

TEMECULA VALLEY CHARTER SCHOOL
Board Policy

6000 Curriculum / Operations

6004 Teacher Assignment Policy

Board Action: APPROVED

Effective Date: October 17, 2016

Pursuant to the requirements of California *Education Code* section 44258.3, the governing board of a school district may assign the holder of a credential, other than an emergency permit, to teach any subjects in departmentalized classes in kindergarten or any of grades 1 to 12, inclusive, provided that the governing board verifies, prior to making the assignment, that the teacher has adequate knowledge of each subject to be taught and the teacher consents to that assignment.

(a.) The Board of Directors recognizes that as a charter school, Temecula Valley Charter School ("TVCS") is not required to follow *EC 44258.3*. However, the Board of Directors opts to adopt this policy and detailed procedure in accordance with *EC 44258.3*. This policy and procedure will be used for the purpose of verifying the adequacy of subject knowledge on the part of teachers. The Board of Directors shall further approve a Resolution appointing a standing committee, to assist in implementation of this policy and procedures and shall include in those policies and procedures both of the following:

(1) One or more of the following ways to assess subject matter competence:

(A) Observation by subject matter specialists, as defined in subdivision (d).

(B) Oral interviews.

(C) Demonstration lessons.

(D) Presentation of curricular portfolios.

(E) Written examinations.

(2) Specific criteria and standards for verifying adequacy of subject matter knowledge using any of the methods in paragraph (1). The criteria shall include, but need not be limited to, evidence of the candidate's knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject to be taught and the specific content of the course of study in the school district for the subject, at the grade level to be taught.

(b) Teaching assignments made pursuant to this section shall be valid only at TVCS.

(c) For the purposes of this section, "subject matter specialists" are mentor teachers, curriculum specialists, resource teachers, classroom teachers certified to teach a subject, staff to regional subject matter projects or curriculum institutes, or college faculty

Purpose

It is the intent of TVCS to facilitate the assignment of teachers in accordance with EC §44258.3 when they consent to such assignments and when it has been verified that they are qualified for the requested assignment(s). The following procedures are intended to provide for the implementation of this Board Policy 6004.

Criteria

- The methods teachers may attain TVCS subject-matter competence other than completion of college or university course work including, but not limited to successful prior teaching experience, self-directed study, completion of internships, study with a mentor teacher, curriculum institutes, work experience, or systematic programs of professional development.
- The methods that standing committee assessment panel members are to use to assess subject-matter competence including one or more of the following: observation by subject-matter specialists, oral interviews, demonstration lessons, presentation of curricular portfolios, or written examinations.
 - Specific criteria and standards for adequate subject-matter knowledge based upon the methods established as indicated above. For example, if written examinations are used, passing scores for the examinations are to be established by the district governing board.
- The method(s) for selecting subject-matter specialists and assessment panel members. "Subject-matter specialists" are defined in EC §44258.3(d) as found in the definition provided on page 2 of this policy. The selection, size, and responsibilities of assessment panel is defined in the Resolution appointing the Standing Committee approved by the board of directors.
- The means by which assessment panel members are informed and trained in the policies and procedures of such panels is established by the board of directors. In-service training is often the method used to provide this information and training.
- The assessment must take place prior to the assignment of a teacher.
- The teacher's consent must be given prior to assigning the teacher and should clarify that when TVCS assigns a teacher to a position not authorized by the teacher's credential, the teacher may teach the new subject only at TVCS. If the teacher moves to a new school, the subject-matter adequacy verification process would need to be completed in the new district before assignment based upon EC §44258.3 may be made there.
- The board of directors must verify that the teacher is meeting the conditions of the assignment prior to extending the assignment in circumstances where a teacher's petition is approved with conditions.
- TVCS is responsible for reporting to their authorizer, if and as required, during assignment monitoring activities, instances when this assignment option is used.

Executive Director/Principal Responsibilities

The process described in this policy assumes that the Executive Director/Principal is the individual most likely to determine the need for a teacher to teach a subject outside of the teacher's credential authorization. Executive Director/Principal determines need, determines that the assignment option in accordance with *EC §44258.3* is most appropriate for the situation, and identifies a teacher with adequate subject-matter knowledge who consents to undertaking the assignment. A teacher may also request to fill an assignment. Once the appropriate teacher has been identified, the Executive Director/Principal instructs the teacher to petition to teach the assignment and to be evaluated for adequate knowledge of the subject to be taught in the assignment (this form is attached as Appendix A).

Teacher Responsibilities

Teachers must first determine whether they wish to accept an assignment outside of the subject area authorized by their credential. When implementing this assignment option, the teacher's consent is required. Once a teacher decides to pursue an assignment in another subject area, the teacher contacts the Executive Director/Principal for instructions on petitioning to be authorized to teach in the new assignment. It is the teacher's responsibility to provide evidence of his or her knowledge of the subject being assessed as required this policy and procedures for the assessment.

Procedure

1. Executive Director/Principal identifies a subject-matter assignment need at a local school site.
2. Executive Director/Principal determines whether any existing staff have the appropriate credential and are interested in the assignment or whether assignment in accordance with *EC §44258.3* should be used.
3. Executive Director/Principal identifies consenting teacher for possible assignment or a teacher may request to fill the assignment.
4. Teacher submits a petition form to teach in the position. The petition denotes criteria upon which petition is based, teacher consent, site administrator's recommendation of assignment, and that the assignment is for one year and may be extended for additional time if the teacher and school district consents.
5. The Teacher Assignment Standing Committee (a review panel), selected by the Board of Directors, consisting of the Executive Director/Principal, an Administrator, teachers, and one or more Board members conducts, prior to the beginning of the assignment, an assessment in accordance with *EC §44258.3*. This assessment must determine evidence of the candidate's knowledge of the subject matter to be taught and at the grade level to be taught.

One or more of the following criteria may be used in the review:

- a. Successful prior teaching experience of the subject
- b. Successful completion of intensive professional development in the subject to be taught
- c. Review of portfolio containing evidence of demonstrated knowledge
- d. Results of oral interviews
- e. Practical experience
- f. Passage of an examination that is valid for the subject and grade level
- g. Observation over time of the teacher in the subject in the grade level currently being taught
- h. Observation of a demonstration lesson in the subject and at the grade

- level to be taught
- i. Professional Growth Plan - The petitioning teacher and administrator have come to mutual agreement that a professional growth plan is necessary for the teacher to serve in the position
- j. Successful completion of college or university course work in the subject to be taught
- k. Successful prior work experience in the content area

6. The Committee/Assignment Review Panel makes a recommendation to the Board of Directors whether teacher be assigned in accordance with *EC §44258.3*. The Board of Directors then votes on that recommendation. The Executive Director/Principal then informs the designee of the results of the review.

APPENDIX A
TEMECULA VALLEY CHARTER SCHOOL
Petition to Teach Departmentalized Subjects Under EC §44258.3

This form is to be used by a credentialed teacher and a site administrator to request verification of adequate knowledge to teach specified subjects in a departmentalized setting in kindergarten or any of grades 1 through 8 in accordance with EC §44258.3.

Teacher: _____

Subject(s) being requested: _____

Initial Request

Subsequent Request

Briefly describe why you feel you have adequate subject-matter knowledge to teach the requested subject(s).

Check the additional criteria upon which this petition is based. Attach appropriate evidence for each criterion checked.

- College/university course work
- Relevant on-the-job experience or previous teaching in the subject area
- Relevant volunteer experience
- Subject-matter examination
- Demonstrated competency in the subject to be taught
- Portfolio related to subject(s)
- Relevant professional growth activities
- Recommendations from other subject-matter specialists or experts
- Other (specify) _____

Describe any other circumstances or criteria to be considered regarding this petition. Attach any documentation that helps to substantiate this information.

If approved, I consent to the assignment under EC §44258.3.

Teacher's signature

Date

If approved, the teacher will be assigned to teach the subject area(s) requested on the front page of this form.

Executive Director/Principal Signature

Date

APPENDIX B
TEMECULA VALLEY CHARTER SCHOOL
Assessment of Adequacy of Subject-Matter Knowledge

This form is to be used in assessing the adequacy of subject-matter knowledge of the subject(s) a teacher is petitioning to teach in a departmentalized setting, in kindergarten or in any of grades 1 through 8, in accordance with EC §44258.3.

Teacher: _____
Subject(s) being requested: _____
Assessment Team Leader: _____
Assessment Team Members: _____

Subject-Matter Specialist on Team/Consulted

The assessment of the petitioner's adequacy of knowledge of the subject-matter and appropriate state framework for the subject(s) being requested yielded the following:

Course of Study:

State Framework(s):

The following methods were used to determine the adequacy of subject-matter knowledge of the petitioning teacher:

- Successful prior teaching of the subject
- Successful completion of intensive professional development in the subject
- Review of a portfolio containing evidence of demonstrated knowledge
- Results of a semi-structured interview
- Successful completion of college or university course work in the subject

- Passage of an examination related to the course, grade level and state framework for the subject to be taught
 - Observation of the teacher in the subject and grade level currently being taught
 - Observation of a demonstration lesson in the subject to be taught at the grade level to be taught
 - Successful prior work experience in the content area Proof of professional performance in the content area Other (specify)
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Based upon the assessments indicated, we recommend the following action:

APPROVAL of the petition based upon verification of adequate knowledge at a level justifying:

Clear verification

Approval with professional growth/support plan

DISAPPROVAL of the petition

The panel recommends that the following elements be included in the professional growth/support plan:

Assessment Team Leader's Signature Date