

(Dedicated web page for the Reading Specialist: <http://www.etc.ca.gov/educator-prep/reading-specialist.html>)

Frequently Asked Questions re:

**The Reading Certificate (Added Authorization)
and the
Reading Specialist Credential**

UPDATED (February 2013)

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Frequently Asked Questions re: Reading and Literacy Added Authorization (RLAA) and Reading and Literacy Leadership Specialist Credential (RLLSC)

Topic	Question	Response
Common Standards	1. When we turn in our program document one year after transitioning, do we have to respond to the Common Standards addendum?	No. Responding to the Common Standards addendum, which is one question for each of the nine Common Standards, is only required of brand new programs when they go through the Initial Program Review process. The addendum is included in the Reading Specialist handbook for new programs only.
	2. Common Standard 7: School Collaboration. How does this apply to the RLAA and RLLSC programs?	This Common Standard applies to the RLAA and RLLSC programs in relation to each candidate’s field-based activities. These activities may take place in the candidate’s own classroom or other settings. Each candidate’s field-based experiences must meet the Common and Program Standards.
Program Assessment/ Biennial Reports	3. Now that CTC has postponed site visits for the 2012-13 year, how will this affect what we should expect in terms of our program assessment year?	Due to fiscal constraints, accreditation site visits have been postponed for the 2012-13 year. A Revised Transition Timeline for program assessment is available on the Reading Specialist web page (http://www.ctc.ca.gov/educator-prep/reading-specialist.html) for those programs in the Violet, Indigo and Blue cohorts.
	4. According to the CTC website, we have until September of 2013 to submit a Program Assessment (PA) Report for the transitioned program since we transitioned in 2012. However, our Site Visit is in Spring 2014. Do we need to complete PA prior to the Site Visit?	Since you are transitioning in 2012 and will have a site visit within 8-9 months—Spring 2014—you should submit your program document as early in Fall 2013 as possible. There is a chance your program document would not have time for a full review before your site visit. If that is the case, the site visit team will still interview candidates, completers, etc. Depending on how close you had come to being preliminarily aligned, the team may determine which program standards are Met, Met with Concerns or Not Met, or it may let the Program Assessment process continue after the site visit with your findings determined after the site visit. For the most part, the new program has additional topics to address, not major program component changes. Any huge concerns with the common elements, such as field work or content, are likely areas to be reported on in the site visit report.

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Program Assessment/ Biennial Reports	<p>5. At what point in the process should we submit full program documents? The transition date form comes first, the transition form follows. When are program documents needed?</p>	<p>This is contingent upon when the program transitions. Generally, program narratives and supporting documentation are due to the Commission 6 to 12 months after the program has transitioned—even if your institution is going through program assessment at a different time.</p>
	<p>6. When should we submit a complete program document for program assessment? Should we follow what our institution cohort does?</p>	<p>The Commission program consultant will contact each program several months in advance to remind programs when their program document is due. You should be prepared to submit a document for program assessment one year after transitioning to the revised standards. For a detailed timeline for accreditation activities, see the Revised Transition Timeline on the Reading Specialist web page: http://www.ctc.ca.gov/educator-prep/reading-specialist.html.</p>
	<p>7. Currently we offer two reading certificate programs, one for regular teachers and one from dual immersion teachers. The courses differ, but both programs meet the 1998 standards. Should we only have one program as we move to the new standards?</p>	<p>Each institution may handle this at its discretion. There can be two delivery models within one approved program. There would be one program document and one Biennial Report but the program document should describe how both pathways align with the standards and your Biennial Report should disaggregate data for the two pathways.</p>
	<p>8. Should we continue to collect, analyze and report on data for our existing program which covers the 10-11 and 11-12 years in preparation for our 2012 Biennial Report?</p>	<p>Each approved program collects, analyzes, and reports on assessments every two years. You should continue to collect data from the “old” program for the duration. Once you transition to the revised standards, the data will be from the transitioned program(s). If your Biennial Report contains data from the “old” program for 1 year and the “new” program for the 2nd year, you should create separate tables and discuss your analysis of each separately. If you are considering changing any of the assessments, you can mention that in your Biennial Report.</p>

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<p style="text-align: center;">Program Assessment/ Biennial Reports</p>	<p>9. How can I ensure that we are creating an “appropriate” program document?</p>	<p>See the Commission program assessment webcast: http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html</p>
	<p>10. As mentioned during the webcast, CTC is in need of volunteers to apply to be a program reader to better understand the process. How do I sign up to do this?</p>	<p>If you have gone through training to be a member of the Board of Institutional Reviewers (BIR), or if you are a Dean or Program Director, you can sign up to be a Program Assessment or Initial Program Review (IPR) reader. The easiest way to do this is to subscribe to the Commission’s Professional Services Division weekly newsletter which contains announcements for Program Assessment and IPR dates. For 2012-13, the Commission is working with a reduced budget; therefore, we are looking for readers who can work “virtually” with a partner or travel less than 100 miles to one of four face-to-face reading dates. You can sign up for one of these dates and/or receive the PSD News by clicking below.</p> <ul style="list-style-type: none"> • February 22, 2013 – Fresno – Fresno Pacific University: Sign up here: http://www.surveymonkey.com/s/2-22-13-FresnoPA • March 12, 2013 – San Francisco – University of San Francisco: Sign up here: http://www.surveymonkey.com/s/3-12-13-SFPA • April 9 – Irvine – Brandman University: Sign up here: http://www.surveymonkey.com/s/4-9-13-IrvinePA • May 9, 2013 – Sacramento – Commission Office: Sign up here: http://www.surveymonkey.com/s/5-9-13-SacramentoPA <p>Watch PSD News for information on upcoming reading session dates. Subscribe to PSD News.</p>

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<p>Program Requirements</p>	<p>11. How do the Common Core State Standards affect the new reading program?</p>	<p>The reading advisory panel was aware of the Common Core being developed but the standards were not ready, nor had California agreed to use them, until after the standards were revised and approved. Now that California has agreed to use the Common Core and is developing plans to teach to those standards, the reading specialist program should be addressing the Common Core standards rather than the previous version of the English Language Arts content standards. Programs will need to find their own resources and professional development in order to see how their program may need to change in order to prepare candidates to work with the Common Core. The California Department of Education (CDE) and the Commission will be preparing and providing guidance in this area. CDE, in particular, will be revising its Reading and Language Arts Frameworks and criteria for textbook adoption. You can read more about this process here: http://www.cde.ca.gov/ci/rl/cf/</p> <p>Other state and organization websites are available for assistance. Here are a few that look promising:</p> <ul style="list-style-type: none"> — http://www.cde.ca.gov/re/cc/ccssplm.asp (CDE) Professional Learning Modules for Educators — http://www.schoolsmovingup.net/cs/smu/view/e/4884 (WestEd) — http://commoncore.org/ (video on why NOT to reduce curriculum and how CC can help) — http://commoncorestandards.com/ (blog posts) — http://commoncore.org/maps/resources/digital_resources (digital resources) — http://itunes.apple.com/us/app/common-core-standards/id439424555?mt=8 (CC iPhone app) — http://technology.wgschools.org/common-core-standards (Ohio) — http://www.cde.ca.gov/pd/cc/ (CDE’s stuff—completed by 9/2012) — http://www.shanahanonliteracy.com (Tim Shanahan’s blog) — http://engageny.org/ (New York’s CCSS site)

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Program Requirements	<p>12. How many years of documented, full time teaching experience are going to be needed for the RLAA and the RLLSC?</p>	<p>This requirement has not changed. Three years of successful, full-time teaching experience in a public school, charter school, nonpublic school, or private school of equivalent status is required to be recommended for the added authorization and the specialist credential. The Commission defines Full-Time Teaching Experience as teaching a minimum of 4 hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time or combination of teaching with other school employment will be accepted. For individuals who complete the program course work but do not earn the credential or added authorization, please see FAQ #16.</p>
	<p>13. Can we enroll and recommend a credential if a candidate from out-of-state has not passed RICA?</p>	<p>Yes. While passing the RICA is a requirement for the California Multiple Subject and Education Specialist credentials, it is not a requirement for either the RLAA or the RLLSC. Out-of state teachers who earn a California Multiple Subjects, Single Subject or Education Specialist teaching credential are eligible for the RLAA or the RLLSC.</p>
	<p>14. I do not believe you indicated during the webcast how many units are required for each level of the authorization or specialist credential. Can you let us know if that is indicated somewhere?</p>	<p>There are no stated unit requirements for any program. Programs must meet the standards. Typically, each program is around 12-15 (semester-quarter) units.</p>
	<p>15. In addition to holding off on the title change, do we hold off on requiring proof of an English Learner authorization?</p>	<p>Even if something is not a requirement in regulations or standards, the program sponsor may require that an individual complete a requirement, such as an English Learner (EL) authorization. It is then an institution requirement, not a Commission requirement. Until the regulations are final and candidates are issued an added authorization or specialist credential, the EL authorization is not a Commission requirement.</p>

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Program Requirements		<p>Regardless, it is a good idea to inform your candidates that the EL authorization will be a requirement under the “new” standards and will be required if they are issued the “new” added authorization or leadership specialist credential.</p> <p>In the long run, most candidates already hold an EL authorization but programs should be on the lookout for someone with a Standard or General credential or a Ryan MS/SS earned years ago.</p>
	<p>16. Is it necessary for candidates to have a teaching credential to enter the program? For example, could we enroll community college instructors who would like to improve their skills when helping their students in remedial or EL courses?</p>	<p>This is entirely up to the program sponsor. Anyone can take coursework but only completers with appropriate prerequisite credentials (multiple subject, single subject, education specialist) may be recommended for the Commission-issued certificate (added authorization) or specialist credential. Individuals without the appropriate prerequisite credential and teaching experience who take the coursework would have the additional knowledge and experiences but would not be issued a document authorizing serving in public schools.</p> <p>Community college instructors and Pre-K directors and teachers are examples of individuals who may take the coursework for the RLAA and RLLSC to gain the knowledge and experience and earn a master’s degree, if offered. However, they are not eligible for the CTC-issued added authorization or the credential unless they earn a prerequisite teaching credential (i.e., multiple subjects, single subject, education specialist) and all other requirements.</p> <p>The University of California, Irvine (UCI), has a Commission-approved Reading Certificate program but also issues a UCI Extension reading certificate. They have agreed to make their website available in these FAQs for programs interested in pursuing this option: http://unex.uci.edu/certificates/education/reading/</p>
	<p>17. The new standards require 3 years of teaching experience for the authorization. In today's economic environment, teachers are being laid-</p>	<p>The experience requirement for the certificate/added authorization has been in place since the certificate was established. The experience for the specialist credential has been part of the program standards and is not new.</p>

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<p align="center">Program Requirements</p>	<p>off in record numbers. This is having a devastating impact on program completion. Is there any waiver for teachers receiving RIF notices? Or is California considering adjusting the work experience requirement?</p>	<p>There is no plan to provide waivers of the experience for the certificate/added authorization. In order for the current economic situation to have the least impact on programs, programs can encourage current and potential candidates who are laid-off to enter/complete the program because it may provide them with more flexibility than others without the extra course work as they will have the additional knowledge and experience.</p> <p>Some suggestions:</p> <ul style="list-style-type: none"> • Offer courses individually rather than as part of a program—if the students like what they’re learning and see value in it, they may decide to finish the entire program • Recruit in your Multiple Subjects and Single Subject programs—offer particular courses to them—especially if you have a fixed-rate for units above a particular number units, so it won’t cost any more money • Recruit employed single subject English/reading/EL teachers • Recruit unemployed teachers to give them an advantage when hired • Recruit community college instructors of reading, ESL or English (Note: Community College experience is not acceptable toward the three-year requirement) • Recruit preschool teachers/administrators • Offer only one program at a time—the cohort model—so that one year the certificate (added authorization) is offered, the next year the credential is offered
	<p>18. We are working on revisions to the RLAA proposal and had one question regarding the fieldwork. Do candidates need to do fieldwork in all grades (PreK-12) or can they focus on their own grade level/range? Can it be the same grade levels as their credential allows them to teach?</p>	<p>Standard 4: Integrating Curriculum through Fieldwork states: “Candidates will work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition.”</p> <p>A candidate’s classroom can be used but each candidate must have experiences at both levels. This new authorization will authorize a reading teacher to work at one or more school sites with any grade level. RLAA program experiences need to provide opportunities for candidates to demonstrate competence in reading</p>

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Program Requirements		assessments, instruction and adaptations at all levels. This can be accomplished in a variety of ways—after school programs, Saturday clinics, making arrangements with school administrators to switch classes with another teacher, etc.
	<p>19. Does the practicum experience for the Reading Certificate/Credential have to be in a California K-12 school? Can it be out-of-country or out-of-state and still allow the candidate to get a California certificate if all other requirements are met, assuming candidates used the California content standards in ELA?</p>	<p>Yes. The program can recommend the candidate for a California reading certificate/credential as long as the program <u>verifies</u> that the candidate is prepared to teach in California schools. Again, a program decision.</p>
	<p>20. What are the current allowable placements for the reading certificate candidate as opposed to the specialist credential? Is there a difference between the “old” and the “new” placements (such as, the credential allows someone to work at the district or county office level, and the certificate does not)?</p>	<p>Currently, regulations state that the Reading Certificate “authorizes the holder to provide...services to students at one or more school sites” and state that the Reading and Language Arts Specialist is authorized to provide services “at one or more school sites in grades twelve and below.”</p> <p>The new regulations, when approved, have the same authorization for the Reading and Literacy Added Authorization, but specifically state that the Reading and Literacy Leadership Specialist Credential holder is authorized to provide services at “the school, district, or county level,” making a distinction between where candidates at each level of authorization can serve.</p>
	<p>21. Where does the program stand in terms of the regulations being passed? How does their not being approved affect our program?</p>	<p>Approval of the regulations is not in the foreseeable future due to circumstances beyond the Commission’s control. However, all programs must transition to the new standards. In the meantime, do not advertise your program using the new titles or include them in syllabi, etc. Instead, use the titles: Reading Certificate (Added Authorization) and Reading and Language Arts Specialist Credential.</p>

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Topic	Question	Response
	<p>22. How does all of this work with National Board certification in reading?</p>	<p>National Board certification is a separate route established in statute that corresponds to the Reading Certificate or RLAA, but not the specialist credential. A program can bring candidates directly into the specialist credential program if they have national board certification in reading.</p>
<p>Transitioning Process</p>	<p>23. Can we transition the RLAA in 2011 and the RLLSC in 2012?</p>	<p>Yes. The RLAA and RLLSC programs are considered separate programs, even though the RLAA program is embedded in the RLLSC.</p>
	<p>24. How can we most efficiently use the documents provided by the Commission to make the transition to the revised standards?</p>	<p>We have been given permission to use a description of one program’s process when making the transition:</p> <p><i>First, an in-depth analysis of the program structure and content was completed. This analysis included a detailed review of: all written course content and included research; required and supplementary reading; discussion forum prompts; assignments; formative and summative assessments; and structured opportunities for practical application of the content in an authentic setting. The course content was then compared to the former and revised standards to ensure that each standard was fully addressed in the program. Using the provided CCTC matrix, curriculum specialists, instructors, and advisors noted each place within the curriculum where each standard segment was addressed, as well as where gaps occurred. Areas that could be strengthened were noted, as were areas of content overlap. Research that needed an update was also noted. Using the New Topic Table provided by the CCTC, advisors and instructors determined which of the new standard segments required greater representation in the program content. Content was then streamlined, reorganized, and refocused to embed the new and revised standard segments within the program. The CCTC matrix was once again used to check how, when, and where each standard segment was presented and assessed in the updated program. The standards addressed in each course were noted in the revised syllabi to</i></p>

Topic	Question	Response
Transitioning Process		<i>ensure a comprehensive learning experience for each candidate. Field experiences were also reviewed and refocused in order to provide each candidate with an opportunity for guided practical application.</i>
	<p>25. How do specialist credential candidates go through transition? Should they finish the old program or can they start in the new program?</p>	<p>All current candidates need to be notified that the program is transitioning to new standards. They have the right to complete their current program. If a candidate cannot complete the reading specialist program prior to the transition date, each institution must determine if the candidate can move into the new program and take “revised” courses or supplement the content in order to complete the program with all competencies.</p>
	<p>26. If a candidate in our current program has not completed the required 3 years of teaching, how should we decide whether to recommend them for the “old” program or the new one?</p>	<p>The experience requirement for the certificate/added authorization has been in place since the certificate was established. The experience for the specialist credential has been part of the program standards and is not new.</p> <p>Candidates have the right to finish the program they started. If a candidate takes several years to complete, the program determines how to make it possible for the candidate to complete it. The program picks the document they are recommending the candidate for and that is what the Commission issues.</p>
	<p>27. What happens to the certificate and credential candidates who have completed the 1998 program but still haven't taught for three years? Is there a “sunset” period for them?</p>	<p>Whenever candidates complete the teaching requirement for the original certificate, the program sponsor can recommend them for the certificate or credential until a time that the Commission sets as the sunset date.</p> <p>Education Code §44252.1(c)(1) provides candidates a minimum of 24 months after enrollment in the program for program completion without any new criteria based</p>

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<p>Transitioning Process</p>		<p>on changes in statute, regulations or standards. The last enrollment date for the current Reading programs is January 2013. Therefore an individual has until January 2015 to finish the current Certificate and Specialist Credential programs.</p> <p>Colleges and universities must keep their Reading Certificate and Reading and Language Arts Specialist Credential programs available for those individuals currently in the programs. Individuals in a Reading Certificate program may transition to the Reading and Literacy Added Authorization program and individuals in the Reading and Language Arts Specialist Program may transition to the new Reading and Literacy Leadership Specialist Credential Programs if the program sponsor has Commission approval for the new programs.</p>
	<p>28. What happens when we have a candidate with an “old” Reading Certificate who wants to add the “new” Specialist Credential?</p>	<p>This is basically a program issue. You <u>may</u> want to look at your “old” certificate program and see what topics/experiences the candidate did not get that are needed in your “new” specialist credential program. Then you can determine ways to include those topics/experiences in the specialist credential program for that candidate. Using the New Topic Matrix available on the Reading Specialist web page (http://www.ctc.ca.gov/educator-prep/reading-specialist.html) can be helpful in determining this. It is not required, however, that someone with only the certificate has to complete any additional coursework in order to add the credential. Again, this is a program decision and may be decided on an individual basis depending on whether the candidate has difficulty in the credential coursework due to inadequate preparation in some area.</p> <p>Education Code §44252.1(c)(1) provides candidates a minimum of 24 months after enrollment in the program for program completion without any new criteria based on changes in statute, regulations or standards. The last enrollment date for the current Reading programs is January 2013. Therefore an individual has until January 2015 to finish the current Certificate and Specialist Credential programs.</p> <p>Colleges and universities must keep their Reading Certificate and Reading and Language Arts Specialist Credential programs available for those individuals currently in the programs. Individuals in a Reading Certificate program may</p>

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<p style="text-align: center;">Transitioning Process</p>		<p>transition to the Reading and Literacy Added Authorization program and individuals in the Reading and Language Arts Specialist Program may transition to the new Reading and Literacy Leadership Specialist Credential Programs if the program sponsor has Commission approval for the new programs.</p>
	<p style="text-align: center;">29. When does our old Reading Certificate sunset?</p>	<p>No one can enter the old program after January 2013. This can be problematic because if your program has changed very much to align with the new standards, it may be difficult to get stragglers through. It is best to let everyone who is not on a “quick” track know they should complete the course work as soon as possible.</p> <p>Education Code §44252.1(c)(1) provides candidates a minimum of 24 months after enrollment in the program for program completion without any new criteria based on changes in statute, regulations or standards. The last enrollment date for the current Reading programs is January 2013. Therefore an individual has until January 2015 to finish the current Certificate and Specialist Credential programs.</p> <p>Colleges and universities must keep their Reading Certificate and Reading and Language Arts Specialist Credential programs available for those individuals currently in the programs. Individuals in a Reading Certificate program may transition to the Reading and Literacy Added Authorization program and individuals in the Reading and Language Arts Specialist Program may transition to the new Reading and Literacy Leadership Specialist Credential Programs if the program sponsor has Commission approval for the new programs.</p>