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Action

Certification Committee

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

Executive Summary: This agenda item will present proposed amendments and deletions pertaining to the Reading and Literacy Added Authorization and Leadership Specialist Credential.

Recommended Action: Staff recommends that the Commission approve the proposed amendments and deletions of regulations concerning the Reading and Literacy Added Authorization and Leadership Specialist Credential for the purpose of beginning the rulemaking file for submission to the Office of Administrative Law and scheduling a public hearing.

Presenter: Tammy A. Duggan, Consultant, Certification Division

Strategic Plan Goal

Educator Quality

- d) Effectively, efficiently, and fairly monitor the fitness of all applicants and credential holders to work with California students.

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

Introduction

This agenda item presents amendments and deletions to Title 5 of the California Code of Regulations pertaining to the Reading and Literacy Added Authorization and Leadership Specialist Credential.

The proposed amendments include updating the titles, requirements, and authorizations for the Reading and Literacy Added Authorization (RLAA) and the Reading and Literacy Leadership Specialist (RLLS) Credential.

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 These documents were superseded by the current Multiple and Single Subject Teacher Preparation Program Standards 7A (for Multiple Subject credentials) and 7B (for Single Subject credentials) (<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards-2014.pdf>), the current Reading Instruction Competence Assessment (RICA) (<http://www.rica.nesinc.com/>) content specifications, and the 2007 K-12 Reading/Language Arts (RLA) Framework (<http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf>).

The Reading Advisory Panel met from June 2008 through August 2010. The Commission approved the revised and updated *Standards of Program Quality and Effectiveness* for the RLAA and RLLS Credential in September 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2C.pdf>). The program standards document was updated in March 2011 to reflect the changes approved by the Commission.

The panel intended that the revised standards create a clear continuum of knowledge, skills, and responsibilities from the new beginning teacher 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,

REVISED

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.

The regulation amendments and deletions included in this item were first proposed in early 2011. However, those proposed regulation amendments were formally withdrawn from the Office of Administrative law due to concerns raised by the Department of Finance related to language that could have possibly resulted in mandated costs. The sections of concern have been amended in these proposed regulations and no longer pose the threat of creating potential mandated costs.

Proposed Additions and Amendments

Amendments to the regulations for both the current Reading Certificate and the Reading and Language Arts Specialist Credential are proposed. 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

Title and (a): Updates the title of the Reading Certificate to the Reading and Literacy Added Authorization as recommended by the Reading Advisory Panel.

(a)(1): Proposes the addition of “basic California teaching” to align with EC section 44203 and language requiring that the applicant hold an English learner authorization as recommended by the Reading Advisory Panel (refer to the Preconditions on page 1 of the programs standards document). Also changed the capital “P” at the beginning of the subsection to a lowercase “p” for consistency with other Title 5 sections.

(a)(2): Proposes amending “completion” to “verification” as related to the experience requirement for clarity purposes. Additional proposed amendments reflect that the Commission no longer issues emergency credentials but rather emergency and teaching permits.

(a)(3): Proposes the addition of language to preface two new subsections that specify the routes available to earn the added authorization.

REVISED

(a)(3)(A): Renumbers subsection (a)(3) to (a)(3)(A) due to the addition of subsection (a)(3)(B); updates the title of the Reading Certificate to the Reading and Literacy Added Authorization as recommended by the Reading Advisory Panel; deletes the recommendation information that has been moved to subsection (a)(5); adds the EC reference for the Committee on Accreditation; adds the supervised field experience requirement for clarity purposes; and incorporates by reference the *Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards* to clarify the type of professional preparation program that must be completed.

(a)(3)(B): Proposes the addition of the National Board Certification option to earn the RLAA as provided in EC section 44253.3.

(a)(4): Proposes the addition of a new subsection to clarify the application and fee requirements that were previously listed in section 80014.2 (the amendments propose the deletion of section 80014.2).

(a)(5): Proposes the addition of a new subsection to clarify that individuals completing a Commission-approved program must receive recommendation for the RLAA as provided in EC section 44227(b) and that individuals completing National Board Certification may apply directly to the Commission.

Note: Proposes additional references to the Note section.

§80014.1

Title: Updates the title of the Reading Certificate to the Reading and Literacy Added Authorization as recommended by the Reading Advisory Panel.

(a): Proposes updating the title of the Reading Certificate to the Reading and Literacy Added Authorization as recommended by the Reading Advisory Panel. The proposed amendments also clarify that the previously issued Reading Certificate has the same authorization as the RLAA. Reading Certificates do not ‘expire;’ therefore, individuals will continue to hold the ‘certificate’ once the Commission begins issuing RLAA. Proposes additional minor language amendments and changes the EC reference to a Title 5 reference for clarity purposes.

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

(b): Proposes the addition of the updated RLAA document title. The proposed amendments also clarify that the previously issued Reading Certificate has the same “Period of validity” as the RLAA. Reading Certificates do not ‘expire;’ therefore, individuals will continue to hold the ‘certificate’ once the Commission begins issuing RLAA. Lastly, the proposed amendments change the EC reference to a Title 5 reference for clarity purposes.

REVISED

§80014.2

Proposes deletion of the entire section for the following reasons: 1) the application information has been moved to §80014(a)(4); 2) the fingerprint clearance information referenced in subsection (a) is not necessary, as the individual's fingerprint information will already be on file at the Commission for issuance of the perquisite credential specified in §80014(a)(1); 3) the fee information referenced in subsection (b) has been moved to §80014(a)(4); 4) the transcripts referenced in subsection (c) are not necessary because individuals must be formally recommended for the RLAA as specified in EC section 44227(b); and 5) the RICA scores referenced in subsection (d) are not necessary, as passage of RICA is not a requirement for issuance of a RLAA.

§80066

Title and (a): Updates the title of the Reading and Language Arts Specialist Credential to the Reading and Literacy Leadership Specialist Credential as recommended by the Reading Advisory Panel.

Amendments to EC §44277 removed professional growth activities and successful service as renewal requirements for professional clear credentials. As a result, the Commission discontinued issuance of "professional" clear credentials effective January 1, 2007. Therefore, the proposed amendments also remove the word 'professional' from the credential title.

The "(3)" at the end of the subsection has been amended to "(5)" due to the proposed addition of two new subsections.

(a)(1): Proposes changing "Section" to "section" for consistency purposes. Also proposes the addition of language requiring that the applicant hold an English learner authorization as recommended by the Reading Advisory Panel (refer to the Preconditions on page 1 of the programs standards document).

(a)(2): Three years of teaching experience is a precondition an individual must satisfy before an approved program may recommend for the RLAA and an individual must be eligible for an RLAA prior to being recommended for an RLLS Credential (refer to the Preconditions on page 1 of the programs standards document). Proposes the addition of the experience requirement for clarity and consistency purposes.

(a)(3): Renumbered from (a)(2) due to the addition of the experience requirement. Proposes to incorporate by reference the *Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards* to clarify the type of professional preparation program that must be completed; adds the EC section pertaining to the Committee on Accreditation; and amends 'student teaching' to 'field experience' to accurately reflect the program requirement.

REVISED

(a)(4): Proposes the addition of a new subsection to clarify the application and fee requirements.

(a)(5): Renumbered from (a)(3) due to addition of the experience and application/fee requirements; deletes the language that references a “regionally-accredited institution of higher education” as RLLS Credential programs may be offered by school districts and county offices of education; adds EC section 44227(b) that requires recommendation from a Commission-approved program; and deletes the redundant Committee on Accreditation reference.

(b): Updates the title of the Reading and Language Arts Specialist Credential to the Reading and Literacy Leadership Specialist Credential as recommended by the Reading Advisory Panel.

Amendments to EC §44277 removed professional growth activities and successful service as renewal requirements for professional clear credentials. As a result, the Commission discontinued issuance of “professional” clear credentials effective January 1, 2007. Therefore, the proposed amendments also remove the word ‘professional’ from the credential title.

The “(2)” referenced in the middle of the subsection has been amended to “(4)” due to the proposed addition of two new subsections.

(b)(1): Proposes changing “Section” to “section” for consistency purposes. Also proposes the addition of language requiring that the applicant hold an English learner authorization as recommended by the Reading Advisory Panel (refer to the Preconditions on page 1 of the programs standards document).

(b)(2): Three years of teaching experience is a requirement for an RLLS Credential program issued on the basis of a Commission-approved program (refer to the Preconditions on page 1 of the programs standards document). Proposes the addition of a new subsection for out-of-state prepared reading specialists to detail the experience requirement for clarity and consistency purposes.

(b)(3): Renumbered from (b)(2) due to the addition of the experience requirement. Also, updates the title of the Reading and Language Arts Specialist Credential to the Reading and Literacy Leadership Specialist Credential as recommended by the Reading Advisory Panel and amends ‘student teaching’ to ‘field experience’ to accurately reflect the program requirement.

(b)(4): Proposes the addition of a new subsection to clarify the application and fee requirements

(c): Updates the title of the Reading and Language Arts Specialist Credential to the Reading and Literacy Leadership Specialist Credential as recommended by the Reading Panel.

Amendments to EC §44277 removed professional growth activities and successful service as renewal requirements for professional clear credentials. As a result, the Commission discontinued issuance of “professional” clear credentials effective January 1, 2007. Therefore, the proposed amendments also remove the word ‘professional’ from the credential title and

REVISED

change the referenced Title 5 section that pertained to the dating of professional clear credentials to Title 5 section 80493 that pertains to the dating of clear credentials.

(d): Proposes updating the title of the Reading and Language Arts Specialist Credential to the Reading and Literacy Leadership Specialist Credential as recommended by the Reading Advisory Panel and additional language to clarify that the previously issued Reading Specialist credential has the same authorization as the RLLS Credential. The proposed amendments also delete the authorization language and replace it with “provide the following services:” as the credential authorization is proposed to be clarified in subsections (d)(1) through (d)(6).

(d)(1) through (d)(6): Proposed new subsection to revise and clarify the RLLS credential authorization to reflect the competencies in the program completed by the individual.

Next Steps

Staff recommends that the Commission approve the proposed amendments and deletions to Title 5 of the California Code of Regulations concerning the Reading and Literacy Added Authorization and Leadership Specialist Credential for the purpose of beginning the rulemaking file for submission to the Office of Administrative Law and scheduling of a public hearing.

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CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

§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;
- (3) completion of either (A) or (B):
 - ~~(3A) 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 for Professional Teaching Standards;
- (4) submission of an application form as defined in section 80001(b)(2) and the application fee as specified in section 80487(a)(1); and
- (5) for an individual who completes the program referenced in subsection (a)(3)(A), recommendation from a Commission-approved Reading and Literacy Added Authorization program as specified in Education Code section 44227(b). An individual who holds the certificated specified in subsection (a)(3)(B) may submit an application 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.

REVISED

§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;~~
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~~
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;~~
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.

REVISED

~~§ 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 ~~(3)~~ (5):~~
 - ~~(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;~~
 - ~~(~~2~~3) 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~~~~

REVISED

- (4) submission of an application form as defined in section 80001(b)(2) and the application fee as specified in section 80487(a)(1); and
- (35) 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;
 - (23) 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) submission of an application form as defined in section 80001(b)(2) and the application 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~~80493.
- (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~~

REVISED

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.