issued</i>	
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	SSCB
General Health and Development: Physician, Psychiatrist, Oculist, Dentist, Dental Hygienist, Optometrist, Otologist, Chiropodist, or School Audiometrist	GS2

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

Program Coordinator and Staff Developer

Some assignments, such as those that require a teacher to serve as a staff developer or to coordinate an educational program, do not fall within the scope of a teaching credential. However, there are Local Assignment Options that expand the scope of a teacher's credential to allow them to serve in such positions. The chart below outlines some of the more common types of staff development and program coordination assignment options.

Assignment Options for Program Coordination (including Reading Programs) and Staff Development			
Reading Program Coordination: Develop, direct, implement, and coordinate <i>reading programs</i> designed to improve instruction and enhance student learning			
Educators 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	School Site Level [Yes]	District Level [No]	County Level [No]
Administrative Services Credential	School Site Level [Yes]	District Level [Yes]	County Level [Yes]
Reading and Literacy Leadership Specialist Credential (previously the Reading and Language Arts Specialist Credential)	School Site Level [Yes]	District Level [Yes]	County Level [Yes]
Reading and Literacy Added Authorization (previously the Reading Certificate)	School Site Level [Yes]	District Level [Yes]	County Level [Yes]
Program Coordination: Develop, direct, implement, and coordinate programs designed to improve instruction and enhance student learning			
Teaching credential based on a bachelor's degree and teacher preparation including student teaching [requires Title 5 §80020.4.1(a)]	School Site Level [Yes]	District Level [No]	County Level [No]
Administrative Services Credential	School Site Level [Yes]	District Level [Yes]	County Level [Yes]
Staff Development: Mentor new teachers and develop standards and curriculum			
Teaching credential based on a bachelor's degree and teacher preparation including student teaching AND credential in the subject or have his or her expertise in the subject verified and approved by the local governing board (requires Title 5 §80020.4)	School Site Level [Yes]	District Level [Yes]	County Level [Yes]
Staff Development for Adult or Career Technical Education: Mentor new teachers and develop standards and curriculum			
Designated Subjects Adult or Career Technical Education teaching credential [requires Title 5 §80020.4(c) or (d)]	School Site Level [Yes]	District Level [Yes]	County Level [Yes]

Note: Administrative Services Credential holders can develop and coordinate programs at the school site, district, and county level, but cannot serve as staff developers.

Local Assignment Options

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. Local Assignment Options are provisions within the Education Code and Title 5 Regulations that permit the governing board of a local educational agency to otherwise legally authorize a fully credentialed educator to serve in an assignment outside of the area authorized by their credential, if specified criteria are met. 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. While these options are provided below for reference, please note that the Commission does not have authority over Local Assignment Options as their use is fully determined at the local level.

Note: All Local Assignment Options:

- Require a **full teaching credential** (Intern, Waiver, Provisional Internship, and Short-Term Staff Permit holders cannot serve on Local Assignment Options);
- Require the teacher serving on the LAO to give their **consent for the assignment**; and
- Are for **general education assignments only**, and cannot be used for special programs such as Special Education, Career Technical Education, or English Learner assignments.

Administration and Supervision	
County Superintendent	Education Code 1206
City/District Superintendent	Education Code 35028
Deputy, associate, or assistant superintendent	
County Coordinators of support services (PPS, SPED)	Education Code 1703 Education Code 1704
County Coordinators of instructional services	Education Code 1720-1723
Certificated staff providing student discipline	Education Code 44800
Ryan Administration Authorization (Job Duties)	Title 5 80054.5
Local Assignment Options (Administration and Supervision)	
Governing board may waive credential requirement for chief administrator	Education Code 35029
Selecting teachers/principals without holding a teaching/services credential	Education Code 44065(d)
Governing board may appoint business manager in district with less than 3000 units in daily attendance	Education Code 44069
PPS credential holder may supervise PPS program	Education Code 44270.2
Principal of high school may act as principal of elementary school within the high school district	Education Code 44822
Principal of high school may act as supervising principal of two or more elementary schools within the high school district	Education Code 44823
Governing board may hire a teacher as an administrator	Education Code 44834
If a school has less than 5 teachers, no admin credential is needed	Education Code 44860

Expands Service for pre-Ryan administrative and supervision credentials	Title 5 80020.3
Credentialed teacher may substitute as a principal (any level) for up to 5 months	Education Code 44861
<i>Child Development</i>	
Child care and development program	Title 5 80105
Supervised field experience	
Professional growth	
HERO program (Accredited Home Economics Related Occupations program)	
School-Age Emphasis	
Child Development Associate (CDA) credential	
Local Assignment Options (Child Development)	
Local assignment options for instruction	Education Code 8360(b)
Local assignment staffing options for Program Director	Education Code 8360.1
<i>Departmentalized Setting</i>	
Single Subject areas and approved subsumed subjects	Title 5 80005
Additional services authorized by certain Single Subject authorizations	Title 5 80004
Single Subject Credentials authorizing CTE/Voc. Education instruction	
Local Assignment Options (Departmentalized)	
Single Subject holder to grades 5-8 in any subject (12 units)	Education Code 44258.2
Multiple Subject holder to grades 9 & below in any subject (12 units)	Education Code 44256(b)
Holder of a credential based on BA and student teaching to teach departmentalized classes in K-12	Education Code 44258.3
Credential holder (other than PE) to coach a competitive sport for PE credit	Education Code 44258.7 (b)
Full-time teacher with special skills may be assigned to teach in an elective area	Education Code 44258.7 (c) & 44258.7 (d)
Credential holder may serve in a departmentalized class (18 units)	Education Code 44263
Credentialed teachers to teach departmentalized classes in which the course content does not fall within the broad statutory subject areas	Title 5 80005(b)
Holder of a credential based on BA, teacher preparation program, and student teaching may serve as a school site, district, or county staff developer	Title 5 80020.4 (a) & (b)
Holder of a credential based on BA, teacher preparation program, and student teaching may serve as a school site program director	Title 5 80020.4.1
Short-Term Staff Permit	Title 5 80021
Provisional Internship Permit	Title 5 80021.1
General Education Limited Assignment Permit (GELAP)	Title 5 80027

Special Education Limited Assignment Permit (SELAP)	Title 5 80027.1
Special Teaching Authorization in Health (School Nurse)	Title 5 80050
Local approval for Short-Term Waivers	Title 5 80123 (a)
Professor employed by a postsecondary institution community college level to teach a course for which the student earns college and high school credit.	Education Code §48800
Professor employed by a postsecondary institution community college level to teach a course for which the student earns college and high school credit when the governing board of the community college district has entered into a College and Career Access Pathways (CCAP) partnership with the school district	Education Code §76004
Designated Subjects	
Local Assignment Options (Adult Education)	
Staff Developer in subject(s) listed on Adult Education Credential	Title 5 80020.4 (c)
Program Coordinator in subject(s) listed on Adult Education credential	Title 5 80020.4.1 (b)
Short-Term Staff Permit	Title 5 80021
Provisional Internship Permit	Title 5 80021.1
Adult Education Credential holder (no part-time) may serve as a substitute in courses organized primarily for adults	Title 5 80034.5 (b)
Local Assignment Options (Special Subjects)	
Driver Education (Classroom Instruction) <i>**May also consider Committee on Assignments or a Variable Term Waiver**</i>	Education Code 44263
Local Assignment Options (Vocational Education/CTE)	
Staff Developer in subject(s) listed on Voc. Ed or CTE Credential	Title 5 80020.4. (d)
Program Coordinator in subject(s) listed on Voc. Ed. or CTE Credential	Title 5 80020.4.1 (c)
Voc. Ed substitute teaching for any holder of a document requiring BA and BSR	Title 5 80025.3 (a)
CTE Substitute Permit	Title 5 80025.5
Voc. Ed (Full-Time) or CTE credential holder may serve as CTE substitute	Title 5 80034.5 (a)
English learners	
Local Assignment Options (ELD & SDAIE)	
Short-Term Staff Permit	Title 5 80021
Provisional Internship Permit	Title 5 80021.1
Emergency BCLAD	Title 5 80024.7
Emergency CLAD	Title 5 80024.8
Local Assignment Options (Instruction in Primary Language)	

Emergency BCLAD	Title 5 80024.7
Health Services	
Local Assignment Options (School Nurse)	
More than half-time must have Medical Board certificate and appropriate credential. Less than half-time only needs Medical Board certificate	Education Code 44873
Sight/hearing/scoliosis screening administered by contracted agency	Education Code 49452 & Education Code 49452.5
Hearing tests conducted by credential holders in lip reading, DHH, DHI, and speech and hearing handicapped, or a certificate as a school audiometrist	Educational Code 49454
Special Teaching Authorization in Health (School Nurse)	Title 5 80050
Pupil Personnel Services	
Local Assignment Options (PPS)	
Social workers with or without a credential may provide counseling services in small school districts	Education Code 44046
PPS holder may supervise a PPS program	Education Code 44270.2
COEs, SDs, and SELPAs may contract for educational psychologists to perform individually administered tests of intellectual or emotional functioning	Title 5 3029
School Librarian/Library Media Teacher Services	
Local Assignment Options (Library Services)	
Emergency Library Media Teacher Services Permit	Title 5 80024.6
Credential holders based on BA who are pursuing library media certification may serve as a library media teacher if they are being trained by a credentialed library media service teacher	Title 5 80053 (b)(1)
Self-Contained	
Local Assignment Options	
Credential holder may serve in a self-contained classroom (60 semester hours of coursework equally distributed among four subject areas listed in Education Code 44314)	Education Code 44263
Local approval for Short-Term Waivers	Title 5 80123 (a)
Special Education	
Mild/Moderate	Title 5 80047
Moderate/Severe	Title 5 80047.1
Emotional Disturbance (Serious)	Title 5 80047.2
Multiple Disabilities	Title 5 80047.3
Autism	Title 5 80047.4
Speech and Language Impairment	Title 5 80047.5

Deafness or Hearing Impairment	Title 5 80047.6
Deaf-Blindness	Title 5 80047.7
Visual Impairment including Blindness	Title 5 80047.8
Orthopedic Impairment, Other Health Impairment, or Traumatic Brain Injury	Title 5 80047.9
Adapted Physical Education	Title 5 80046 & Title 5 80046.1
Local Assignment Options (Special Education)	
Specific Education Specialist holders may serve outside age or grade level of their credential	Title 5 80020.1
Short-Term Staff Permit	Title 5 80021
Provisional Internship Permit	Title 5 80021.1
Emergency Resource Specialist Permit	Title 5 80024.3.1
Substitute Teaching	
Substitute teaching in a special education classroom	Education Code 56061 (a)
Other documents authorizing substitute service	Title 5 80025.3
Teacher Permit for Statutory Leave	Title 5 80022
Emergency 30-Day Substitute Teaching Permit	Title 5 80025
Emergency Career Substitute Teaching Permit	Title 5 80025.1
Emergency Substitute Teaching Permit for Prospective Teachers	Title 5 80025.2
Emergency Designated Subjects Career Technical Education Substitute Permit	Title 5 80025.5
Holders of Full-Time Voc. Ed., Full-Time CTE, or CTE may serve as a substitute in technical, trade or vocational courses	Title 5 80034.5 (a)
Full-Time Adult Education Credential holder may substitute in classes organized primarily for adults	Title 5 80034.5 (b)

Education Codes for LOAs 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	6/12 Units: 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	6/12 Units: 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
Credential based on BA and Student Teaching 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	9/18 Units: 9 upper division or 18 total semester units from an accredited institution	Yes	Yes	No

* Authorization is appropriate for high school level teaching.

Refer to the [Local Assignment Options](#) web resource for information related to commonly used Local Assignment Options.

Assignment Monitoring Responsibilities

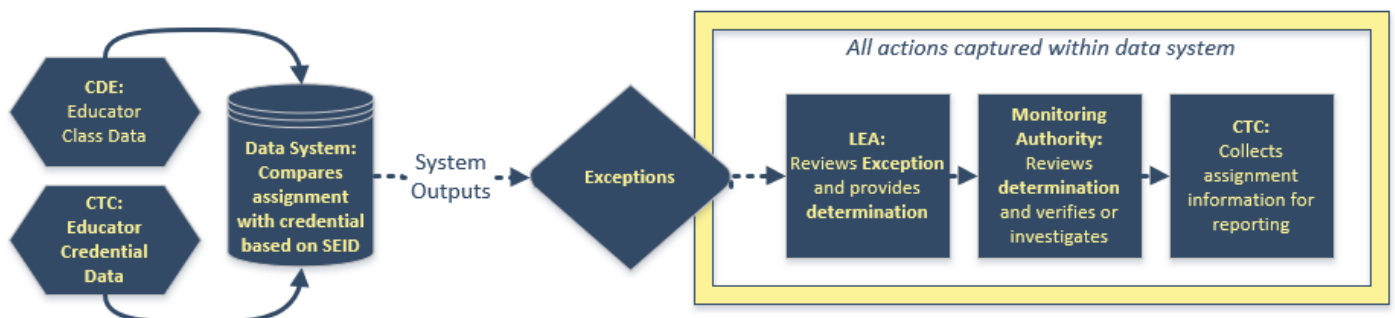
School sites, districts, county offices, and the Commission all play a vital role in the annually mandated assignment monitoring process. Education Code (EC) section 44258.9 gives the Commission the authority to collect teacher assignment data, while local educational agencies (LEAs) are required to annually report specific assignment data to the California Department of Education (CDE) via CALPADS so that their Monitoring Authority can complete the annual monitoring process. Counties receive funding in order to perform these monitoring activities and the Commission collects and analyzes this misassignment data and provides it to the public.

Prior to January 1, 2020, assignment monitoring was carried out in a four-year cycle, guaranteeing that only one-quarter of California’s non-charter schools were monitored each year. This schedule was used because of the labor intensiveness of the paper driven monitoring process. *The Budget Act of 2018* authorized the Commission on Teacher Credentialing (CTC) to share data with the CDE, and allocated funds with the intent that the Commission create a streamlined and partially automated assignment monitoring system.

Effective the 2019-20 school year, all California schools are monitored on an annual basis. This includes public non-charter, charter, and alternative schools. Monitoring also includes any other LEAs that employ educators in certificated positions (e.g. district offices or Special Education Local Plan Areas).

California Statewide Assignment Accountability System (CalSAAS)

CalSAAS is a new system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. CalSAAS works through the comparison of the California Department of Education’s California Longitudinal Pupil Achievement Data System (CALPADS) assignment data and the Commission’s Credential authorization data by educator’s California Statewide Educator Identifier (SEID). Through this comparison the system identifies questionable assignments, referred to as “exceptions”, and provides Local Educational Agencies (LEAs) and County Offices of Education (COE) with an opportunity to address anomalies, and correct misassignments.



After exceptions are identified, the LEA may review them and provide determinations for them. Determinations are the method used to justify why an exception was identified, (e.g.

misassignment, vacancy, etc.). Determinations can convey that an assignment is appropriate, or that it is, in fact, a misassignment. Any exception left undetermined by the close of the monitoring cycle will be considered a misassignment, and reported as such.

The exceptions will move through a monitoring hierarchy. First, the LEA may review the exceptions, select a determination, and provide justification via text or uploaded documentation. After the LEA addresses an exception, the Monitoring Authority (MA) is able to review it. If the MA approves, it can leave the determination as is. If the MA requires more information, they can return the exception to the LEA and request further clarification.

Further information and guidance related to CalSAAS can be found online in the [CalSAAS web resource](#).

The table below provides a summary of the Assignment Monitoring Responsibilities for districts, counties, and the Commission. This table should be used as a guide, but districts and counties should refer to Education Code section 44258.9 to identify their complete statutory responsibilities.

Assignment Monitoring Responsibilities	
<i>Responsible Party</i>	<i>Action</i>
County Office Of Education	<ol style="list-style-type: none"> 1. Annually monitor assignments through CalSAAS <ul style="list-style-type: none"> • All non-charter schools located within the county’s geographical area • Any LEA with certificated positions in schools located within the county’s geographical area • Any County Authorized Charter Schools 2. Year-round Assignment Review <ul style="list-style-type: none"> • Review any misassignments are corrected within 30 calendar days of identification • Advise educators about the legality of the assignment within 15 working days of their complaints 3. Assistance and training <ul style="list-style-type: none"> • Assist in District efforts to ensure employees have appropriate credentials for their certificated positions • Provide technical assistance and training on topics of interest • Commencing in the 2020-21 school year, provide technical assistance to district chartering authorities monitoring charter schools 4. Report

	<ul style="list-style-type: none"> • Submit Final determinations on monitored assignments through CalSAAS
District <i>without</i> district authorized charter school	<ol style="list-style-type: none"> 1. Review assignments through CalSAAS <ul style="list-style-type: none"> • Certificated positions at all LEAs within the district
District <i>with</i> district authorized charter school	<ol style="list-style-type: none"> 1. Annually monitor charter assignments through CalSAAS <ul style="list-style-type: none"> • Any district authorized charter school 2. Year-round Assignment Review <ul style="list-style-type: none"> • Assure any misassignments at district authorized charters are corrected within 30 calendar days of identification • Advise charter educators about the legality of the assignment within 15 working days of their complaints 3. Assistance and training <ul style="list-style-type: none"> • Assist in charter efforts to ensure employees have appropriate credentials for their certificated positions • Provide technical assistance and training to charter schools authorized by the district 4. Review assignments through CalSAAS <ul style="list-style-type: none"> • Certificated positions at all LEAs within the district 5. Report <ul style="list-style-type: none"> • Submit Final determinations on district authorized charter school assignments through CalSAAS
Charter School	<ol style="list-style-type: none"> 1. Review teaching assignments through CalSAAS <ul style="list-style-type: none"> • Provide determinations on teaching assignments at charter school
Commission On Teacher Credentialing	<ol style="list-style-type: none"> 1. Annually monitor assignments through CalSAAS <ul style="list-style-type: none"> • Of the seven single district counties in California • Of all State Board of Education authorized charters 2. Assistance and training <ul style="list-style-type: none"> • Provide technical assistance and training on assignment monitoring practices and emerging issues • Provide resources to assist Monitoring Authorities in their responsibilities • Provide answers to queries assistance to County Offices of Education 3. Report <ul style="list-style-type: none"> • Make results of monitoring publicly available

Education Code and Title 5 References for Commission-Issued Documents

Commission-Issued Documents: Education Code and Title 5 Sections

Type of Credential/Certificate/Added Authorization/Permit	Education Code	Title 5 Regulation
Single Subject CA prepared OOS prepared Prepared Outside the USA	44256 44259 44274.2 44275.4	80004 - authorization 80413 - requirements 80413.3 None
Supplementary Authorization Subject Matter Authorizations	44256 44225	80089, 80089.1, 80089.2 80089.3, 80089.4
Multiple Subject CA prepared OOS prepared Prepared Outside the USA	44256 44259 44274.2 44275.4	80003 - authorization 80413 - requirements 80413.1, 80413.3 None
Supplementary Authorization Subject Matter Authorizations	44256 44225	80057.5 80089.2, 80089.3
Education Specialist Instruction CA Prepared OOS Prepared Prepared Outside the USA	44256 44265 44274.2 44275.4	80046.5 + and 80048.3 +
Added Authorization in Special Education Autism Spectrum Disorders Emotional Disturbance Deaf-Blind Orthopedically Impairment Other Health Impairment Traumatic Brain Injury	44225	80048.7
District Intern (teaching)	44325 +	80055 <i>(one year extension only)</i>

University Intern (teaching and services)	44452	80055 (<i>one year extension only</i>)
Specialist:		80048
Agriculture	44265	80068
Bilingual Crosscultural Instruction	44265	None
Early Childhood Education	44265	80067
Gifted	44265	80069.1
Health Science	44265	80069
Mathematics Instructional Leadership Specialist Credential	44265	80070
Reading and Literacy Leadership Specialist Credential	44265	80066
Restricted Reading	44254	None
Authorization to Teach SED	44265	80640 (reqs and standards)
Authorization to Teach Other Health Impairment (Autistic)	44265	80641 (reqs and standards)
Early Childhood Special Education Certificate/Added Authorization	44265	80048.5
Resource Specialist Added Authorization	56362.5	80070.1
Adapted Physical Education Added Authorization	44265	80046.1
Restricted Severely Handicapped Credential	-----	80061.1
Special Center Permit	44265	80061, 80061.2
Reading and Literacy Added Authorization/ Reading Certificate	44254	80014, 80014.1, 80048.1
Mathematics Instruction Added Authorization	44265	80069.2
Prelingually Deaf Teaching and Services	44265.8 – 44265.9	None
<i>CLAD Certificate</i> /EL Authorization	44253.3	80015, 80015.2
Certificate of Completion of Staff Development (EL)	44253.10, 44253.11	80016
<i>BCLAD Certificate</i> /Bilingual Authorization	44253.5 +	80015.1, 80015.2
Designated Subjects:	44256, 44260 +	80034 +

Adult, Vocational, and Career Technical Education, including Special Subjects & Supervision and Coordination		
Eminence	44262	80043
Exchange	44853	80055.1
Sojourn	44856	80055.2
Administrative Services CA Prepared OOS Prepared	44270 + 44270 +	80054, 80054.5 80054.1, 80054.5
Teacher Librarian	44868, 44869	80053, 80053.1
Health: School Nurse and Special Class Authorization Physician, Dentist, Dental Hygienist, and Optometrist	44267.5 44267, 44873-75 and 44878	80050 80051
Clinical Rehabilitative/Speech-Language Pathology: Language, Speech & Hearing Audiology Orientation & Mobility Special Class Authorization	44268	80048.9 80048.9.2 80048.9.1 80048.9.4
Pupil Personnel: School Psychology School Counseling School Social Work School Child Welfare & Attendance	44266	80049, 80049.1
30-Day Substitute Permit	44300	80025
Career Substitute Teaching Permit	44300	80025.1
Prospective Teacher Substitute Permit	44300	80025.2
Emergency Permit Resource Specialist, Teacher Librarian, EL Authorization, BL Authorization, and Clinical Rehabilitative	44300	80023 +
Short Term Staff Permit	44300	80021

Provisional Internship Permit	44300	80021.1
Emergency Designated Subjects Career Technical Education Permit for 30-Day Substitute Teaching	44300	80025.5
General Limited Assignment Permit	44300	80027
Special Education Limited Assignment Permit	44300	80027.1
Teaching Permit for Statutory Leave	44300	80022
Child Development Permit (teaching and supervision)	8363	80105 +

Miscellaneous Assignments

Elective Classes:

If a credential exists which authorizes the elective content, such as Driver Education, Drama, or French, then the educator must hold an appropriate credential or authorization. If there is not a credential that authorizes the elective content, such as Study Skills, Leadership, or Peer Mentoring, then a fully credentialed teacher whose training and knowledge best fits the needs of the students may be assigned, *with teacher consent*, using Local Assignment Option Title 5 §80005(b).

Health Science:

Per Title 5 §80004, a course in Health Science may be taught by an educator holding a Single Subject Teaching Credential in Health Science, Life Science or Physical Education*.

*if the document was initially issued prior to January 1, 1981

American Sign Language:

Any DHH credential holder who was serving in an assignment to teach American Sign Language (ASL) to general education students prior to July 1, 2010 may continue to do so, even if they move to a new employer. It will be up to the employing agency to verify that the individual did in fact serve in a general education classroom as an ASL teacher prior to that date. Please see [Coded Correspondence 10-14](#) for additional information.

ROTC and Physical Education:

ROTC courses may earn PE credit if the governing board has established them as an alternative pathway for meeting that graduation requirement. Teachers of ROTC courses that earn PE credit are not required by the Commission or regulation to hold the Special Teaching Authorization, although it may be an employment requirement of the governing board. Refer to the [FAQs](#) related to the Special Teaching Authorization in Physical Education for Designated Subjects Special Subjects (DSSS) in ROTC.

Marching Band:

A Marching Band course may receive PE credit only through board authorization. An appropriate teaching assignment is based on the actual content of the course being taught, not necessarily the graduation credit earned for the course. The content of Marching band is Music, and therefore a Single Subject teaching credential in Music is an appropriate assignment.

Reading Intervention:

When the reading intervention model involves pull-out instruction that replaces the reading content in the general education class or involves instruction in a separate departmentalized class then the following are provided as legally authorized assignment options:

1. Reading and Language Arts Specialist Teaching Credential
2. Reading Certificate
3. Restricted Reading Credential
4. Elementary Level Credentials - Multiple Subject, Standard Elementary, or General Elementary
5. Single Subject English Credential
6. Local Assignment Options –
 - §44258.3 allows local school districts to assign credentialed teachers to teach departmentalized classes in grades K-12 as long as the teacher’s subject-matter competence is verified according to policy and procedures approved by the governing board.
 - §44263 allows the credential holder to teach in a departmentalized class at any grade level 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.

Computer Science:

Although a course in computer science may earn science credit, the educator must hold an appropriate credential authorizing to teach computer science. An appropriate authorization is based on the actual content of the course, not the type of credit earned for the course.

STEM/STEAM:

Applied Science Technology Engineering and Mathematics (STEM) courses typically cover topics that educate students in four specific disciplines—science, technology, engineering and mathematics—in an interdisciplinary and applied approach. STEM becomes STEAM when the Arts are incorporated into the classroom. Usually these courses contain a breadth of content from various disciplines, making them difficult to classify. Refer to the [STEM web resource](#) for further information.

GATE:

Gifted and Talented Education is a student designation that is commonly referred to as GATE. The credential or authorization required for GATE related courses may vary based on many

factors, including the primary focus of the curriculum and the class setting. Below are some possible GATE scenarios:

- 1) In a departmentalized course specifically designed for only GATE students, if the primary focus of the curriculum content falls within a broad single subject area then the appropriate single subject credential or authorization for the content area is required. However, if the primary focus of the curriculum does not fall within a broad single subject area, then it may be an elective and Local Assignment Option Title 5 §80005(b) would be appropriate.
- 2) At the elementary level students may be re-grouped, pursuant to Title 5 §80003, by learning level for a specific subject and the delivery of the curriculum remains in a self-contained setting. In this case, if the GATE students provided with a higher level curriculum for the specific subject are being taught by the holder of a Multiple Subject teaching credential, then a separate credential in the content area is not required.
- 3) GATE curriculum may be integrated into a course in which the class is made up of GATE and non-GATE students. If the GATE students remain in their regular classroom but participate in supplemental advanced curriculum related to the course content, then no additional credential is required for the delivery of instruction to the GATE students.

Online and Credit Recovery Courses:

Online and Credit Recovery courses may vary by district, or even by school site. The credential required for such courses depends on how a course is offered:

If a course is offered as part of an Alternative Education Program, such as Independent Study, then any fully credentialed teacher may serve in this assignment under Education Code section 44865. This includes Online and Credit Recovery courses that are completed independently by the student at home/on their own time, and are not part of a school-based class.

When an Online or Credit Recovery course uses a software-based program where each student is completing their own course of study, and the teacher serves in the same role as a Study Hall instructor, then any fully credentialed teacher may be authorized under Title 5 section 80005(b) for the assignment.

Note: The options above both require the educator to hold a teaching credential that was issued based on a bachelor's degree and student teaching, and the assignment requires the teacher's consent.

When a Credit Recovery course is offered as a subject-specific departmentalized class designed for students who did not pass a course on their first attempt, then the teacher would need to hold a credential authorizing the content area being taught, or be assigned on an appropriate local assignment option.

The same is true for an Online course where the instruction occurs in a virtual online classroom by a teacher of record who provides all instruction and assigns the grade. The teacher assigned

to such an Online course assignment must hold the appropriate California credential and cannot serve on a credential from another state. If the student(s) completing such an online course are in a classroom on campus, then the individual supervising the student(s) may be a classified employee.

For more information refer to the [Unique Courses web resource](#).

Dual Enrollment:

Dual or concurrent enrollment programs are innovative partnerships between public schools and local community colleges that allow high school students to earn both high school and college credit as part of an alternative education option. Education code (EC) sections 48800 and 76004 authorize such programs and allow college instructors to serve students participating in dual or concurrent enrollment programs without requiring an appropriate credential issued by the Commission on Teacher Credentialing for the assignment. These sections of statute are specific to local community colleges and do not apply to four-year institutions. The [Unique Courses web resource](#) provides additional details related to program requirements.

Saturday School

If a course is offered on a Saturday and it is not required attendance as part of an instructional program, then a credentialed teacher is not required and it would not be subject to assignment monitoring. If the course is a part of a funded categorical program receiving either State or Federal funding there may be additional funding requirements as it relates to the qualifications of the instructor, however this is outside of the purview of the Commission.

Teacher on Special Assignment

Teacher on Special Assignment (TOSA) credential requirements are a local level decision if the TOSA is not:

- Offering instruction to students- if so they need to hold the appropriate credential for the subject/disability area
- Serving as a staff developer on the basis of Title 5 §80020.4- if so they need to be authorized or have the governing board verify qualifying experience

If the TOSA is serving as a program director at the **school site level** they can use Title 5 §80020.4.1 to authorize the assignment with no credential subject requirement. However, program directors serving at the **district** or **county** level must hold a credential that authorizes administrative services. Pursuant to Education Code §447270.2, TOSAs cannot serve as program directors for Pupil-Personnel Service programs.

Multi-Tiered System of Support (MTSS) Positions

MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral,

and social success. This type of position has recently become more common, and it has been determined that the following credentials would be appropriate:

- K-12 General Education (Multiple and Single Subject) teaching credentials, combined with Title 5 for program coordination and staff development (Title 5 §80020.4.1(a) and §80020.4)
- Special Education Credentials, combined with Title 5 for program coordination and staff development (Title 5 §80020.4.1(a) and §80020.4)
- Pupil Personnel Services Credential (any)
- Services Credential with Specialization in Health Designated Social Work Services
- Administrative Services Credential

Pursuant to Education Code §447270.2, educators serving as coordinators of MTSS programs must possess a services credential with a **pupil personnel** or **administrative** specialization.