
2J

Information

Professional Services Committee

Plan for the Review of the Reading Certificate and Reading and Language Arts Specialist Credential Requirements and Program Standards

Executive Summary: This item presents the plan to review the requirements for the Reading Certificate and Reading Language Arts Specialist Credential and the *Standards of Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential*.

Recommended Action: For information only

Presenter: Larry Birch, Director, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

April 2008

Plan for the Review and Revision of the Reading Certificate and Reading and Language Arts Specialist Credential Requirements and Program Standards

Introduction

This agenda item presents the plan to review the requirements for the Reading Certificate and Reading Language Arts Specialist credential and *Standards of Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential*, the standards that guide these preparation programs. This plan is consistent with the Commission's schedule for the periodic review of program standards adopted in December 2007.

Background

The Reading Certificate was authorized in 1995 to allow former Miller-Unruh Reading Specialists to provide services to students who were struggling with basic reading skills and strategies. This restricted reading certificate allows holders of a teaching credential "...to provide the early and continuing development of reading and language arts skills and the earliest possible correction of a pupil's reading difficulties."

The Reading and Language Arts Specialist Credential is the advanced certification and authorizes the holder to play a leadership role at the school and district levels regarding the selection of instructional materials, provision of professional development, support of classroom teachers, and the assessment and intervention of students with serious reading or language arts development difficulties.

The program standards, in effect for ten years, describe the preparation required for holders of the Reading Certificate and the Reading and Language Arts Specialist Credential. They were developed such that the Reading Certificate preparation provides a base for advanced study leading to the Reading and Language Arts Specialist Credential. Both the certificate and the credential program rely on the candidate having the knowledge, skills and abilities required by the Reading Instruction Competence Assessment (RICA) examination, having a teaching credential, and having completed three years of full-time teaching.

At the November 2007 meeting, the Commission approved the revised RICA content specifications. At the March 2008 meeting, the Commission reviewed proposed updates to the Multiple and Single Subject Teacher Preparation Program Standards 7A (Preparation to Teach Reading-Language Arts for Multiple Subject Candidates), 7B (Preparation to Teach Reading-Language Arts for Single Subject Candidates), and 8B(d) (Pedagogical Preparation for Subject-Specific content Instruction by Single Subject English Candidates). These revisions were responsive to the *2007 K-12 Reading/Language Arts Framework* that was adopted by the State Board of Education in April, 2006.

The Reading Certificate and the Reading and Language Arts Specialist Credential requirements and program standards were last revised in 1998. The standards review schedule adopted by the Commission in December of 2007 included the Reading Certificate and Reading Language Arts Specialist credential for 2008-09. This review will present the opportunity to make appropriate updates in light of the *Reading/Language Arts Framework*, the revised multiple and single subject standards related to reading, and the revised content specifications for RICA.

Plan to Review and Revise the Reading Certificate and Reading Language Arts Credential Requirements and Program Standards

Staff proposes to begin the process of convening a panel to review the credential requirements and program standards and to propose revisions to the Commission. The application process for establishment of the panel will be conducted consistent with adopted Commission policy. The application process, request for applicants, and the application for the Reading Certificate and Reading Language Arts Standards Advisory Panel will be posted on the Commission's web page and sent electronically to stakeholders. In addition, information about the Advisory Panel will be announced at presentations and meetings attended by Commission staff.

The application period will close in May 2008. All applications will be reviewed for appropriate experience in the area of reading. In addition, the selection of panel members will take into consideration factors such as: geographic representation, credentials held by applicants, expertise with standards, and the diversity and professional experiences of the applicants. Pursuant to the Commission's policy manual, Executive Director Janssen will appoint members of the Advisory Panel and notifications will be sent to each panel member in late May 2008. The draft charge to the Panel is included as Appendix A.

In reviewing the current credential requirements and current program standards the panel will use the Reading/Language Arts Content Standards and the *Reading/Language Arts Framework* (2007), the revised multiple and single subject standards related to reading, and the revised RICA content specifications. Panel members will also review reading specialist standards from other states, and current and confirmed research about effective instructional strategies for helping students with serious delays in reading and language arts skills. Drawing from these resources, the panel will propose revisions, if necessary, to the credential requirements and standards.

The panel will present the draft revised credential requirements and standards to the Commission as an information item. Following the Commission's direction, staff will schedule opportunities to collect comments and concerns during field review. The panel will review comments from the field and, as appropriate, modify the draft revised credential requirements and standards. Upon completion of the panel's work, the proposed credential requirements and standards will be returned to the Commission for consideration and adoption.

Next Steps

The following timeline will allow the Reading Certificate and Reading Language Arts Credential Advisory Panel adequate time to review the Reading Certificate and Reading Language Arts credential requirements and preparation program standards and propose suggested revisions.

Timeline	Activity
April - May 2008	Advertise, receive, and review applications for the Reading Certificate and Reading Language Arts Specialist Advisory Panel.
May 2008	Executive Director appoints members of the Reading Certificate and Reading Language Arts Specialist Advisory Panel.
June - October 2008	Advisory Panel meets to review credential requirements and program standards and propose revisions.
December 2008	Proposed revised credential requirements and program standards are presented to the Commission for information and posted for stakeholder comment.
December - February 2009	The results of the field review and proposed revised credential requirements and program standards are shared with the advisory panel and further revisions, if necessary, are made to the draft standards.
Spring 2009	Draft credential requirements and program standards return to the Commission for consideration and adoption.

APPENDIX A

Charge to the Reading Certificate and Reading Language Arts Credential Advisory Panel

Each member of the Reading Certificate and Reading Language Arts Credential Advisory Panel is charged to:

- Fully participate in the discussion and work of the group
- Share knowledge and beliefs in a professional manner, respecting differing perspectives
- Work together in a timely manner to meet the requirements of the Education Code

The Panel is charged to review:

1. The *2007 K-12 Reading/Language Arts Framework* that was adopted by the State Board of Education in April 2006.
2. The revised Reading Instruction Competence Assessment (RICA) content specifications.
3. The Commission adopted Multiple and Single Subject Teacher Preparation Program Standards 7A (Preparation to Teach Reading-Language Arts for Multiple Subject Candidates), 7B (Preparation to Teach Reading-Language Arts for Single Subject Candidates), and 8B (d) (Pedagogical Preparation for Subject-Specific content Instruction by Single Subject English Candidates).
4. The current credential requirements for the Reading Certificate and the Reading Language Arts Specialist Credential.
5. Other resources as appropriate such as current credential requirements and standards used by other states for similar credentials and current and confirmed research about effective instructional strategies.

The Panel serves in a critically important advisory role to the Commission. Ultimately, however, the Commission is statutorily responsible for adoption of standards and implementation of policy as well as recommendations to the Legislature and other policymakers for consideration as it relates to teacher preparation. As such, the Commission may adopt some or all of the Advisory Panel's recommendations or may amend recommendations as it determines appropriate.