

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, as determined by the CDE of the 2006 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 to Complete for Each Site

District: _____

Site: _____

API Deciles 1-3: Yes No

District Contact: _____

COE Credential Analyst: _____ Date of Review: _____

Williams Reporting

Report Total Numbers for each category for each site.

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: (Note: Others include: Administrators; Clinical and Rehabilitative Service/Speech Therapist; Nurses; Pupil Personnel Services (except counselors).)	_____
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:	_____

Suggested Remedies

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

Circle the appropriate letter in Remedy Column to indicate the correction used to remedy the misassignments.

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

Williams Requirements for Teacher Assignments and Vacancies

Legislation Requirements	Deciles 1-3 Schools Requirements	All Schools Requirements	County Office Requirements
<p>Annual monitor and review schools certificated employee assignments and vacancies 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 and vacancy monitoring and review process annually. 		<ul style="list-style-type: none"> Annual monitoring and review of teacher assignments and vacancies in API Deciles 1-3 schools.
<p>Quarterly report to the district's governing board results of reviews conducted in the quarter.</p> <p>Education Code Section 1240 (c) (2) (G); AB607, Statutes of 2006;</p>	<ul style="list-style-type: none"> Same as above 		<ul style="list-style-type: none"> Quarterly report to the district's governing board results of reviews conducted in the quarter,
<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>Annual reporting by County Superintendent to district governing boards, county board of educations and the county board of supervisors.</p>			<p>Include results of assignment and vacancy monitoring for Deciles 1-3 schools</p>
<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/Vacancy 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 "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 and teacher vacancies to report to the district governing board and 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 2913 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 395/2913 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. Are there any new requirements for the hiring of teachers for API Deciles 1-3 schools?

A17. 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)