

OUTLINE OF PROCESS FOR THE WILLIAMS TEACHER ASSIGNMENT MONITORING

The Teacher Assignment Monitoring Process mandated by AB 3001 does not require the same timelines or classroom visitations as required for instructional materials and facilities. AB 3001 requires county superintendents to annually monitor and review teacher assignments in API Deciles 1-3 schools. The report of that monitoring process is to be submitted to the CCTC and to the CDE and is to include assurance that teachers assigned to classes in API Deciles 1-3 schools with 20% or more pupils who are English learners have appropriate authorization or training. In addition, county office superintendents are required to investigate districts efforts to ensure staff assignments requiring CLAD, BCLAD, or SDAIE training have required authorizations or training.

This additional monitoring and review will be incorporated into the existing annual process for assignment monitoring conducted by County Offices. While districts are generally monitored every four (4) years, teacher assignments in Deciles 1-3 schools will be monitored annually even if the district is not otherwise scheduled for monitor and review.

Presently there are five (5) steps in this Williams teacher assignment review process.

Teacher Assignment Monitoring Process	Timeline
Notification to school district office of monitoring schedule and information or documents needed for review.	Minimum of 6-8 weeks before monitoring begins.
District Office Visit as necessary to review assignments with credential/personnel office staff.	November 1 – April 30.
Recommendation(s) for correction of misassignment(s).	As soon as possible after determination of misassignment(s).
Review district action to correct misassignment(s).	Within 30 days of notification of misassignment(s).
Required reporting to CCTC	July 1

1. Assignment Monitoring Notification to Districts

Districts will be notified of the monitoring scheduled and of the documents or information needed to accomplish the review. The notification should include the monitoring schedule and list of information/documents, and indication of whether district visits will be necessary to complete the review. The notification may be electronic. COEs may schedule orientation meetings as needed with districts to provide more detail regarding the review process.

2. District Office Visit/Documentation Review

The Documentation Review will include a review of site master schedules (complete teacher site list by name and assignment); district office assignment list(s), including any board approvals for assignment options and district English Learner “plan to remedy” list and “in training” report.

2.1 Districts will identify classes with 20% or more English Learners and the County Office will need to verify the assignment to ensure that the assigned teacher possesses an appropriate credential or has completed appropriate training for the assignment.

Documentation needed from districts

- Master schedules (including identification of **EACH** class with 20% or more English Learners).
- Master list of all certificated employees.
- “In training” report.

3. Recommendations for Correction of Misassignments

All information is reviewed with the district Human Resources staff and administration. Any misassignments found at the completion of the review are documented and submitted immediately to the district Human Resources staff/administrator. The County Office credentials staff will work with districts to identify ways in which to correct the misassignment. Misassignments are to be remedied within 30 days of the required report and/or completion of the year-end report to the CCTC. County Offices are required to verify that teachers assigned to classes with 20% or more English Learners possess the appropriate CLAD or BCLAD authorization, SB 1969 Certificate, Certificate of Completion of Staff Development (through SB 395 training), or other authorization as authorized by statute. Teachers who do not hold the appropriate authorization will need to be reported to the CCTC as misassigned under the Williams assignment monitoring requirements.

3.1 County Offices may provide recommendations for correction of misassignments in a variety of ways. The sample Assignment Monitoring and Review Form is provided for as one option.

4. Review District Action to Correct

If the county superintendent determines that a district has not taken action to correct the misassignment, the misassignment will be reported to the CCTC and CDE in the manner required. **For purposes of Williams compliance, teachers enrolled in a district or county Plan to Remedy or “teachers in training” program to earn a CLAD or BCLAD authorization do not meet the provisions of the Education Code.**

4.1 Districts have 30 days from the date of notification of misassignment to make the necessary corrections.

Documentation needed from school/district

- Verification of certification held, or
- School board minutes for assignment option used, or
- Waiver, or
- School district assignment & review report

5. Required Reporting

The legislation requires the county superintendents to submit annual reports to the CCTC and the CDE. Monitoring data will be summarized and submitted to the CCTC which will submit the data to the CDE. County Offices will not submit monitoring separately to the CDE. **July 1** is the deadline for reporting unless otherwise determined by the CCTC.

DRAFT Sample of Information to be reported to the CCTC.

District	School	Enrollment	1 # Classes in school	2 # Classes W/20% or more ELs	3 # Teachers in 20% Classes	4 # Teachers in 20% classes w/appropriate EL Authorization	5 # Teachers Misassigned*
Total							
Grand Total							

*Report misassignments on CCTC's "Unauthorized Assignment Monitoring Database"

Teacher Assignment Monitoring and Review

Sample Templates

TEACHER ASSIGNMENT MONITORING AND REVIEW

SAMPLE MONITORING NOTIFICATION

Dear Superintendent:

Education Code 44258.9(b) requires the County Superintendent of Schools to annually monitor and review school district certificated employee assignment practices according to a specific priority. Based on the priority indicated below, your district and/or identified schools within your district will be scheduled for monitor and review this school year.

Annually for school(s) ranked in Deciles 1-3, inclusive, of the 2003 base Academic Performance Index. (Please see attached for list of schools to be included in this monitoring and review).

On a four-year cycle for all other schools.

Please provide or make available the following documents and information to the County Office Credentials Review Team. This information will be needed by _____.

- Class and/or master schedules including employee name and assignment(s)
- Master list of all certificated staff including all certifications held
- School board minutes for any assignment options used that require board approval, including names and subjects to which assigned
- Policies, practices, guidelines for establishment, approved school board resolutions, and a record of action taken for assigning teachers to teach departmentalized classes
- Special Education assignments
- Teacher Consent forms
- Documentation on Short Term and Variable Term Waivers (Waiver approval letters)
- Documentation ensuring teachers holding staff assignments requiring CLAD, BCLAD, or SDAIE possess the required authorizations
- For Deciles 1-3 schools, specific identification of any assignment in which 20% or more of the students are English Learners and the assigned teacher's credential(s)
- School District Assignment Monitoring and Review Report

We appreciate the long-standing cooperation we've received from your district staff and assure you that County Office staff will work collaboratively with the district in the review process to resolve any assignment issues that may be identified. Please don't hesitate to call me or _____ if you have any questions.

Sincerely,

ASSIGNMENT MONITORING AND REVIEW FORM

District: _____

Site: _____

API Deciles 1-3: Yes No

District Contact: _____

COE Credential Analyst: _____ Date of Review: _____

- A. Individual removed, reassigned, retired, no longer working for district, or applied for, renewed or registered credential appropriate for assignment
- B. Obtained a credential waiver or applied for emergency permit
- C. Used an Education Code section assignment option
- D. Other (please specify the basis, i.e., clarification of assignment or appeal)

Williams Reporting

Elementary Teachers: (Grades K-6; including Special Education and RSP Teachers)	_____
Secondary Teachers: (Grades 7-12; including Special Education and RSP Teachers)	_____
County Office of Education Teachers: (Grades K-12; including Special Education and RSP Teachers)	_____
Counselors:	_____
Librarians:	_____
Others:	_____
<small>(Note: Others include: Administrators; Clinical and Rehabilitative Service/Speech Therapist; Nurses; Pupil Personnel Services (except counselors).)</small>	
Total of all certificated personnel:	_____

Number of Classes at School Site:	_____
English Learner (EL) Classes: (note: 20% or more students)	_____
Number of Teachers in 20% Classes	_____
Teachers in 20% Classes with Appropriate EL Authorization:	_____
Number of Teachers-In-Training:	_____
Number of Teachers Misassigned in EL Classes:	_____

Employee Name	Assignment	Credential Type	Remedy
1. SS#	<input type="checkbox"/> EL Assignment ELD SDAIE Bilingual	<input type="checkbox"/> Elementary _____ <input type="checkbox"/> Secondary _____ <input type="checkbox"/> Other _____	A B C D
Notes:		EL Emphasis: <input type="checkbox"/> CLAD <input type="checkbox"/> BCLAD <input type="checkbox"/> 1969 / SB395 <input type="checkbox"/> Other: _____	<input type="checkbox"/> Corrected
Employee Name	Assignment	Credential Type	Remedy
2. SS#	<input type="checkbox"/> EL Assignment ELD SDAIE Bilingual	<input type="checkbox"/> Elementary _____ <input type="checkbox"/> Secondary _____ <input type="checkbox"/> Other _____	A B C D
Notes:		EL Emphasis: <input type="checkbox"/> CLAD <input type="checkbox"/> BCLAD <input type="checkbox"/> 1969 / SB395 <input type="checkbox"/> Other: _____	<input type="checkbox"/> Corrected
Employee Name	Assignment	Credential Type	Remedy
3. SS#	<input type="checkbox"/> EL Assignment ELD SDAIE Bilingual	<input type="checkbox"/> Elementary _____ <input type="checkbox"/> Secondary _____ <input type="checkbox"/> Other _____	A B C D
Notes:		EL Emphasis: <input type="checkbox"/> CLAD <input type="checkbox"/> BCLAD <input type="checkbox"/> 1969 / SB395 <input type="checkbox"/> Other: _____	<input type="checkbox"/> Corrected
Employee Name	Assignment	Credential Type	Remedy
4. SS#	<input type="checkbox"/> EL Assignment ELD SDAIE Bilingual	<input type="checkbox"/> Elementary _____ <input type="checkbox"/> Secondary _____ <input type="checkbox"/> Other _____	A B C D
Notes:		EL Emphasis: <input type="checkbox"/> CLAD <input type="checkbox"/> BCLAD <input type="checkbox"/> 1969 / SB395 <input type="checkbox"/> Other: _____	<input type="checkbox"/> Corrected

Employee Name	Assignment	Credential Type	Remedy
5. SS#	<input type="checkbox"/> EL Assignment ELD SDAIE Bilingual	<input type="checkbox"/> Elementary _____ <input type="checkbox"/> Secondary _____ <input type="checkbox"/> Other _____	A B C D
Notes:		EL Emphasis: <input type="checkbox"/> CLAD <input type="checkbox"/> BCLAD <input type="checkbox"/> 1969 / SB395 <input type="checkbox"/> Other: _____	<input type="checkbox"/> Corrected
Employee Name	Assignment	Credential Type	Remedy
6. SS#	<input type="checkbox"/> EL Assignment ELD SDAIE Bilingual	<input type="checkbox"/> Elementary _____ <input type="checkbox"/> Secondary _____ <input type="checkbox"/> Other _____	A B C D
Notes:		EL Emphasis: <input type="checkbox"/> CLAD <input type="checkbox"/> BCLAD <input type="checkbox"/> 1969 / SB395 <input type="checkbox"/> Other: _____	<input type="checkbox"/> Corrected
Employee Name	Assignment	Credential Type	Remedy
7. SS#	<input type="checkbox"/> EL Assignment ELD SDAIE Bilingual	<input type="checkbox"/> Elementary _____ <input type="checkbox"/> Secondary _____ <input type="checkbox"/> Other _____	A B C D
Notes:		EL Emphasis: <input type="checkbox"/> CLAD <input type="checkbox"/> BCLAD <input type="checkbox"/> 1969 / SB395 <input type="checkbox"/> Other: _____	<input type="checkbox"/> Corrected
Employee Name	Assignment	Credential Type	Remedy
8. SS#	<input type="checkbox"/> EL Assignment ELD SDAIE Bilingual	<input type="checkbox"/> Elementary _____ <input type="checkbox"/> Secondary _____ <input type="checkbox"/> Other _____	A B C D
Notes:		EL Emphasis: <input type="checkbox"/> CLAD <input type="checkbox"/> BCLAD <input type="checkbox"/> 1969 / SB395 <input type="checkbox"/> Other: _____	<input type="checkbox"/> Corrected

Teacher Assignment Williams Settlement Requirements

Legislation Requirements	Deciles 1-3 Schools Requirements	All Schools Requirements	County Office Requirements
<p>Priority to be given to monitoring and review of certificated employee assignments in API Deciles 1-3 schools.</p> <p>Education Code Section 44258.9; AB3001, Statutes of 2004</p>	<ul style="list-style-type: none"> • Participate in COE assignment monitoring and review process annually. 		<ul style="list-style-type: none"> • Annual monitoring and review of teacher assignments in API Deciles 1-3 schools.
<p>Monitoring results submitted to CDE in addition to CCTC.</p> <p>Education Code Section 44258.9; AB3001, Statutes of 2004</p>			<ul style="list-style-type: none"> • Submit Assignment Monitoring and Review Report to the CCTC which will submit to the CDE. • Include assurance that teachers assigned to classes in API Deciles 1-3 schools with 20% or more pupils are ELs have appropriate authorization or training.
<p>COE investigation of district efforts to ensure staff assignments requiring CLAD, BCLAD, or SDAIE training have required authorizations or training.</p> <p>Education Code Section 44258.9; AB3001, Statutes of 2004</p>	<ul style="list-style-type: none"> • Provide necessary assignment information to facilitate annual COE review. 	<ul style="list-style-type: none"> • Provide necessary assignment information to facilitate COE review on a four-year cycle. 	<ul style="list-style-type: none"> • Include in 4-yr. assignment monitoring and review cycle • Include in annual assignment monitoring and review for Deciles 1-3 schools.
<p>Teacher assignment and vacancy information to be included on SARC</p> <p>Education Code Section 33126; SB 550, Statutes of 2004</p>		<ul style="list-style-type: none"> • Include misassignments of teachers including EL teachers and number of teacher vacancies for most recent 3-yr period in SARC 	<ul style="list-style-type: none"> • Assist schools/districts with assignment authorizations of teachers to ensure correction of misassignments.

Teacher Assignment Credential Monitoring and Review

Frequently Asked Questions

Q1. Do the new provisions for monitoring and review apply to all districts?

A1. Annual monitoring and review of assignments is required only for API Deciles 1-3 schools. The additional reporting of assignments for EL teachers also applies to districts monitored on the current 4-year cycle.

Q2. What is included in the annual monitoring of API Deciles 1-3 schools?

A2. Districts will provide the same information as when they are monitored in the regular 4 year cycle; i.e., site master schedules (complete teacher site list by name and social security number and assignment); district office assignment list, including any board approvals for assignment options and district English Learner “plan to remedy” list, and "in training" report.

Q3. Do you anticipate school visits?

A3. No.

Q4. Do you anticipate district visits?

A4. District visits are at the discretion of the County Office.

Q5. Is the county office monitoring process for API Deciles 1-3 schools the same as the 4-year process that districts have?

A5. The process that reviews teacher assignments and their credentials is similar for API Deciles 1-3 schools; there is more information that needs to be collected in the area of EL instruction to report to the CCTC which will submit to the CDE.

Q6. How will districts report to the County Office?

A6. The Credentials Office may schedule district visits in the same manner as the current monitoring process to review specific school information with the credentials data report.

Q7. How will districts report and the County Office monitor classes with 20% or more English learners (ELs) for an assigned teacher who possesses an appropriate credential or has completed appropriate training?

A7. Through the SB 435 CCTC monitoring process districts already report English Learner teacher assignments to the County Office. The Credentials staff monitor

districts through site master schedules, district employee reports, separate teachers "in training" report and County Office credentials district reports. All information is reviewed with district Human Resources staff and administration. Any misassignments at the completion of review are documented and submitted immediately to the district Human Resources staff/administrator. Misassignments are then remedied within 30 days of report and/or completion of the year-end report to CCTC.

Q8. What is the follow-up process when it is determined that teachers of English Learners are lacking appropriate authorization or training?

A8. The County Office will work with district and API Deciles 1-3 schools to provide credentials and certificate information for teachers who have ELs in their classes and place them in training via SB395 or SB1969 to meet those requirements for EL classroom compliance. "In training" does not mean coursework for CLAD or BCLAD. The County Office will refer to the CCTC chart, EL Authorizations for Proper Assignment of Teachers, in section G (p. 7 - 9) of the CCTC Administrators Assignment Manual, which can be found at http://www.ctc.ca.gov/credentialinfo/manuals_handbooks.html.

Q9. How will teachers of English Learners comply with NCLB teacher requirements?

A9. Teachers of English Learners assigned to teach core academic subjects must meet the same NCLB subject matter competency requirements as other teachers of core academic subjects.

There are additional requirements for teachers providing services that are funded by NCLB, Title III Language Instruction for Limited English Proficient and Immigrant Students, Part a sub-grants. LEAs receiving Title III funds must certify that all teachers are fluent in English and any other language used for instruction, including having written and oral communications skills. (Title III, Section 3116).

In California, the possession of a Bilingual, Crosscultural, Language and Academic Development (BCLAD) credential or equivalent, authorizes a teacher to provide instruction to English Learners in a language other than English, though this is not a requirement for a teacher to meet the definition of "highly qualified teacher" under NCLB.

Q10. What authorization qualifies a teacher to teach ELs?

A10. See section G (p. 7-9) of the CCTC Administrators Assignment Manual, English Learner Authorization Chart, which can be found at http://www.ctc.ca.gov/credentialinfo/manuals_handbooks.html.

Q11. If there is one English Learner in a classroom, is it the expectation that the teacher have an appropriate EL authorization?

A11. If a district's program design calls for specifically designed academic instruction in English (SDAIE) for English Learners, an appropriate credential/certificate is

required. Specifically with regards to the provision of ELD instruction: 1) in a self-contained setting where the student remains with one teacher, that teacher must be authorized to provide ELD and core content instruction; 2) in a self-contained setting where the student is sent to another teacher for ELD, the teacher providing ELD must be authorized for that instruction; while the teacher of record must be authorized to provide core content instruction specially designed for English learners if the program design calls for it; 3) in a departmentalized ELD course section, if that is the only teacher identified within the program to provide ELD, then that teacher must be appropriately authorized.

Q12. By when must a teacher obtain EL authorization?

A12. A teacher must currently possess EL authorization if any English Learners are in the teacher's class.

Q13. If a teacher is currently enrolled in an English Language Development/SDAIE training (old SB 395, new AB 2913) program, by when must it be completed?

A13. January 1, 2008.

Q14. Would SB 395 training be appropriate authorization for English/Language Arts teachers at the secondary level who are teaching ELD to mainstreamed English learners in regular English Language Arts classes?

A14. Yes. A SDAIE/ELD authorization allows ELD instruction in mainstream English Language Arts courses, where the teacher's primary certification must be in English Language Arts, to English learners who are identified to be reasonably fluent. See section G (p.7-9) in the CCTC Administrators Assignment Manual, English Learner Authorization Chart, which can be found at http://www.ctc.ca.gov/credentialinfo/manuals_handbooks.html.

Q15. What credentials or qualifications must teachers have in order to provide required instruction to English Learners who are identified with disabilities?

A15. All linguistic and academic services for English Learners with disabilities described in their IEPs or Section 504 Accommodation Plans must be provided by qualified teachers who have (or are in training for) credentials that authorize instruction to students with disabilities and to English Learners. See section G (p. 7-9) of the CCTC Administrators Assignment Manual, English Learner Authorization Chart, which can be found at http://www.ctc.ca.gov/credentialinfo/manuals_handbooks.html.

Q16. Are there any implications for districts in the additional reporting requirements of the CCTC regarding the availability of teachers?

A16. No. The reporting requirements are the responsibility of the CCTC and the data are maintained in the CCTC database.

Q17. AB 3001 includes the elimination of the teacher proficiency exam (currently CBEST) for out-of-state trained teachers under some circumstances. Does this give districts greater flexibility in hiring out-of-state trained teachers?

A17. These provisions increase the flexibility for out-of-state teachers to obtain a California teaching credential, and are intended to increase the pool of California credentialed teachers. AB 3001 does not eliminate the proficiency requirement. However, it allows the CCTC to establish California reciprocity for out-of-state proficiency exam certification.

Q18. Are there any new requirements for the hiring of teachers for API Deciles 1-3 schools?

A18. The legislation “encourages school districts to provide all schools in API Deciles 1-3 first priority to review resumes and job applications received by the district from credentialed teachers.” (AB3001, Sec. 11)