

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

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OFFICE OF THE EXECUTIVE DIRECTOR

98-9824

DATE: December 18, 1998

TO: All Individuals and Groups Interested in the Activities of the  
Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.  
Executive Director

SUBJECT: Proposed Amendment to Section 80499 of Title 5, California  
Code of Regulations, Pertaining Requirements for Adding an  
Authorization to a Credential

**Notice of Public Hearing is Hereby Given:**

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the ~~deleted~~ text is lined-through. The public hearing is scheduled on:

February 4, 1999  
1:30 pm  
California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95814

**Statement of Reasons**

Title 5, §80499, currently allows an individual who is eligible for a teaching credential based on a baccalaureate degree and a professional teacher preparation program including student teaching to obtain a Multiple or Single Subject Credential, in most cases, by verifying only subject matter competency. This does not require any additional pedagogical training when obtaining an authorization at a new level, such as the holder of a Single Subject Credential obtaining the Multiple Subject Credential.

For those seeking the Multiple Subject Credential, nothing in their initial Single Subject preparation program prepares them to teach the basic level content to young children. The Multiple Subject Credential program also does not train individuals to teach the higher level content to adolescents. Additionally, the increased demand for primary teachers as a result of class-size reduction has encouraged a substantial number of secondary teachers to qualify for the Multiple Subject through this added authorization route. To ensure that these individuals will be successful with young children, it is important that they know appropriate methodologies and have knowledge of the teaching of reading.

***The Importance of Reading and Content Pedagogy for those Seeking Supplementary Authorizations***

The importance of the ability to teach reading is essential at all grade levels. Similarly, the ability to translate knowledge of a subject area into content that is understandable and developmentally appropriate is critical for teachers at all grade levels. Teachers who are initially prepared to instruct primarily secondary or primarily elementary students need to have developmentally appropriate instruction in those grade levels they wish to add to their teaching authorization.

The work of Adams (1990), Honig (1996), Liberman et al (1991), Lyon (1994), and Moats (1994), and the California Reading Task Force (1995), all show the importance of focused, specific, developmentally appropriate instruction in the teaching of reading. Although there are some common elements of instruction for all teachers of reading, there are differences in the necessary knowledge especially for those who teach reading in early grades (Kindergarten through Grade 3). Those who teach reading in middle and secondary classes need to possess knowledge of specific remedial strategies. This distinction is also illustrated in the 1998 Reading/Language Arts Curriculum Framework.

The work of Ball and Wilson (1990), is one example of a study that demonstrates both knowledge of subject matter and the knowledge of how to teach are equally important. Many of us have experienced teachers (frequently in college) who seemed to have a vast knowledge of their subject, but had little notion of how to make that knowledge understandable to those students in their classroom. The ability to break down a subject into its component parts, to provide illustrations and examples, to attach what is being learned to what a student already knows are essential to the art and skill of teaching. Knowledge of content alone does not provide these skills. Courses in pedagogy are designed to provide these kinds of skills. It is important that when a teacher chooses to teach content knowledge to students at a different grade level than their current

credential authorization that they have developmentally appropriate pedagogical instruction in that subject.

### ***Proposed Amendments to §80499***

In general, the proposed regulations require the holder of the Multiple Subject Credential, who wishes to obtain a Single Subject Credential, to complete a "departmentalized" methodology course in addition to the specialty area subject matter competency. It also requires holders of the Single Subject Credential, who seek a Multiple Subject Credential, to complete the liberal studies subject matter competency plus a course in "self-contained" methodology and either a course in English language skills for the beginning learner or the RICA at the level required for the Multiple Subject Credential. The following is a more detailed review of the proposed amendments, listed by credential type. The issue of "eligibility" as opposed to holding a valid credential is also discussed.

#### Adding an Authorization to a Clear, Life or Professional Clear Multiple or Single Subject Credential

Currently, these credential holders only need to satisfy the subject matter competency requirement to obtain an added authorization. Under this proposal, holders of a Multiple Subject Credential who wish to obtain a Single Subject Credential would also be required to complete a three-semester unit course in methodology directly related to teaching in a departmentalized setting. Holders of the Single Subject Credential would need to satisfy liberal studies subject matter competency and, additionally, 1) a three-semester unit course in methodology directly related to teaching in a self-contained setting and 2) a course or assessment (RICA) covering the development of English language skills for the beginning learner including reading to obtain a Multiple Subject Credential. The proposed, required coursework would need to be completed with a grade of pass, credit, or C or better. Because holders of Single Subject Credentials previously completed departmentalized-setting methodology, they may continue to add authorizations to their Single Subject Credential by satisfying only the subject matter competency requirement in the new single subject area. The following chart lists both the current and proposed requirements.

ADDING TO A CLEAR, LIFE, OR PROFESSIONAL CLEAR CREDENTIAL

Clear, Life, or Professional Clear Credential Held	Requirement(s) (proposed* and current)	Clear or Professional Clear Credential Sought
Multiple Subject	specialty area subject matter competency departmentalized methodology course	Single Subject
Single Subject	liberal studies subject matter competency self-contained methodology course English language skills for beginning readers: course or the RICA	Multiple Subject
Single Subject	new specialty area subject matter competency	Single Subject

Adding an Authorization to a Preliminary Multiple or Single Subject Credential

The proposal would similarly affect holders of preliminary Multiple or Single Subject Credential who wish to add an authorization at a new level. Currently, preliminary credential holders need to satisfy 1) the subject matter competency in the new area, 2) English language skills including reading, and 3) the United States Constitution requirements to obtain a new authorization. This proposal would also require the completion of a three-semester unit course in methodology directly related to teaching in a departmentalized setting. To obtain the Multiple Subject Credential, holders of Single Subject Credentials would continue to verify liberal studies subject matter competency and knowledge of the United States Constitution. They would also need to verify both a three-semester unit course in methodology directly related to teaching in a self-contained setting and a course or assessment (RICA) covering the development of English language skills including reading specifically for the *beginning learner*. The proposed, required coursework would need to be completed with a grade of pass, credit, or C or better.

The proposed regulations also clarify that individuals who hold two-year preliminary Single Subject Credentials will have the option of adding the new specialty area to the two-year Single Subject Credential even if they have not had time to complete any other renewal requirement for the three-year extension. They will also have the option of adding the new subject when they renew their two-year preliminary Single Subject Credentials or after. The previous wording did not allow this flexibility for trained departmentalized teachers.

### Remove the "Academically Eligible for the Credential" Option

Currently, to add an authorization, the individual may either possess *or be academically eligible* for the appropriate basic teaching credential. This allows an individual who qualifies for the Multiple Subject Credential to acquire the Single Subject Credential without obtaining the Multiple Subject, thereby saving the application fee. If this practice remains in place, then an elementary out-of-state trained teacher could obtain the Single Subject Credential and then qualify for the five-year preliminary Multiple Subject Credential without passing the Reading Instruction Competence Assessment (RICA) examination. This omission would be allowed because Education Code §44283, which governs the RICA requirement, does not require this examination if an individual already holds a valid California credential. To ensure that all individuals who need RICA are required to pass it, the proposed amendments remove the "eligibility" option.

### Pre-Ryan Credentials

Holders of credentials issued under the General and Standard (Fisher) laws would not be affected by these proposed amendments because Education Code §44225(e) requires the Commission to exempt these credential holders from numerous requirements, including pedagogical training, when obtaining added authorizations.

### **Documents Relied Upon in Preparing Regulations**

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge: MIT Press.

Ball, D.L. & Wilson, S.M (1990). *Knowing the subject and learning to teach it: Examining assumptions about becoming a mathematics teacher*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

California Reading Task Force. (1995). *Every child a reader*. Sacramento: California Department of Education.

Honig, B (1996). *Teaching our children to read*. Thousand Oaks: Corwin Press.

Liberman, I.Y., Shankweiler, D., & Liberman, A.M. (1991). The alphabetic principle and learning to read. In *Phonology and reading disability: Solving the reading puzzle*. Washington, D.C.: International Academy for Research in Learning Disabilities, Monograph Series, US. Department of Health and Human Services, Public Health Service; National Institutes of Health.

Lyon G.R. (1994). *Research in learning disabilities at the NICHD*. Bethesda, MD: NICHD Technical Document/Human Learning and Behavior Branch.

Moats, L.C. (1994). The missing foundation in teacher education: Knowledge of the structure of spoken and written language. *Annals of Dyslexia*, 44, 157-168.

1998 Reading/Language Arts Curriculum Framework, pp 179-206

Commission Surveys

Bulletins for required examinations

### **Documents Incorporated by Reference**

No documents are incorporated by reference.

### **Written Comment Period**

Any interested person, or his or her authorized representative, may submit written comments on the proposed action(s). The written comment period closes at 5:00 p.m. on February 3, 1999.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

### **Submission of Written Comments**

A response form is attached for your use when submitting written comments to the Commission. Please send it to the Commission, attention Executive Office, 1900 Capitol Avenue, Sacramento, California, 95814, so it is received at least one day prior to the date of the public hearing.

### **Public Hearing**

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact the Executive Director's office at (916) 445-0184 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commissioners and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

### **Modification of Proposed Actions**

If the Commission proposes to modify the action(s) hereby proposed, the modifications (other than non-substantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

### **Contact Person/Further Information**

Inquiries concerning the proposed action may be directed to Yvonne Novelli, at (916) 445-5865. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. In addition, all the information on which this proposal is based is available for inspection and copying.

Attachments

**Division VIII of Title 5  
California Code of Regulations**

**Section 80499  
Pertaining to Requirements for Adding an  
Authorization to a Credential**

**INITIAL PROPOSED REGULATIONS**

**Section 80499. Requirements for Adding ~~An~~ an Authorization to a an Existing Credential.**

- (a) A qualified applicant who holds a teaching credential as described in (b) and desires an additional authorization may apply for the authorization by recommendation of an institution approved by the Commission to recommend for the authorization, or may apply directly to the Commission pursuant to (c), (d), (e) or (f) below.
- (b) The following definitions apply only to §80499. A "qualified applicant" is defined as a holder of a valid credential that meets the definition of a "basic teaching credential" pursuant to Education Code §44203(e)(1) only. The "holder of a valid credential" is defined as an individual who ~~either~~ possesses ~~or is academically eligible for~~ the appropriate, valid basic teaching credential.
- (c) A qualified applicant holding a valid clear, life or professional clear Multiple or Single Subject Teaching Credential may obtain ~~a multiple or single subject teaching~~ an additional authorization when the holder has verified either (1), (2), or (3) below.
- (1) The holder of a Multiple Subject Teaching Credential may obtain a Single Subject Teaching Credential by verifying both of the following requirements:
- (A) subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program; and
- (B) a three-semester or four-quarter unit course in subject matter pedagogy directly related to teaching in a departmentalized setting and appropriate to Single Subject Teaching Credential.
- (2) The holder of a Single Subject Teaching Credential may obtain a Multiple Subject Teaching Credential by verifying all of the following requirements:
- (A) subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted



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- by the Commission, or a Commission-approved subject-matter program.
- (B) a three-semester or four-quarter unit course in subject-matter pedagogy directly related to teaching in a self-contained setting and appropriate to Multiple Subject Teaching Credential, and
- (C) study of alternative methods of developing English language skills as described in Education Code Sections 44259(b)(4) and 44283. This requirement may be satisfied by either completion of coursework or by passage of the Reading Instruction Competence Assessment (RICA) at the level required for the Multiple Subject Teaching Credential.
- (3) The holder of a Single Subject Teaching Credential may obtain a Single Subject Teaching Credential in an added authorization by verifying the following requirement:
- (A) subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program.
- (4) A grade of “C” or better, “Pass,” or “Credit,” must be earned in the coursework in the study of alternative methods of developing English language skills and the subject-matter pedagogy.
- (5) The applicant will be granted a clear multiple or single subject teaching authorization if the credential held is a clear or life. The applicant will be granted a professional clear multiple or single subject teaching authorization if the credential held is a professional clear.
- (d) A qualified applicant holding a valid preliminary Multiple or Single Subject Teaching Credential may obtain a preliminary multiple or single subject teaching authorization when the holder has verified successful completion of (1), (2), and (3) below:
- (1) The holder of a Multiple Subject Teaching Credential may obtain a Single Subject Teaching Credential by verifying all of the following requirements:
- (A) Subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program;
- (B) a three-semester or four-quarter unit course in subject matter pedagogy directly related to teaching in a departmentalized setting and appropriate to Single Subject Teaching Credential,
- ~~(2)(C) Study of alternative methods of developing English language skills, as described in Education Code Section 44259(b)(4), and including reading, among all pupils, including~~

those for whom English is a second language, in accordance with the commission's standards of program quality and effectiveness. A program for the multiple subjects credential also shall include the study of integrated methods of teaching language arts. If the applicant has previously verified the knowledge of teaching reading to obtain a Multiple Subject Teaching Credential, then they have satisfied this requirement.

- ~~(3)(D)~~ Demonstration of a knowledge of the principles and provisions of the Constitution of the United States pursuant to Education Code Section 44335.
- (2) The holder of a Single Subject Teaching Credential may obtain a Multiple Subject Teaching Credential by verifying all of the following requirements:
- (A) subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program,
  - (B) a three-semester or four-quarter unit course in subject matter pedagogy directly related to teaching in a self-contained setting and appropriate to Multiple Subject Teaching Credential,
  - (C) study of alternative methods of developing English language skills as described in Education Code Sections 44259(b)(4) and 44283. This requirement may be satisfied by either completion of coursework or by passage of the RICA at the level required for the Multiple Subject Teaching Credential, and
  - (D) demonstration of a knowledge of the principles and provisions of the Constitution of the United States pursuant to Education Code Section 44335.
- (3) The holder of a Single Subject Teaching Credential may obtain a Single Subject Teaching Credential in an added authorization by one of the following methods.
- (A) The holder of a Single Subject Teaching Credential may obtain a Single Subject Teaching Credential in an added authorization by verifying the requirements described in (A), (C), and (D) of (d)(1). It will be valid for five years from the original issuance date of the initial preliminary Single Subject Teaching Credential.
  - (B) The holder of a Single Subject Teaching Credential may obtain a Single Subject Teaching Credential in an added authorization by verifying subject matter knowledge described in (A) of (d)(1). It will be valid for two years from the original issuance date of the initial preliminary Single Subject Teaching Credential.
- (4) A grade of "C" or better, "Pass," or "Credit," must be earned in the coursework in the study of alternative methods of developing English language skills and the subject-matter pedagogy.

- (5) The applicant will be granted a 5-year preliminary multiple or single subject teaching authorization, with the exceptions described in (d)(3). Upon completion of all requirements for the professional clear credential as specified in Education Code, Section 44259(c), the qualified applicant may be granted a professional clear single or multiple subject teaching authorization.
- (e) A qualified applicant holding a valid teaching credential obtained prior to January 1, 1974, who has completed a fifth year program after earning a baccalaureate degree at a regionally accredited institution may obtain a clear multiple or single subject teaching authorization by verifying subject matter knowledge in the requested area. Subject matter knowledge can be verified by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program.
- (f) A qualified applicant holding a valid teaching credential obtained prior to January 1, 1974, but who has not yet completed a fifth year program after earning a baccalaureate degree at a regionally accredited institution, may obtain a preliminary multiple or single subject teaching authorization when the holder has verified subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program. Upon completion of a fifth year program including the recommendation of a Commission-approved institution, the qualified applicant may be granted a clear multiple or single subject teaching authorization.
- (g) When a teacher is assigned outside his or her grade level or subject-matter authorization, opportunities for the teacher to have available transitional supervision or training shall be provided as deemed appropriate by the district or county superintendent.

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NOTE: Authority cited: Section 44225(q), Education Code. Reference: Section 44225(e) and 44259, Education Code.

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OFFICE OF THE EXECUTIVE DIRECTOR

Attn.: Sam Swofford, Ed.D.  
Executive Director

Title: Adding an Authorization to a Credential  
Section No.: 80499

**Response to the Attached Title 5 Regulations**

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please return this response form to the Commission, attention Executive Office, at the above address by 5:00 pm on February 3, 1999, in order that the material can be presented at the February 4, 1999 public hearing.

1.  **Yes**, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
2.  **No**, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)
3.  Personal opinion of the undersigned. and/or
4.  Organizational opinion representing: \_\_\_\_\_  
(Circle One) School District, County Schools, College, University, Professional Organization, Other
5.  I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
6.  No, I will not make a presentation to the Commission at the public hearing.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Employer/Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

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