



CODED CORRESPONDENCE

DATE: October 16, 2015	NUMBER: 15-09
TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	FROM: Mary Vixie Sandy Executive Director Commission on Teacher Credentialing
SUBJECT: Proposed Amendments and Deletions to Title 5 of the California Code of Regulations Pertaining to the Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential	

Notice of Public Hearing is Hereby Given

The Commission on Teacher Credentialing (Commission) proposes to take the regulatory action described herein after considering all comments, objections, and recommendations regarding the proposed action. A copy of the proposed regulations is attached with the added text underlined and the deleted text lined out.

A public hearing on the proposed actions will be held:

**December 4, 2015
8: 30 a.m.
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811**

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by e-mail relevant to the proposed action. The written comment period closes at 5:00 p.m. on November 30, 2015. Comments must be received by that time or may be submitted at the public hearing. You may fax your response to (916) 322-0048; write to the Commission on Teacher Credentialing, attn. Tammy A. Duggan, 1900 Capitol Avenue, Sacramento, California 95811; or submit an email at tduggan@ctc.ca.gov.

Any written comments received 15 days prior to the public hearing will be reproduced by the Commission's staff for each member of the Commission 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.

Authority and Reference

Education Code (EC) section 44225 authorizes the Commission to adopt these proposed regulations. The proposed regulations implement, interpret, and make specific EC sections 44254 and 44265 pertaining to documents that authorize reading instruction in California's public schools.

Informative Digest/Policy Statement Overview

Summary of Existing Laws and Regulations

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), the current Reading Instruction Competence Assessment (RICA) content specifications, and the *Reading/Language Arts (RLA) Framework for California Public Schools, Kindergarten Through Grade 12*.

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. The title of the RLAA as approved by the Commission in September 2010 was “Reading and Literacy Certificate,” but the title was later amended to “Reading and Literacy Added Authorization” for consistency with other authorizations issued by the Commission (reference 5 CCR sections 80046.1, 80048.5, 80048.7, and 80070.1). The program standards document was updated in March 2011 to reflect the changes approved by the Commission and include the RLAA title.

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



The Commission anticipates that the proposed amendments and deletions will promote fairness and prevent discrimination by ensuring uniformity in certification requirements for individuals seeking documents that authorize reading instruction in California. The Commission does not anticipate that the proposed regulations will result in an increase in openness and transparency in government, the protection of public health and safety, worker safety, or the environment, the prevention of social inequity, or an increase in openness and transparency in business.

Determination of Inconsistency/Incompatibility with Existing State Regulations:

The Commission has determined that the proposed regulations are not inconsistent or incompatible with existing regulations. After conducting a review for any regulations that would relate to or affect this area, the Commission has concluded that 5 CCR section 80014 is the only regulation section related to the issuance of an RLAA and section 80066 is the only regulation section related to the issuance of an RLLS.

5 CCR section 80048.1 details the requirements to convert a Miller-Unruh Reading Certificate issued prior to June 30, 1987 to a Restricted Specialist Teaching Credential in Reading. The proposed RLAA and RLLS credential amendments are not affected by and have no effect on 5 CCR section 80048.1

Documents Incorporated by Reference:

Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards (rev. 3/2011):

<http://www.ctc.ca.gov/educator-prep/standards/Reading-Specialist.pdf>

The 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.

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:

Reading/Language Arts (RLA) Framework for California Public Schools, Kindergarten Through Grade 12. (available upon request from the California Department of Education at www.cde.ca.gov)

Reading Instruction Competence Assessment (RICA) Content Specifications:

http://www.ctcexams.nesinc.com/PDF/RC_content_specs.pdf

SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards (rev. 2/11/2014): <http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards-2014.pdf>

September-October 2010 Commission agenda item 2C – Proposed Preconditions and Program Standards for the Reading and Literacy Certificate and Reading and Literacy Leadership Specialist Credential: <http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2C.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.



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-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 8055380493~~.

(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;~~





Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 323-5454 Fax (916) 322-0048 www.ctc.ca.gov

Attn: Tammy A. Duggan, Consultant
Certification Division

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

Sections: 80014, 80014.1, 80014.2, and 80066

Response to the Attached Title 5 Regulations

To allow the Commission on Teacher Credentialing to more clearly estimate the general field response to the attached regulations, please return this response form to the Commission office, attention Tammy A. Duggan, at the above address or fax to her attention at (916) 322-0048. The response must arrive at the Commission by 5:00 pm on November 30, 2015 for the material to be presented at the December 4, 2015 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 regulations for the following reasons:
PLEASE LIST THE SPECIFIC SECTION. If additional space is needed, use the reverse of this sheet or additional page.

3. Personal opinion of the undersigned and/or
 Organizational opinion representing: (Circle One) School District, County Schools, College/University, Professional Organization, Other _____
4. I shall be at the public hearing. Place my name on the list for making a presentation to the Commission.
 No, I will not make a presentation to the Commission at the public hearing.

Signature: _____ Date: _____

Printed Name: _____

Title: _____ Phone: _____

Employer/Organization: _____

Mailing Address: _____

Route to tad