



Administrator's Assignment Manual

Commission on Teacher Credentialing
Assignment Unit

2017 Edition

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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 setting 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. 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.

[Local Assignment Options](#) for Special Education settings can be found on page 63.

Assignments Authorized by Currently Issued Special Education Authorizations

Credential Authorization	Grade Levels	Auth. Code	Specific Learning Disability	Intellectual Disabilities ¹	Emotional Disturbance	Multiple Disabilities	Autism Spectrum Disorders	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment (Including Blindness)	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury	Language & Academic Development	Resource Specialist	Adapted Physical Education
Mild/Moderate	K-12 (up to age 22)	R3MM	✓	✓	✓	X	X	X	X	X	X	✓	X	X	✓	X
Moderate/Severe	K-12 (up to age 22)	R3MS	X	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	X
Deaf and Hard of Hearing	Birth to age 22	R3DH	X	X	X	X	X	✓	✓	X	X	X	X	✓	✓	X
Physical & Health Impairment	Birth to age 22	R3PI	X	X	X	✓	X	X	X	X	✓	✓	✓	✓	✓	X
Visual Impairment	Birth to age 22	R3VI	X	X	X	X	X	X	✓	✓	X	X	X	✓	✓	X
Early Childhood Special Education	Birth to Pre-K	R3EC	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	X
Language & Academic Development	Pre-K to age 22	R3LD	X	X	X	X	X	X	X	X	X	X	X	✓*	✓	X

The authorizations below may only be added to a base special education teaching credential as an Added Authorization (AA).

Autism Spectrum Disorders	See Base Credential	AAAS	X	X	X	X	✓	X	X	X	X	X	X	X	X	X
Deaf-Blind	See Base Credential	AADB	X	X	X	X	X	X	✓	X	X	X	X	X	X	X
Emotional Disturbance	See Base Credential	AAED	X	X	✓	X	X	X	X	X	X	X	X	X	X	X
Orthopedic Impairment	See Base Credential	AAOI	X	X	X	X	X	X	X	X	✓	X	X	X	X	X
Other Health Impairment	See Base Credential	AAOH	X	X	X	X	X	X	X	X	X	✓	X	X	X	X
Traumatic Brain Injury	See Base Credential	AATB	X	X	X	X	X	X	X	X	X	X	✓	X	X	X
Early Childhood AA/Certificate	Birth to Pre-K	ECSE	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	X	X
Resource Specialist AA/Certificate	See Base Credential	RSAA	X	X	X	X	X	X	X	X	X	X	X	✓	✓	X
Adapted Physical Education	See Base Credential	APEA	X	X	X	X	X	X	X	X	X	X	X	X	X	✓

✓ = Authorizes service in identified disability category

X = Does not authorize service in identified disability category

*The Language and Academic Development (LAD) authorization allows services for students identified with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas.

¹ While the federal disability category of *Intellectual Disabilities* is authorized by both Mild/Moderate and Moderate/Severe, the distinction for each specialty area lies in the intensity of the special education instructional services needed for the individual student as identified in the IEP. CA Education Code section 56030.5 defines "Severely disabled" to mean "individuals with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities: autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, severe mental retardation, and those individuals who would have been eligible for enrollment in a development center for handicapped pupils under Chapter 6 (commencing with Section 56800) of this part, as it read on January 1, 1980."

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.

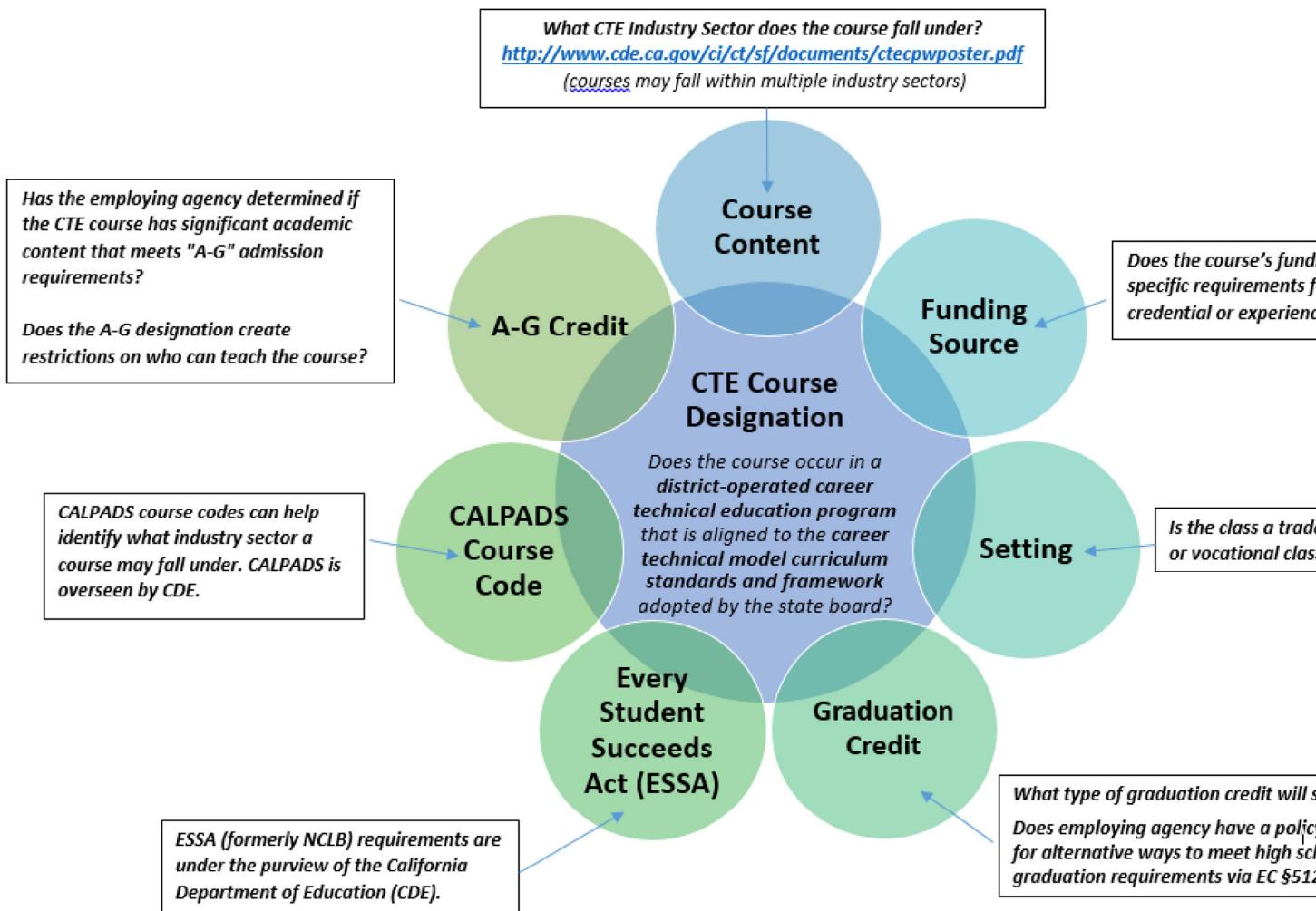
[Local Assignment Options](#) for Career Technical Education settings can be found on page 61.

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
	R1S: HE or HEX (Home Economics)	<ul style="list-style-type: none"> Education, Child Development, and Family Services Fashion and Interior Design
	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

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, technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The graphic 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 a content subject area. ELD is instruction appropriate for the level of language proficiency as identified for each EL student. The instruction is designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of the EL student. Service is restricted to the grade level of the document.

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.

[Local Assignment Options](#) for English Learner services can be found on page 61.

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)
Single Subject (All types)	ELA1	✓	✓	✓
	ELAS	✓	✓	✗
	BA**	✓	✓	✓
	R1WL/ELD	✓	✓	✓
Multiple Subject (All Types)	ELA1	✓	✓	✓
	ELAM	✓	✓	✗
	BA**	✓	✓	✓
Education Specialist (All Types)	ELA1	✓	✓	✓
	ELAE	✓	✓	✗
	BA**	✓	✓	✓
Designated Subjects: CTE	ELA1	✓	✓	✓ ¹
	S17C	✓	✗	✗
	BA**	✓	✓	✓
Language Development Specialist⁵	S22/S-22	✓	✓	✓
CLAD Certificate	ELA1	✓	✓	✓ ¹
CCSD Certificate	S17D	✓	✓ ²	✗
	S17S	✗	✓ ³	✗
	S17A	✓	✗	✗
SB 1969 Certificate⁴	NONE	✓	✓ ³	✗
Bilingual Documents (Specialist, BCC, and BCLAD)⁵	R-3/R3B	✓	✓	✓
	S6/S-6			
	S14			

A "✓" indicates that the service is authorized. An "✗" 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

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	✓	✓	✓	✓	✓ (All Permit Levels)	✓	✓
Site Supervisor	P12E: 12E	✓	✓	✓	✓	✓ (Master Teacher and Below)	✓	✗
Master Teacher	P12D: 12D	✓	✓	✓	✓	✓ (Teacher and Below)	✗	✗
Teacher	P12C: 12C	✓	✓	✗	✗	✓ (Associate Teacher and Below)	✗	✗
Associate Teacher	P12B: 12B	✓	✓	✗	✗	✓ (Assistant Teacher)	✗	✗
Assistant Teacher	P12A: 12A	✓	✓	✗	✗	✗	✗	✗

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.

[Local Assignment Options](#) for Child Development settings can be found on page 60.

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?

The chart on the following page provides information on documents that authorize substitute teaching. The chart specifies the number of days each document holder may serve as a substitute for any one teacher over the course of a school year.

[Local Assignment Options](#) for Substitute assignments can be found on page 63.

Number of Days Individuals May Substitute Teach for Any One Teacher in a School Year

Credential Type and Document Code	General Education	Special Education	Career Technical Education	Adult Education	Preschool
30-Day Substitute Teaching Permit (SUBP)	30	20	30	30	
Prospective Substitute Permit (SUBT)¹	30	20	30	30	
Career Substitute Permit (SUBC)²	60	20	30	30	
Designated Subjects Career Technical Education 30-Day Substitute Permit (SUBV)	None	None	30	None	
Provisional Internship Permit (TC14)²	30	20	30	30	
Short-Term Staff Permit (TC13)²	30	20	30	30	
Teaching Permit for Statutory Leave (TSPL)²	30	20	30	30	
University or District Intern Credential (TC1: IN, TC2: IN, TC3S: IN or TC10)³	None	None	None	None	
Single Subject Teaching Credential (TC1)⁴	30	20	30	30	
Multiple Subject Teaching Credential (TC2)⁴	30	20	30	30	
Education Specialist Teaching Credential (TC3S)⁴	30	20	30	30	
Designated Subjects Career Technical Education Teaching Credential (CTE)⁴	None	None	30	None	
Designated Subjects Adult Education Teaching Credential (AETC)⁴	None	None	None	30	
Administrative Services Credential (SC1A)	30	20	30	30	
Any other "services" credential that requires a Bachelor's (or higher) degree and Basic Skills (e.g., SLP, PPS)	30	20	30	30	

¹ The Prospective Substitute Permit holder may not serve for more than a total of 90 days in a school year.

² Holder of document may only serve as a day to day substitute in any district within the county listed on the document (restriction).

³ Holders of district or university intern credentials are not authorized to serve as day to day substitutes unless the assignment is during summer school, is in the subject credential, and is considered as fulfilling the internship.

⁴ May substitute indefinitely in authorization/disability area(s) listed on credential.

⁵ Must be authorized under Education Code §44861.

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.

[Local Assignment Options](#) for Adult Education settings can be found on page 61.

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

Credential Type	Authorization Code	Industry Sector Authorized
<i>Designated Subjects Adult Education Teaching Credentials (AETC)</i>		<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	• Agriculture and Natural Resources
	R4FA: AMAE	• Arts, Media, and Entertainment
	R4FA: BTC	• Building Trades and Construction
	R4FA: ECDF	• Education, Child Development, and Family Services
	R4FA: EU	• Energy and Utilities
	R4FA: ED	• Engineering and Design
	R4FA: FID	• Fashion and Interior Design
	R4FA: FAB	• Finance and Business
	R4FA: HSMT	• Health Science and Medical Technology
	R4FA: HTR	• Hospitality, Tourism, and Recreation
	R4FA: ITEC	• Information Technology
	R4FA: MPD	• Manufacturing and Product Development
	R4FA: MSS	• Marketing, Sales, and Services
	R4FA: PSER	• Public Service
	R4FA: TRAN	• Transportation
<i>General Subjects- Personal Development</i>		
Multiple Subject Teaching Credential (TC2)	R4FA: ART	• Art
	R4FA: FEDU	• Family Education
	R4FA: FLIT	• Financial Literacy
	R4FA: HSFT	• Health and Safety
Single Subject Teaching Credential (TC1)	R2M: GS or GSX	• All subjects in a self-contained adult education setting
Designated Subjects: Career Technical Education Teaching Credential (CTE)	Various	• Any subject(s) listed on the document in a departmentalized adult education setting
	Various	• 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.

[Local Assignment Options](#) for Administrative service can be found on page 59.

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
	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.

[Local Assignment Options](#) for Pupil Personnel service can be found on page 62.

Credentials Authorizing Pupil Personnel Services

	Credential Type	Authorization Code	Service Area Authorized
Currently Issued Credentials	Pupil Personnel Services Credential (SC5)	R511	• School Counseling
		R512	• School Social Work
		R513	• School Psychology
		R514*	• 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.

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 audiology 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.

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 audiology 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.

[Local Assignment Options](#) for Library services can be found on page 62.

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

<u>Library-Related Services Authorized</u>	Credential Type / Authorization Code							
	<i>Teacher Librarian Credential</i>	R53A R53B	<i>Emergency Teacher Librarian Permit</i>	R53A	<i>Teacher Librarian Special Class Authorization¹</i>	R53S	<i>Administrative Services Credential</i>	R54A
Instruct students in accessing, evaluating, using and integrating library information and resources	✓		✓		✓		X	✓
Plan and coordinate school library programs with instructional programs	✓		✓		✓		X	✓
Select materials for school and district libraries	✓		✓		✓		X	✓
Order materials for school and district libraries	✓		✓		✓		✓	✓
Develop programs for school library services and deliver staff development	✓		✓		✓		X	✓
Coordinate or supervise library programs at the school, district or county level	✓		✓		✓		X	✓
Plan and conduct a course of instruction for pupils who assist in the operation of school libraries	✓		✓		✓		X	✓
Supervise classified personnel assigned school library duties	✓		✓		✓		X	✓
Develop procedures for and management of the school and district libraries	✓		✓		✓		X	✓
Shelving books, filing, checking in and out of materials	✓		✓		✓		✓	✓
Departmentalized instruction in information literacy, digital literacy, and digital citizenship to students	X		X		✓		X	✓

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.

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 audiology, 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.

[Local Assignment Options](#) for Health services can be found on page 62.

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	✗ District Level	✗ County Level
Administrative Services Credential	✓ School Site Level	✓ District Level	✓ County Level
Reading and Literacy Leadership Specialist Credential (previously the Reading and Language Arts Specialist Credential)	✓ School Site Level	✓ District Level	✓ County Level
Reading and Literacy Added Authorization (previously the Reading Certificate)	✓ School Site Level	✓ District Level	✓ County Level
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	✗ District Level	✗ County Level
Administrative Services Credential	✓ School Site Level	✓ District Level	✓ County Level
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	✓ District Level	✓ County Level
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	✓ District Level	✓ County Level

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. 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.

<i>Administration and Supervision</i>	
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
<i>Local Assignment Options (Administration and Supervision)</i>	
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 led 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 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	
<i>Local Assignment Options (Child Development)</i>	
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	
Single Subject Credentials authorizing CTE/Voc. Education instruction	
<i>Local Assignment Options (Departmentalized)</i>	
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)
Credentialed teachers to teach departmentalized classes in K-12, irrespective of credential designations	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
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)

<i>Designated Subjects</i>	
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)

<i>English learners</i>	
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

<i>Health Services</i>	
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

<i>Pupil Personnel Services</i>	
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

<i>School Librarian/Library Media Teacher Services</i>	
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)

<i>Self-Contained</i>	
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)

<i>Special Education</i>	
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
<i>Local Assignment Options (Special Education)</i>	
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

<i>Substitute Teaching</i>	
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

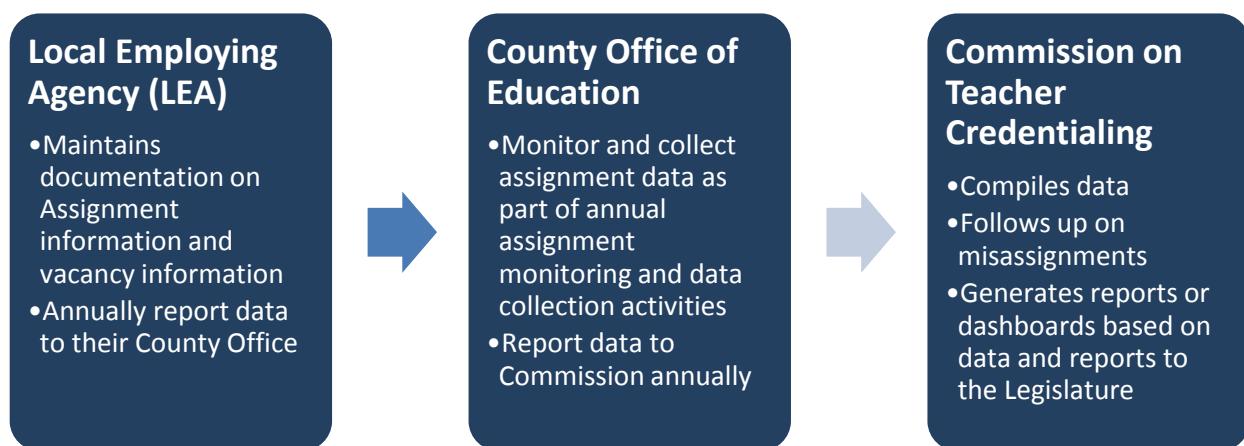
CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BON RESOL
Multiple Subject or Standard Elementary EC §44256(b) Stats 1987	Departmentalized setting in grades 8 and below	Teach any subject for which requirements have been met May be renewed annually	6/12 Units: 6 upper division or 12 total semester units from an accredited institution	Yes	Y
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 <i>core</i> to a separate group of pupils at the same grade level as the <i>core</i> for not more than 50% of the day	None	No	M
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	M
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	Y

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BO RESOL
Any teaching credential EC §44258.3 Stats 1995	Departmentalized setting in grades K-12 *	Governing board establishes policies and procedures to verify adequacy of subject-matter knowledge of teacher May be renewed annually	Review by governing board to verify subject-matter knowledge	Yes	Y
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 establishes the schedule district Guidelines with Superintendent
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	Y

* Authorization is appropriate for high school level teaching.

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 education agencies (LEAs) are required to annually report specific assignment data to their county office of education (COE). Counties receive funding in order to perform these monitoring activities and report misassignment and vacancy information to the Commission. Each year, the Assignment Unit provides county offices with information on how to access the online reporting databases that are used to submit monitoring data, and provides detailed instructions that outline exactly what must be reported. County offices do not need to submit a separate paper copy of the report. The Commission collects and analyzes this misassignment data and reports it biennially to the state Legislature.



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	
Responsible Party	Action Required
Educator	Notify: <ul style="list-style-type: none"> County Superintendent in writing when the legality of an assignment is in question
	Demonstrate: <ul style="list-style-type: none"> Knowledge of laws related to legal assignments when earning an Administrative Services Credential

District	Collect and Maintain: <ul style="list-style-type: none"> Class and/or master schedules for all teachers and non-teaching certificated employees from each school site administrator Records of legal authorizations
	Respond: <ul style="list-style-type: none"> To inquiries and requests from the COE regarding assignment monitoring activities and correcting identified misassignments
	Communicate: <ul style="list-style-type: none"> Directly with COE personnel and school site administrators to ensure the appropriate assignment of all certificated employee assignments within the district
County Office of Education	Collect: <ul style="list-style-type: none"> Class/Master schedules for <i>all</i> elementary, middle, high, and alternative schools in deciles 1-3 Full name, SSN, and assignment for all educators Master certificated staff list noting educator's authorization/certification for assignment Identification of English Learners in decile 1-3, classes with 20% or more ELs, and the Language Census data to be submitted to the CDE School board minutes for board-approved local assignment options. Must include name, subject, and relevant EC For ECs 44258.3 and 44258.7, collect policies, practices, guidelines for establishment, and approved school board resolution(s)
	Monitor: <ul style="list-style-type: none"> "Problem" schools or districts annually Decile 1-3 schools annually Remaining schools on a four-year cycle
	Review: <ul style="list-style-type: none"> District /school efforts to ensure certificated employees have appropriate credential or training
	Report: <ul style="list-style-type: none"> Results of annual monitoring/review activities submitted electronically to the Commission
	Verify: <ul style="list-style-type: none"> All misassignments found in monitored school districts are corrected within 30 days of initial notification to site administrator

	<p>Notify:</p> <ul style="list-style-type: none"> • Inform district certificated administrator(s) responsible for assigning an educator in an inappropriate assignment • Notify the Commission if a certificated school administrator does not correct a missassginment within 30 days • Notify any educator, within 15 days, of the legality of his or her assignment if the educator has notified the county office that he/she has been required by an administrative superior to accept an assignment for which he/she has no legal authorization
Commission on Teacher Credentialing	<p>Monitor:</p> <ul style="list-style-type: none"> • Seven single district counties, including any in deciles 1-3 and submit a report to each monitored district within 30 calendar days of monitoring activity
	<p>Review:</p> <ul style="list-style-type: none"> • Assignment Monitoring and Review Report forms submitted by COEs
	<p>Report:</p> <ul style="list-style-type: none"> • Results of monitoring/review activities biennially to the Legislature
	<p>Submit:</p> <ul style="list-style-type: none"> • Statutorily required data to the CDE
	<p>Provide:</p> <ul style="list-style-type: none"> • Information and answer questions from COEs regarding appropriate assignments and monitoring • Information to COEs regarding access to online reporting databases • Assistance to school districts to correct any uncorrected misassignments reported by the COE • Instructional materials
	<p>Distribute:</p> <ul style="list-style-type: none"> • Assignment monitoring funds to the 51 counties submitting Assignment Monitoring and Review Reports to the CTC

Note: The monitoring of assignments in charter schools does not fall under the authority of the Commission, but rather under the charter school's chartering authority.

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 Reference
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, 80089.3, 80089.
Multiple Subject CA prepared OOS prepared Prepared Outside the USA	44256 44259 44274.2 44275.4	80003 - authorization 80413 - requirements 80413.1, 80413. None
Supplementary Authorization Subject Matter Authorizations	44256 44225	80057.5 80089.2, 80089.
Education Specialist Instruction CA Prepared OOS Prepared Prepared Outside the USA	44256 44265 44274.2 44275.4	80046.5 + and 80048.7
Added Authorization in Special Education Autism Spectrum Disorders Emotional Disturbance Deaf-Blind Orthopedically Impairment Other Heath Impairment Traumatic Brain Injury	44225	80048.7
District Intern (teaching)	44325 +	80055 (one year experience)

University Intern (teaching and services)	44452	80055 (one year each)
Specialist:		
Agriculture	44265	80048
Bilingual Crosscultural Instruction	44265	80068
Early Childhood Education	44265	None
Gifted	44265	80067
Health Science	44265	80069
Mathematics Instructional Leadership Specialist Credential	44265	80069.1
Reading and Literacy Leadership Specialist Credential	44265	80070
Restricted Reading	44254	80066
		None
Authorization to Teach SED	44265	80640 (reqs and fees)
Authorization to Teach Other Health Impairment (Autistic)	44265	80641 (reqs and fees)
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, 80014.2
Mathematics Instruction Added Authorization	44265	80069.2
Prelingually Deaf Teaching and Services	44265.8 – 44265.9	None
CLAD Certificate/EL Authorization	44253.3	80015, 80015.2
Certificate of Completion of Staff Development (EL)	44253.10, 44253.11	80016
BCLAD Certificate/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.
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 +