

Division VIII of Title 5 of the California Code of Regulations

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 Initial Statement of Reasons

Rationale for Proposed Regulations

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.

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 These documents were superseded by the current Multiple and Single Subject Teacher Preparation Program Standards 7A (for Multiple Subject credentials) and 7B (for Single Subject credentials),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.

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 RLAA 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.

Summary of 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 RLAAs.

(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.

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>

Economic Impact Assessment/Analysis

The proposed amendments and deletions are to implement, interpret, and make specific EC sections 44254 and 44265 pertaining to documents that authorize reading instruction in California’s public schools as follows:

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.

In accordance with Government Code section 11346.3(b), the Commission has made the following assessments regarding the proposed regulation amendments:

Creation or Elimination of Jobs Within the State of California

The proposed amendments and deletions pertain to the requirements for and authorizations of documents that authorize reading instruction in California’s public schools. Clarifying the requirements for and authorizations of documents that authorize reading instruction will not create or eliminate jobs in California.

Creation of New or Elimination of Existing Businesses Within the State of California

The proposed amendments and deletions pertain to the requirements for and authorizations of documents that authorize reading instruction in California’s public schools. Clarifying the requirements for and authorizations of documents that authorize reading instruction will not create or eliminate existing businesses in California.

Expansion of Businesses or Elimination of Existing Businesses Within the State of California

The proposed amendments and deletions pertain to the requirements for and authorizations of documents that authorize reading instruction in California’s public schools. Clarifying the requirements for and authorizations of documents that authorize reading instruction will not cause the expansion or elimination of existing businesses in California.

Benefits of the Regulations

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.

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.

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with §17500) of the Government Code.

Evidence Relied Upon to Support the Initial Determination That the Regulation Will Not Have a Significant Adverse Economic Impact on Business: 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.