



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.



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 amendments will:

- 1) update the title to Reading and Literacy Added Authorization;
- 2) add National Board Certification as a route to earn the authorization (reference EC section 44398); and
- 3) update the requirements and authorization statement.

For the Reading and Language Arts Specialist Credential, the proposed amendments will:

- 1) update 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): Adds “and Literacy” to the title of the Reading Certificate as recommended by the Reading Advisory Panel and amends “Certificate” to “Added Authorization” for consistency with other documents issued by the Commission (reference 5 CCR sections 80046.1, 80048.5, 80048.7, and 80070.1).

(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” and the uppercase “S” in “section” following “Education Code” to a lowercase “s” 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 delete “ship” from the end of “internship” for consistency with 5 CCR section 80033 and 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.

(a)(3)(A): Proposes amendments to this section to:

- Renumber subsection (a)(3) to (a)(3)(A) due to the addition of subsection (a)(3)(B);
- add “and Literacy” to the title of the Reading Certificate as recommended by the Reading Advisory Panel and amends “Certificate” to “Added Authorization” for consistency with other documents issued by the Commission (reference 5 CCR sections 80046.1, 80048.5, 80048.7, and 80070.1);



- delete the recommendation information that has been moved to subsection (a)(5);
- add the EC reference for the Committee on Accreditation;
- add the supervised field experience requirement for clarity purposes (reference Category B in the RLAA Program Standards); and
- 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.

(a)(3)(B): Proposes the addition of a new subsection to implement the National Board Certification option to earn the RLAA as provided in EC section 44398.

(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: Adds “and the Reading and Literacy Added Authorization” to the title of the section to clarify that the authorization and validity period information pertains to previously issued Reading Certificates and the proposed RLAA.

(a): Proposes the addition of the updated RLAA document title. 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 align with the program standards and to reflect current terminology in the field.

(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.



§80014.2

Proposes deletion of the entire section for the following reasons:

- the application information has been moved to section 80014(a)(4);
- 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 prerequisite credential specified in section 80014(a)(1);
- the fee information referenced in subsection (b) has been moved to section 80014(a)(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 section 80014(a)(3)(A); and
- the RICA scores referenced in subsection (d) are not necessary, as passage of RICA is not a requirement for issuance of an 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 subsection (a) 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 purposes that is consistent with the experience requirement in section 80014(a)(2).

(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; 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 (reference Category B in the RLLS Program Standards).

(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 subsections clarifying 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). Deletes "and" from the end of the subsection due to the proposed addition of two new subsections.

(b)(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 prepared in California 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 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 subsection clarifying 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; amends 'student teaching' to 'field experience' to accurately reflect the program requirement and for consistency purposes [reference sections 80014(a)(3)(A) and 80066(a)(3)]; and adds "and" to the end of the subsection to preface a new proposed subsection.

(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 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. Proposes changing "Section" to "section" for consistency purposes.

(d): Proposes the addition of the Clear Reading and Language Arts Specialist Credential to this section clarifying the authorization and the addition of "clear" before the title of the Reading and Language Arts Specialist Credential to clarify the term of the credential. Proposes 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 align with the program standards and to reflect current terminology in the field.

Objectives and Anticipated Benefits of the Proposed Regulations

The objectives of the proposed amendments and deletions are to clarify and make specific the following as related to RLAAs and RLLSs:

- update the titles of the documents;
- clarify the requirements for the documents;
- update the authorization statements to align with the *Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards (rev. 3/11)*; and
- add National Board Certification as a route to earn the RLAA (reference EC section 44398).



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.



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 any cost to 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.

Statement of the Results of the Economic Impact Assessment [Govt. Code §11346.5(a)(10)]: The Commission concludes that it is 1) unlikely that the proposal will create any jobs within the State of California; 2) unlikely that the proposal will eliminate any jobs within the State of California; 3) unlikely that the proposal will create any new businesses within the State of California; 4) unlikely that the proposal will eliminate any existing businesses within the State of California; and 5) unlikely the proposal would cause the expansion of businesses currently doing business within the State of California.

Benefits of the Proposed Action: The Commission anticipates that the proposed amendments 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.

Effect on small businesses: The proposed regulations will not have a significant adverse economic impact upon business. The proposed regulations apply only to individuals seeking documents that authorize reading instruction in California's public schools.

Consideration of Alternatives

In accordance with Government Code section 11346.5, subdivision (a)(13), the Commission must determine that no reasonable alternative considered by the agency or that has otherwise been identified and brought to the attention of the agency would be more effective in carrying out the purpose for which the action is proposed, would be as effective and less burdensome to affected private persons than the proposed action, or would be more cost-effective to affected private persons and equally effective in implementing the statutory policy or other provision of law. The Commission invites interested persons to present statements or arguments with



respect to alternatives to the proposed regulations during the written comment period or at the public hearing.

Contact Person/Further Information

General or substantive inquiries concerning the proposed action may be directed to Tammy A. Duggan by telephone at (916) 323-5354 or Tammy A. Duggan, Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95811. General inquiries may also be directed to David Crable at (916) 323-5119 or at the address mentioned in the previous sentence. 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. This information is also available on the Commission's website at www.ctc.ca.gov. In addition, all the information on which this proposal is based is available for inspection and copying.

Availability of the Initial Statement of Reasons, Text of Proposed Regulations, Document Incorporated by Reference, and Documents Relied Upon

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. Copies may be obtained by contacting Tammy Duggan at the address or telephone number provided above.

Modification of Proposed Action

If the Commission proposes to modify the actions 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.

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. Upon its completion, copies of the Final Statement of Reasons may be obtained by contacting Tammy A. Duggan at (916) 323-5354.

Availability of Documents on the Internet

Copies of the Notice of Proposed Rulemaking, the Initial Statement of Reasons, and the text of the regulations in underline and strikeout can be accessed through the Commission's website at www.ctc.ca.gov.

**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) ~~P~~possession of a valid basic California teaching credential as specified in Education Code 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 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 certificate 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: Sections 44203, 44227(b), 44254, 44373.3(c), and 44398, 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 ~~(3)~~(5):
 - (1) possession of a valid basic California teaching credential as defined in Education Code ~~§~~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;
 - ~~(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
 - (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
 - ~~(3)~~ 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-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;~~



- (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), 44227(b), ~~and 44251, 44254, 44265, and 44373.3(c)~~, Education Code.





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