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Action

Public Hearing

Proposed Amendments and Deletions to 5 California Code of Regulations Pertaining to the Reading and Literacy Added Authorization and Leadership Specialist Credential

Executive Summary: Proposed amendments and deletions to 5 California Code of Regulations pertaining to the Reading and Literacy Added Authorization and Leadership Specialist Credential are presented for public hearing.

Recommended Action: Staff recommends that the Commission adopt the proposed amendments and deletions to 5 California Code of Regulations.

Presenter: Terri H. Fesperman, Consultant, Certification, Assignment and Waivers Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Grant credentials, certificates and permits as set out in regulation and statute

Proposed Amendments and Deletions to 5 California Code of Regulations Pertaining to the Reading and Literacy Added Authorization and Leadership Specialist Credential

Introduction

The amendments and deletions to 5 California Code of Regulations pertaining to the Reading and Literacy Added Authorization and Leadership Specialist Credential are presented for public hearing.

Background

In April 2008, the Commission directed staff to convene a panel of reading instruction specialists, from both the Pre-K and educator preparation communities, to review the current Reading Certificate and Reading and Language Arts Specialist Credential Program Standards. These standards were last updated in August 1999 and were aligned with the previous Multiple and Single Subject Teacher Preparation Program Standard 7, the *1997 K-12 English–Language Arts Content Standards*, and the draft *1999 K-12 Reading/Language Arts Framework*. These documents have been superseded by the recently adopted Multiple and Single Subject Teacher Preparation Program Standards 7A, 7B, and 8B(d); the newly adopted Reading Instruction Competence Assessment (RICA) (<http://www.rica.nesinc.com/>) content specifications; and the new K-12 Reading/Language Arts (RLA) Framework (2007).

The Reading Advisory Panel met from June 2008 through August 2010. Two updates of the panel’s progress were presented to the Commission at the October 2008 and April 2009 meetings. The Commission approved the revised and updated *Standards of Program Quality and Effectiveness* for the Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential in September 2010.

The panel intended that the revised standards create a clear continuum of knowledge, skills, and responsibilities beginning with the new beginning multiple subject teacher who passed the Reading Instruction Competence Assessment (RICA) to the Reading and Literacy Added Authorization and finally to the Reading and Literacy Leadership Specialist Credential. Furthermore, panel members created standards that articulated the reciprocal roles among the skills of reading, speaking, listening, and writing and emphasized the importance of cultivating a culture of literacy in classrooms, schools, and districts, in which all activities of a school day, in all content areas, provide opportunities for students to practice using language by speaking, listening, reading, and writing.

Proposed Amendments and Deletions

Regulations for both the current Reading and Language Arts Specialist Credential and the Reading Certificate are proposed to be updated. For the Reading Certificate, the proposed regulations will:

- 1) change the title to Reading and Literacy Added Authorization,
- 2) add National Board Certification as a route to earn the authorization, and
- 3) update the requirements and authorization statement.

For the Reading Specialist Credential, the proposed regulations will:

- 1) change the title to Reading and Literacy Leadership Specialist Credential, and
- 2) update the requirements and authorization statement.

Proposed Amendments and Deletions to Regulations

§80014(a)(1) Clarifies that the prerequisite credential aligns with Education Code (EC) section 44203 and that the applicant must hold an English learner authorization per recommendation of the Reading Panel.

§80014(a)(2) Updates reflect that the Commission no longer issues emergency credentials but rather emergency and teaching permits. Clarifies how the candidate obtains the verification of experience.

§80014 (a)(3)(A) Adds revised document title, moves recommendation to subsection (a)(5), adds reference for the Committee on Accreditation, and adds the field experience requirement that is included in the program. Incorporates by reference the *Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards* to clarify the basis of the professional preparation program that must be completed.

§80014(a)(3)(B) Adds National Board Certification as an option as found in EC section 44253.3.

§80014(a)(4) Moves application and fee information from section 80014.2.

§80014(a)(5) Clarifies that individuals completing a program receive a recommendation as found in EC section 44227(b) while individuals completing National Board Certification may apply directly to the Commission.

§80014 Note Adds additional references to the Note section.

§80014.1 Title Adds revised title of document to better reflect the current trends and the revised authorization.

§80014.1(a) Adds revised title of document and clarifies that the previously issued Reading Certificate is included in the authorization as the document does not ‘expire’; therefore, individuals will continue to hold the certificate. Clarifies reference to the Title 5 section number.

§80014.1(a)(1) through (a)(6) Clarifies authorization to better reflect the content of the program completed by the individual.

§80014.1(b) Adds revised title of document and clarifies that the previously issued Reading Certificate is included in the authorization as the document does not ‘expire’; therefore, individuals will continue to hold the certificate. Changes reference to the Title 5 section for clarity.

§80014.2 Deletes section as application information was moved to previous sections and the RICA is no longer an option for meeting the requirements for a Reading authorization.

§80066 Title and (a) Revises title of document to better reflect the current trends and the revised authorization.

§80066(a) Deletes ‘professional’ to reflect amendments to EC section 44277 that deleted professional growth renewal requirements, updates the credential title as recommended by the Reading Panel, and amends the (3) to a (5) due to the additional requirements.

§80066(a)(1) Clarifies that the prerequisite credential aligns with EC section 44203 and that the applicant must hold an English learner authorization per recommendation of the Reading Panel.

§80066 (a)(2) Adds an experience requirement that was not previously listed in regulations.

§80066(a)(3) Renumbers from (a)(2) due to the addition of the experience requirement. Adds EC section 44373(c) pertaining to the COA and updates the credential title. Also amends ‘student teaching’ to ‘field experience’ to accurately reflect the program requirement. Incorporates by reference the *Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards* to clarify the basis of the professional preparation program that must be completed.

§80066(a)(4) Renumbers subsection and adds application and fee information.

§80066(a)(5) Renumbers from (a)(3) due to addition of the application/fee and experience requirements, adds EC section 44227(b) that requires recommendation, and deletes the redundant COA reference.

§80066(b) Deletes the term ‘professional’ to reflect amendments to EC section 44277 that deleted professional growth renewal requirements, updates the credential title as recommended by the Reading Panel, and amends the (2) to a (4) due to the additional requirements.

§80066(b)(1) Adds language requiring that the applicant hold an English learner authorization as recommended by the Reading Panel.

§80066(b)(2) Adds the experience requirement not previously listed in regulations and clarifies how the candidate must obtain it and who may verify the experience.

§80066(b)(3) Renumbers from (b)(2) due to the addition of the experience requirement, adds EC section 44373(c) pertaining to the COA, updates the credential title, and amends ‘student teaching’ to ‘field experience’ to accurately reflect the program requirement.

§80066(b)(4) Adds application and fee information.

§80066(c) Deletes term ‘professional’ to reflect amendments to EC §44277 that deleted professional growth renewal requirements; updates the credential title as recommended by the

Reading panel, deletes reference to T5 §80553 pertaining to ‘professional clear’ credentials, and adds ‘as follows’ prefacing new subsections.

§80066(c)(1) Establishes the term when the prerequisite is valid for five years or less.

§80066(c)(2) Establishes the term when the prerequisite is valid for more than five years.

§80066(d) Revises title of document and clarifies that the previously issued Reading Specialist is included in the authorization as individuals hold valid documents, including life documents that do not expire.

§80066(d)(1) through (d)(6) Revises authorization to reflect the competencies in the program completed by the individual.

§80066 Note Adds additional references to the Note section.

Documents Incorporated by Reference:

Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards (revised 3/11) <http://www.ctc.ca.gov/educator-prep/standards/Reading-Specialist.pdf>

The California Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence. For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education. There are different types of program standards.

Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Preconditions can be found within each program's standard document.

Common Standards

The Common Standards deal with aspects of program quality that cross all approved educator preparation programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. When a new program is proposed, the institution submits a Common Standards Addendum to address how the new program will integrate with the already approved programs.

Educator Preparation Program Standards

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet. Program sponsors must meet

all applicable program standards before the program application may be approved by the Commission.

Documents Relied Upon in Preparing Regulations:

Update on the Review of the Reading Certificate and Reading Language Arts Specialist Credential Requirements and Program Standards (October 2008) Report to the Commission
<http://www.ctc.ca.gov/commission/agendas/2008-10/2008-10-2E.pdf>

Progress Report on the Work of the Reading Certificate and Reading and Language Arts Specialist Advisory Panel (April 2009) Report to the Commission
<http://www.ctc.ca.gov/commission/agendas/2009-04/2009-04-3G.pdf>

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandate to local agencies or school districts: None.

Other non-discretionary costs or savings imposed upon local agencies: None.

Cost or savings to any state agency: None.

Cost or savings in federal funding to the state: None.

Significant effect on housing costs: None.

Significant statewide adverse economic impact directly affecting businesses including the ability of California businesses to compete with businesses in other states: None.

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with section 17500) of the Government Code.

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California [Govt. Code §11346.3(b)]: The Commission has made an assessment that the proposed amendments to the regulation would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, or (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not affect small businesses. The regulations are not mandatory but an option that affects school districts and county offices of education.

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

- Members of the Commission on Teacher Credentialing
- California County Superintendents of Schools
- Credential Analysts at the California County Superintendents of Schools Offices
- Superintendents of Selected California School Districts

- Deans and Directors at the California Institutions of Higher Education with Commission-accredited programs
- Credential Analysts at the California Institutions of Higher Education with Commission-accredited programs
- Presidents of Selected Professional Educational Associations

Also placed on the Internet at <http://www.ctc.ca.gov>.

Tally of Responses

As of May 16, the Commission had received the following written responses to the public announcement:

<i>Support</i>	<i>Opposition</i>
0 organizational opinions	0 organizational opinion
1 personal opinions	1 personal opinion

Total Responses: 2

Responses Representing Individuals in Support

1. Susana Fernandez, Support Services Manager, Orange County Office of Education

Responses Representing Individuals in Opposition

1. Beth Anne Baker, Reading Teacher, Crozier Middle School

Comment: I hold a clear credential in this area. In my opinion, the new proposed new name does not compare. It is less specific and less distinguished. I completed a Masters program to become a READING SPECIALIST. I believe by dropping this specific word (specialist) from the title you are misrepresenting the credential.

National Board Certification as a route to this credential? A masters degree in this SPECIFIC area of reading instruction is not obtained during a NBC program. Reading instruction is a science and should be authorized in situations where adequate training in READING INSTRUCTION has happened.

I know teachers with NBC that do NOT know how to teach reading and should not be reading specialists!

Thank you for allowing comments on this proposed change. I hope you leave the credential under it's current state.

Commission Response: The proposed changes are for two currently issued reading documents. One is the Reading Certificate which is proposed to be renamed the Reading and Literacy Added Authorization and the other document is the Reading Specialist which is proposed to be renamed the Reading and Literacy Leadership Specialist Credential. The Commission is not proposing to remove the word 'specialist' from the specialist credential. National Board Certification is a route to earn the added authorization and is not a route for the specialist credential.

Staff Recommendation

Staff recommends that the Commission adopt the proposed amendments and deletions to 5 California Code of Regulations pertaining to the Reading and Literacy Added Authorization and Leadership Specialist Credential.

5 California Code of Regulations Reading and Literacy Added Authorization and Leadership Specialist Credential

§80014. Requirements for the Reading Certificate and Literacy Added Authorization.

(a) The requirements for the Reading Certificate and Literacy Added Authorization include all of the following:

- (1) possession of a valid basic California teaching credential as specified in Education Code Section section 44203(e) and an English learner authorization;
- (2) ~~completion~~ verification of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, ~~internship~~ teaching, or teaching while holding an emergency ~~credential~~ or teaching permit. The candidate shall be responsible for obtaining verification of this experience on the official letterhead of the district or districts by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed;
- (3) completion of either (A) or (B):
 - (A) ~~An a approved reading~~ Reading certificate and Literacy Added Authorization professional preparation program and recommendation for the certificate by a California institution of higher education authorized by based on the Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards (rev. 3/11) available on the Commission's website and hereby incorporated by reference, accredited by the Commission or the Committee on Accreditation to recommend for the certificate, as provided in Education Code section 44373(c), including successful completion of a supervised field experience; or
 - (B) National Board Certification in Literacy: Reading–Language Arts for Early and Middle Childhood from the National Board of Professional Teaching Standards.
- (4) a completed application form as listed in section 80001(b)(2) and the appropriate fee as specified in section 80487(a)(1); and
- (5) for individuals completing (a)(3)(A), recommendation from a Commission-approved Reading and Literacy Added Authorization program as specified in Education Code section 44227(b) or for individuals completing (a)(3)(B), submit materials directly to the Commission.

Note: Authority cited: Sections 44225(q) and 44254, Education Code. Reference: Section 44203, 44227(b), 44253.3, 44254, and 44373.3(c), Education Code.

§80014.1 Authorization of and Period of Validity of the Reading Certificate and the Reading and Literacy Added Authorization.

- (a) ~~Authorization of the~~ The previously issued Reading Certificate; and the Reading and Literacy Added Authorization authorizes the holder to provide the following services to students at ~~one or more~~ the school sites level, at the grade levels authorized by the prerequisite credential in ~~Education Code Section 44203(3)~~ section 80014(a)(1):
- (1) ~~Provide~~ provide direct reading intervention to students ~~student assessment in reading, and student instruction that is responsive to the assessments and adapt instructional practices and strategies to provide direct specialized reading instruction to students with severe reading difficulties including monitoring and adjusting intervention instruction;~~
 - (2) ~~Develop, implement and adapt reading instruction, and assist teachers with respect to the prevention and intervention of reading difficulties participate in the adoption of literacy curricula, facilitate and monitor implementation of adopted curricula, and support and assist teachers in the use of literacy curricula; and~~
 - (3) ~~Develop, implement and adapt instruction, and assist teachers, to enable all students to read and comprehend the content of the curriculum. select and administer ongoing formal and informal diagnostic assessments of students' progress, report results, assist teachers in modifying instructional practices, and use the results for student placement in and exit from reading intervention programs;~~
 - (4) interpret results of school-wide reading assessment data to monitor student progress and identify modification of instructional practices and strategies to assist teachers;
 - (5) develop, implement and adapt reading and literacy instructional materials, technologies, and strategies in alignment with students' assessed reading and literacy needs including the prevention and intervention of reading difficulties; and assist teachers to ensure that the full range of students develop proficiency; and
 - (6) assist students' and teachers' use of information and communication technologies and the development of digital literacy skills.
- (b) Period of validity: ~~The previously issued Reading Certificate and the Reading and Literacy Added Authorization shall remain valid as long as the prerequisite credential in Education Code Section 44203(e)~~ section 80014(a)(1) remains valid.

Note: Authority cited: Sections 44225(q) and 44254, Education Code. Reference: Section 44254, Education Code.

§ 80014.2. Application Procedure for a Reading Certificate.

~~Each applicant for a Reading Certificate shall submit form Application for Credential Authorizing Public School Service (form 41-4, rev. 7/96) to the California Commission on Teacher Credentialing or through the recommending institution, whichever is appropriate, which shall be accompanied by all of the following:~~

- (a) If the applicant does not already have fingerprint clearance on file with the Commission, the certificate application must include duplicate personal identification cards as specified in Section

~~80442 and form Application for Character and Identification Clearance (form 41-CIC, rev. 11/96).~~

~~(b) The fee(s) as specified in Section 80487.~~

~~(c) Official transcripts listing college and university course work as specified in Section 80435.~~

~~(d) Scores on the Reading Instruction Competence Assessment (RICA), if applicable.~~

~~Note: Authority cited: Sections 44225(q) and 44254, Education Code. Reference: Section 44254, Education Code.~~

§80066. Specific Requirements for the Professional Clear Reading and Language Arts Literacy Leadership Specialist Credential.

(a) The minimum requirements for the professional clear Reading and Language Arts Literacy Leadership Specialist Credential for applicants who complete a professional preparation program in California shall include (1) through (35):

(1) possession of a valid basic California teaching credential as defined in Education Code ~~Section~~ section 44203(e) and an English learner authorization;

(2) verification of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit. The candidate shall be responsible for obtaining verification of this experience on the official letterhead of the district or districts by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed;

~~(23)~~ completion of a post baccalaureate professional preparation program based on the *Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards (rev. 3/11)* available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c) for the Reading and Language Arts Literacy Leadership Specialist Credential, including successful completion of supervised field experience student teaching; and

~~(34)~~ a completed application form as listed in section 80001(b)(2) and the appropriate fee as specified in section 80487(a)(1); and

~~(45)~~ the recommendation from a regionally accredited institution of higher education Commission-approved Reading and Literacy Leadership Specialist program as specified in Education Code section 44227(b) that has a Reading and Language Arts Specialist program accredited by the Committee on Accreditation.

(b) The minimum requirements for the professional clear Reading and Language Arts Literacy Leadership Specialist Credential for applicants who complete a professional preparation program outside California shall include (1) ~~and~~ through (24). Applicants may apply directly

to the Commission for the ~~professional~~ clear Reading and ~~Language Arts~~ Literacy Leadership Specialist Credential under this section:

- (1) possession of a valid basic California teaching credential as defined in Education Code ~~Section~~ section 44203(e) and an English learner authorization; and
 - (2) verification of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit. The candidate shall be responsible for obtaining verification of this experience on the official letterhead of the district or districts by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed;
 - (~~2~~3) completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation for the Reading and ~~Language Arts~~ Literacy Leadership Specialist Credential, including successful completion of supervised field experience, ~~student teaching~~, but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; and
 - (4) a completed application form as listed in section 80001(b)(2) and the appropriate fee as specified in section 80487(a)(1).
- (c) The ~~professional~~ clear Reading and ~~Language Arts~~ Literacy Leadership Specialist Credential issued on the basis of the completion of all requirements shall be dated ~~per Title 5 Section 80553~~ as follows:
- (1) If the basic teaching credential listed in (a)(1) or (b)(1) is valid for five years or less from the issuance date of the clear Reading and Literacy Leadership Specialist Credential, the credential shall be valid from the issuance date established in section 80440 and will expire on the expiration date of the basic teaching credential.
 - (2) If the basic teaching credential listed in (a)(1) or (b)(1) is valid for more than five years from the issuance date of the clear Reading and Literacy Leadership Specialist Credential, the credential shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month.
- (d) The Clear Reading and Literacy Leadership and the previously issued Clear Reading and Language Arts Specialist Credentials authorizes the holder to provide the following services ~~assist and support the classroom teacher in reading instruction and teaching strategies, select and adapt reading instruction materials, plan and conduct reading staff development, assess student progress and monitor student achievement in reading, provide direct reading intervention work with students, and develop and coordinate reading programs at the school site, school district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults;~~

- (1) provide direct reading intervention to students and adapt instructional routines and strategies to provide direct specialized reading instruction to students with severe reading difficulties including monitoring and adjusting intervention instruction;
- (2) coordinate adoption and facilitate implementation of adopted literacy curricula including providing training to teachers;
- (3) select and administer reading and literacy assessments, interpret results to determine student growth and identification of struggling students, select interventions, communicate results, and provide guidance and coaching to teachers;
- (4) design, implement, and evaluate a comprehensive literacy plan;
- (5) support students' literacy development, inform, and train teachers in literacy skills using information and communication technologies; and
- (6) evaluate literacy practices and report findings, guide teachers and administrators in collaborative efforts to design, implement, and evaluate local, state and/or federal programs, and plan and conduct staff development.

Note: Authority cited: Sections 44225(q) and 44254, Education Code. Reference: Sections 44203(e), 44225(d), 44225(e), and ~~44251,-44265,~~ 44227(b), 44254, and 44373.3(c), Education Code.