



CODED CORRESPONDENCE

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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: Approval of 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

Summary:

Additions and deletions to Title 5 of the California Code of Regulations (CCR) pertaining to the Reading and Literacy Added Authorization (RLAA) and the Reading and Literacy Leadership Specialist (RLLS) Credential were approved by the Office of Administrative Law and became effective on April 1, 2016. The amendments and deletions implement recommendations made by the Commission appointed Reading Advisory Panel.

Key Provisions:*Changes to Document Names*

The approved amendments change the name of the Reading Certificate to the Reading and Literacy Added Authorization (RLAA) and the name of the Specialist Instruction Credential in Reading and Language Arts to the Reading and Literacy Leadership Specialist (RLLS) Credential. The name changes will be effective for RLAA and RLLS documents with an initial issuance date of April 1, 2016 or later.

Requirements for the RLAA and RLLS Credential

The requirements for issuance of the RLAA and RLLS Credential are provided below. Refer to the leaflets in the References section for additional information.

Prerequisite Teaching Credential

An individual must hold a valid teaching credential that meets one of the following definitions to qualify for an RLAA or RLLS Credential:

- 1) A general or special education teaching credential issued on the basis of a baccalaureate or higher degree from a regionally-accredited college or university and completion of a professional preparation program that included student teaching. Included in this definition are General and Standard Teaching Credentials, Multiple and Single Subject Teaching Credentials, and Education Specialist Instruction Credentials; or
- 2) A clear designated subjects teaching credential that authorizes the holder to teach on a full-time basis as long as the holder also possesses a baccalaureate degree from a regionally-accredited college or university and has satisfied the state basic skills requirement. "Clear Designated Subjects Teaching Credential" includes the Full-Time Vocational Education, Career Technical Education (CTE), and Adult Education Teaching Credentials, as well as the Clear CTE (initially issued January 1, 2009 or later) and Adult Education (initially issued January 1, 2011 or later) Teaching Credentials that do not have 'full-time' or 'part-time' in their title.

English Learner Authorization

In addition to possession of a valid teaching credential, an individual must hold a California English learner authorization to qualify for an RLAA or RLLS Credential. Examples of acceptable English learner authorizations are:

- English learner or bilingual authorization listed on a teaching credential
- Crosscultural, Language, and Academic Development (CLAD) Emphasis or Certificate
- Language Development Specialist (LDS) Certificate
- Single Subject Teaching credential in World Language: English Language Development
- Bilingual, Crosscultural, Language, and Academic Development (BCLAD) Emphasis or Certificate
- Bilingual Authorization listed on an Educator Authorization document;
- Bilingual Crosscultural Specialist Credential
- Bilingual Certificate of Competence (BCC)
- Clear Designated Subjects CTE or Special Subjects Teaching Credential with the Specially Designed Academic Instruction in English (SDAIE) authorization
- Certificate of Completion of Staff Development
- SB 1969 Certificate of Completion

English learner authorizations listed on teaching permits, intern credentials, or variable term waivers will not satisfy this requirement.

Teaching Experience

Three years of successful full-time teaching experience is required for issuance of a RLAA or RLLS Credential. It is the candidate's responsibility to obtain a letter verifying the required teaching experience on the employer's official letterhead. Successful teaching experience must be verified by the employer's superintendent, assistant superintendent, director of personnel, or director of



human resources. Teaching experience may be from any grade, preschool through adult. However, student teaching, intern teaching, and teaching while holding an emergency teaching permit or variable term waiver are not acceptable toward the three-year requirement.

Professional Preparation Program

California prepared individuals must be recommended for the RLAA or RLLS Credential by a Commission-approved program sponsor. A list of Commission-approved RLAA and RLLS Credential programs is available at http://cig.ctc.ca.gov/cig/CTC_apm/all.php.

Individuals who complete comparable, post-baccalaureate reading specialist programs *outside California* and meet the other credential requirements, including possession of a prerequisite teaching credential with an English learner authorization and verification of three years of full-time teaching experience, may apply directly to the Commission for the RLLS Credential.

The RLAA is only available through completion of a Commission-approved RLAA program and online recommendation from the program sponsor or by possession of a National Board Certificate in Literacy: Reading–Language Arts for Early and Middle Childhood. Out-of-state prepared individuals may not apply directly to the Commission for an RLAA.

Individuals who hold a *National Board Certificate* in Literacy: Reading–Language Arts for Early and Middle Childhood may apply directly to the Commission for an RLAA, provided the prerequisite teaching credential, English learner authorization, and three-year, full-time teaching experience requirements are met.

Authorizations

RLAA Additional Authorization

The holder of a RLAA will be authorized to perform the following duties at the *school site* level at the grade levels authorized by the prerequisite credential:

- provide direct reading intervention to students—and adapt instructional practices and strategies to provide direct specialized reading instruction to students with severe reading difficulties including monitoring and adjusting intervention instruction;
- 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;
- 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;
- interpret results of school-wide reading assessment data to monitor student progress and identify modification of instructional practices and strategies to assist teachers;
- 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

- assist students' and teachers' use of information and communication technologies and the development of digital literacy skills.

RLLS Credential Additional Authorization

The holder of a RLLS Credential will be authorized to perform the following duties at the *school site, district, and county* levels in grades twelve and below, including preschool, and in classes organized primarily for adults:

- 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;
- coordinate adoption and facilitate implementation of adopted literacy curricula, including providing training to teachers;
- 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;
- design, implement, and evaluate a comprehensive literacy plan;
- support students' literacy development and inform and train teachers in literacy skills using information and communication technologies; and
- 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.

Previously Issued Reading Certificates and Reading Specialist Credentials

Reading Certificates are not renewable; however, individuals who hold Reading Certificates issued under previous regulations and program standards will be authorized to provide the same services as individuals who hold RLAA's (reference 5 CCR section 80014.1).

The authorization statement for Specialist Instruction Credentials in Reading and Language Arts issued under previous regulations and program standards will be updated to the new authorization statement upon the next renewal or reissuance.

Assignment Options

Possession of an RLAA or RLLS Credential may not be required to provide services as a staff developer for reading or to coordinate reading programs. Subsections (a) and (b) of 5 CCR §80020.4 allow the holder of a basic (prerequisite) teaching credential to provide services as a staff developer at the school site, school district, and county levels. In addition, subsection (a) of 5 CCR §80020.4.1 allows the holder of a basic teaching credential to develop, direct, implement, or coordinate programs at a school site level. Refer to pages C-8 and C-9 of the [Administrators Assignment Manual](#) for additional information pertaining to these assignment options.



Background:

The Reading Advisory Panel, that included representatives from key stakeholder groups, was convened by the Commission in 2008 to investigate the need for updating and revising the Reading Certificate and Specialist Instruction Credential in Reading and Language Arts program standards. The panel met from June 2008 through August 2010 and proposed renaming the documents for consistency with other authorizations and credentials issued by the Commission. The panel also proposed revisions to the program standards and authorization statements for both documents to address the needs of California’s students and to reflect current terminology used in the field. The regulation amendments outlined in this correspondence implement the recommendations of the Reading Advisory Panel.

Important Dates:

April 1, 2016 – Effective date for Title 5 Regulations

Source:

Education Code §44265

References:

Administrators Assignment Manual:

<http://www.ctc.ca.gov/credentials/manuals-handbooks/Administrator-Assignment-Manual.pdf>

Reading and Literacy Added Authorization (RLAA) leaflet (CL-812):

<http://www.ctc.ca.gov/credentials/leaflets/cl812.pdf>

Reading and Literacy Leadership Specialist (RLS) Credential leaflet (CL-537):

<http://www.ctc.ca.gov/credentials/leaflets/cl537.pdf>

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

Contact Information:

Commission’s Information Services Unit by telephone Monday through Friday between the hours of 12:30 p.m. and 4:30 p.m. at (916) 322-4974 or by email at credentials@ctc.ca.gov.



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

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

- (a) The requirements for the Reading and Literacy Added Authorization include all of the following:
- (1) possession of a valid basic California teaching credential as specified 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 either (A) or (B):
 - (A) a Reading and Literacy Added Authorization professional preparation program based on the *Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards* (rev. 2/2016) available on the Commission’s website and hereby incorporated by reference, accredited by the Committee on Accreditation 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 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, 44254, 44373 and 44398, Education Code.

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

- (a) The previously issued Reading Certificate and the Reading and Literacy Added Authorization authorizes the holder to provide the following services to students at the school site level, at the grade levels authorized by the prerequisite credential in section 80014(a)(1):
- (1) provide direct reading intervention to students—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) 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;
 - (3) 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 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. (Repealed)

§80066. Specific Requirements for the ~~Professional~~-Clear Reading and Literacy Leadership Specialist Credential.

- (a) The minimum requirements for the clear Reading and Literacy Leadership Specialist Credential for applicants who complete a professional preparation program in California shall include (1) through (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. 2/2016)* 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 Literacy Leadership Specialist Credential, including successful completion of supervised field experience;
 - (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) recommendation from a Commission-approved Reading and Literacy Leadership Specialist program as specified in Education Code section 44227(b).



- (b) The minimum requirements for the clear Reading and Literacy Leadership Specialist Credential for applicants who complete a professional preparation program outside California shall include (1) through (4). Applicants may apply directly to the Commission for the clear Reading and 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;
 - (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 comparable to a program accredited by the Committee on Accreditation for the Reading and Literacy Leadership Specialist Credential, including successful completion of supervised field experience, 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 clear Reading and Literacy Leadership Specialist Credential issued on the basis of the completion of all requirements shall be dated per Title 5 section 80493.
- (d) The clear Reading and Literacy Leadership Specialist and the previously issued clear Reading and Language Arts Specialist credentials authorizes the holder to provide the following services 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 and 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, 44251, 44254, 44265 and 44373, Education Code.

