
2A

Action

Educator Preparation Committee

Report to the Legislature on the Implementation of Senate Bill 488 Teacher Credentialing – Reading Instruction

Executive Summary: Senate Bill 488 (Chap. 678, Stats. 2021) requires the Commission to report to the Legislature annually, beginning on July 1, 2022, on its progress in implementing the requirements in the statute related to literacy instruction in teacher preparation and candidate assessment. This agenda item presents the second annual report to the Legislature, including information on how constituencies were engaged in the process as called for in statute.

Recommended Action: That the Commission approve the Report to the Legislature on Senate Bill 488 Teacher Credentialing – Reading Instruction for transmittal to the Legislature.

Presenters: Roxann Purdue and Heather Kennedy, Consultants, Professional Services Division

Report to the Legislature on the Implementation of Senate Bill 488 Teacher Credentialing – Reading Instruction

Introduction

[Senate Bill 488 \(Chap. 678, Stats. 2021\)](#) requires the Commission on Teacher Credentialing (Commission) to update its literacy and reading standards for the preparation of teaching candidates and their corresponding Teaching Performance Expectations (TPEs). Additionally, the bill requires the Commission to review teacher preparation programs and certify that they are providing instruction in the updated standards and TPEs, as well as to develop a new literacy performance assessment to replace the current Reading Instruction Competence Assessment (RICA).

Education Code (EC) [§44320.3\(c\)](#) requires the Commission to report to the Legislature annually, beginning on July 1, 2022, on its progress in implementing these requirements. This agenda item presents the second annual report to the Legislature, including information on how constituencies were engaged in the process as called for in statute.

Background

Senate Bill (SB) 488 amended EC [§44283](#) and [§44283.2](#) and added [EC §44259 \(b\)\(4\)\(A\) and \(B\)](#) to require the Commission to complete a series of actions related to literacy instruction. These sections of statute specify that the study of effective means of teaching literacy and evidence-based means of teaching foundational reading skills are included as part of the minimum requirements for a Multiple Subject credential, Single Subject credential in English and Education Specialist credentials and requires that the Commission's standards and Teaching Performance Expectations (TPEs) align with the current State Board of Education adopted [English Language Arts/English Language Development Framework](#) and incorporate the [California Dyslexia Guidelines](#). Additionally, following the implementation of the new standards and TPEs as specified in SB 488, certification of Program Standard 7 and the associated TPEs for these credential programs is required by the Commission. Statute also requires the development of a literacy performance assessment in order to assess candidates for competence in literacy instruction.

Although the retooled PK-3 Early Childhood Education (PK-3 ECE) Specialist Instruction credential was not identified in SB 488, the Commission is applying all the same requirements to this credential and its preparation programs as are required for the Multiple Subject credential.

Staff Recommendation

That the Commission approve the second Report to the Legislature on the Implementation of Senate Bill 488 Teacher Credentialing – Reading Instruction for transmittal to the Legislature.

Next Steps

If approved, Commission staff will transmit the report included in this agenda item to the Legislature as mandated by SB 488 and continue with the activities outlined in the report.

Report to the Legislature on the Implementation of Senate Bill 488

Teacher Credentialing – Reading Instruction

Introduction

Education Code (EC) [§44320.3\(c\)](#) requires the Commission on Teacher Credentialing (Commission) to report to the Legislature annually, beginning July 1, 2022, regarding its progress in meeting the requirements of this section of statute along with EC [§44259.6](#) and [§44259.7](#), including how constituents were engaged in the process.

Following the passage of [SB 488 \(Chap. 678, Stats. 2021\)](#), Education Code [§44283](#) and [§44283.2](#) were amended and EC [§44259](#) (b) (4) (A) and (B) were added to require the Commission to complete a series of actions related to literacy instruction. These sections of statute require that the study of effective means of teaching literacy and evidence-based means of teaching foundational reading skills be included as a minimum requirement for Multiple Subject (MS), Single Subject (SS) in English, and Education Specialist teaching credentials. It further requires that Commission standards and Teaching Performance Expectations (TPEs) align with the [English Language Arts/English Language Development Framework: Kindergarten Through Grade Twelve \(ELA/ELD\) Framework](#) adopted by the State Board of Education and incorporate the [California Dyslexia Guidelines](#).

Background

Current law requires individuals seeking to obtain a teaching credential in California to fulfill several requirements. For those seeking a Multiple Subject (elementary) or an Education Specialist (special education) credential, candidates must pass the Reading Instruction Competence Assessment (RICA) to obtain a preliminary teaching credential. Established in 1996, the RICA was one part of a broader set of policies known collectively as the California Reading Initiative (CRI). The Commission implemented the RICA requirement in 1998 for Multiple Subject credential candidates and in 2000 for Education Specialist credential candidates.

Since the enactment of the RICA statute 25 years ago, the *K-12 English Language Arts/English Language Development Framework* was updated significantly and adopted by the State Board of Education. These updates impact candidate preparation for teaching reading and developing literacy including for students identified as English learners (EL), as well as assessment of candidate competency in these areas. Additionally, the *California Dyslexia Guidelines* were published to address teaching reading to students with dyslexia. To meet the needs of all California students, it was necessary to update the program standards and Teaching Performance Expectations (TPEs) for teacher preparation with respect to reading and literacy instruction, as well as corresponding candidate assessments. These significant updates are required by [Senate Bill 488](#) (Rubio).

SB 488 Literacy Workgroup

In order to carry out the provisions of SB 488, the Commission's Executive Director appointed a Literacy Workgroup composed of a broad base of constituents and literacy experts to assist and

advise the Commission staff in this work. The list of 27 workgroup members and two additional liaisons is available in [Appendix A](#). These individuals had expertise across the PK-12 and higher education spectrum including a variety of focus areas such as special education and English Language Development. The membership and charge of the workgroup along with anticipated outcomes are more fully delineated in the first annual Report to the Legislature (July 2022) provided in [Commission Agenda Item 3C](#). The first report to the legislature outlines the activities completed by the workgroup in 2021-22 which was focused on ensuring a common understanding of the requirements of SB 488. The Commission consulted with the workgroup as well as other numerous experts in 2021-22, particularly on new research around dyslexia. The work began with the development of a [comprehensive resource guide](#) that was grounded in important foundational documents for programs and is available to teacher preparation programs to support implementation of the new literacy standards. The workgroup then focused on the development of drafts of the new program standards and TPEs.

In 2022-23, the Commission continued this work by consulting broadly with both experts, program personnel, and members of the public to refine and finalize the program standards and TPEs. The Commission adopted new standards for most teaching credentials in October 2022 and for the low incidence Education Specialist (Early Childhood Education, Visual Impairments, and Deaf and Hard of Hearing) in February 2023. Below is a table of some of the major activities related to the implementation of SB 488 in 2022-23.

Table 1: Timeline of Activities Completed in 2022-23 for the Implementation of SB 488

Timeframe	Activity
June 30, 2022 – September 1, 2026	AB 181 (Chap. 22, Stats.2022) enacted in law. The Commission is charged with administering the Reading and Literacy Supplementary Authorization Incentive Grant Program to support the preparation for credentialed teachers to earn a supplementary authorization in reading and literacy
July 1, 2022	First Report to the Legislature on Implementation of SB 488 transmitted to Legislature
Summer 2022	Draft Literacy Standards and TPEs circulated for broad field review
July 2022	Expert Groups (see Appendix B) convened for Education Specialist - Mild to Moderate Support Needs (MMSN) & Extensive Support Needs (ESN) credentials and PK-3 Early Childhood Education (PK-3 ECE) Specialist credential for additional feedback on literacy standard and TPEs
July 12, 2022	Workgroup reconvened to review draft PK-3 ECE Specialist credential literacy standard and TPEs
Summer 2022	Staff analyzed feedback from field review and updated standards and TPEs as appropriate
August 25 – 26, 2022	Commission reviewed revised standards and Literacy TPEs and received additional public feedback

Timeframe	Activity
August-September 2022	Staff analyzed feedback from the Commission and public for potential edits to standards and TPEs as appropriate
Fall 2022	Commission staff called for literacy performance assessment design team applications
September 13, 2022	Reconvened workgroup to review all revised draft standards and TPEs
October 13-14, 2022	<i>October Commission Meeting</i> Commission adopted the Literacy Program Standards and TPEs for the Preliminary Multiple Subject and Single Subject Credentials, Preliminary Education Specialist MMSN & ESN Credentials, and the PK-3 ECE Specialist Credential. All <u>new</u> PK-3 ECE Specialist, Multiple Subject, Single Subject, or Education Specialist credential programs must demonstrate alignment to the new literacy standards and TPEs beginning in 2023
August – Dec. 2022	Program standards and TPEs for the Education Specialist three low incidence areas of Early Childhood Special Education (ECSE), Deaf or Hard-of-Hearing (DHH), and Visual Impairments (VI) credential programs developed, including several rounds of input from experts in each area (see Appendix C)
December 2022-January 2023	Literacy Performance Assessment Design Team (see Appendix D) appointed by Executive Director
January 2023	Commission staff conducted a public input session for each low incidence Education Specialist credential area
January 19, 2023	Technical assistance webinar on literacy standard for PK-3 ECE
Jan-Feb 2023	Commission works with California Department of Education to align RFA for the Literacy Coach/Reading Specialist Competitive Grant Program with the newly adopted literacy TPEs
February 10, 2023	Commission adopted the Literacy Program Standards and TPEs for the Preliminary Education Specialist ECSE, DHH, & VI Credentials
February 23, 2023	Technical assistance webinar Digging Deeper: Evidenced-based Best Practices in Performance Assessment: Effective Literacy Implementation
March 2023	Literacy Performance Assessment Design Team Meetings #1 and #2
April 20, 2023	Commission adopted revisions to Program Standard 7 for the Preliminary Education Specialist DHH & VI in reference to the use of vision and hearing technologies as appropriate Commission adopted revised Performance Assessment Design Standards with additional changes regarding implicit bias as it relates to scoring
May 2-3, 2023	Literacy Performance Assessment Design Team Meeting #3

Timeframe	Activity
June 6-7, 2023	Literacy Performance Assessment Design Team Meeting #4
June 15-16, 2023	<i>June Commission Meeting</i> Commission potentially adopts additional changes to Performance Assessment Design Standards regarding implicit bias as it relates to scoring

Table 2: Timeline of Planned Activities for the Implementation of SB 488

Timeframe	Activity
2023-2025	Staff provides technical assistance to preparation programs in meeting updated literacy standards and TPEs
July 1, 2024	Deadline for preparation programs to implement new literacy standards and TPEs
2024-2025	Review and certify preparation program compliance with new literacy standards and TPEs
June 2025	Commission adopts Literacy Performance Assessment(s) and initial passing standard
July 1, 2025	New Commission adopted Literacy Performance Assessment becomes operational

Updating Reading and Literacy Methods Courses in Teacher Preparation Programs

Now that Literacy Program Standards and TPEs for preliminary Multiple, Single, Education Specialist, and the new PK-3 ECE credentials have been adopted, the Commission has [communicated these updates](#) to all relevant educator preparation programs in the state. A technical assistance plan is being developed to ensure that all programs understand the new standards and TPEs and the timeline for alignment. At this time, any proposal for a new Multiple, Single, Education Specialist or PK-3 Early Childhood Education Specialist program must be aligned with the new reading and literacy standards and TPEs prior to approval by the Committee on Accreditation. Staff has begun (spring of 2023) to coordinate these reviews using the new standards and TPEs. These initial experiences will assist staff in determining and refining the evidence needed to demonstrate alignment in the future.

Additionally, staff is currently developing the certification process for preparation programs as required by SB 488. Certification is expected to occur during the 2024-25 academic year in advance of all relevant Commission approved programs beginning full implementation of the literacy performance assessment. It is anticipated that more information about the certification process will be made available to programs in early fall 2024.

Structure of the New Program Standard 7: Effective Literacy Instruction for All Students and Corresponding Teaching Performance Expectations Domain 7

The new literacy program standards for Multiple Subject, Education Specialist MMSN and ESN, VI, DHH, and ECSE, and PK-3 ECE Specialist and corresponding Teaching Performance

Expectations (TPEs) will impact the curriculum and field experiences of teacher candidates. Institutions will be revising their programs to meet these new standards and TPEs in alignment with the timeframe set forth in SB 488. Program curriculum will be updated to introduce, practice, and assess each TPE element, ensuring candidates have the opportunity to learn the knowledge, skills, and abilities described in TPE Domain 7.

[Program Standard 7 and TPE Domain 7](#) work in conjunction with one another, as outlined in Table 3. It is important to acknowledge that candidates must successfully complete TPE-aligned coursework, clinical practice, and meet the passing standard for a performance assessment, which beginning in fall 2025 must include literacy. The teaching performance assessment (TPA) provides the opportunity to measure priority TPEs that beginning teachers must be able to demonstrate prior to being recommended for a preliminary credential. All of TPE Domain 7 will be introduced, practiced, and assessed within the curriculum at the local level in the candidate’s teacher preparation program. Additionally, some TPE Domain 7 elements and/or portions of elements will be assessed through the redesigned Commission-adopted teaching performance assessments.

Table 3: Program Standard Section and Corresponding TPE Elements

Program Standard 7 Sections	Corresponding TPE Domain 7 Element(s)
Introduction & Overarching Concepts	7.1, 7.2, 7.3, 7.4 (7.10, 7.11)
7a. Foundational Skills	7.5
7b. Meaning Making	7.6
7c. Language Development	7.7
7d. Effective Expression	7.8
7e. Content Knowledge	7.9
7f. Students with Disabilities	7.10
7g. Integrated & Designated ELD	7.11
7h. TPEs & Clinical Practice	NA

Development of the Literacy Performance Assessment - Multiple Subject, Education Specialist, and PK-3 Early Childhood Specialist

In January of 2023, the Literacy Performance Assessment Design Team Workgroup (Design Team) was appointed by the Executive Director. The call for applications was posted publicly for a series of five weeks. Commission staff and the Executive Director completed a thorough review of all applicants and selected a representative and diverse group of literacy experts in PK-12 and higher education who characterize the various geographic areas of the state, different institutional perspectives, and credential areas of emphasis, including Multiple Subject (MS), Education Specialist, and PK-3 Early Childhood Education (PK-3 ECE). A list of the Design Team members is available in [Appendix D](#). In addition, two liaisons appointed by the State Superintendent also participate in the meetings to represent the California Department of Education.

In March 2023, the Design Team met for the first time to begin development on the Literacy Performance Assessments for the Multiple Subject, Education Specialist, and PK-3 preliminary

credentials for the Commission's model. Prior statute did not require Single Subject candidates to take and pass RICA. Per SB 488, Single Subject candidates do not need to take the new Literacy Performance Assessment, therefore for all adopted performance assessment models, the Single Subject teaching performance assessment will continue to be administered as developed.

As early as 2019, discussion was underway about revising teaching performance assessments to address literacy. At the [November 2019 Commission Meeting](#), Commissioners directed staff, based on public comments, to work within the Commission's existing two-cycle TPA model to measure the Literacy TPEs. [Appendix E](#) contains an overview of the current CalTPA model for Cycle 2. The Literacy Design Team is currently working with staff to determine how to incorporate and measure priority literacy TPEs, along with the originally measured TPEs in Cycle 2 of the Commission's current teaching performance assessment model, CalTPA.

The other two adopted teaching performance assessment model sponsors, the Stanford Center for Assessment, Learning, and Equity (SCALE) and Fresno State University, are in communication with the Commission's Professional Services Division to determine their next steps in regard to the requirements of SB 488 within their models. All models will need to be readopted by the Commission prior to July 1, 2025.

The Commission's Literacy Design Team is charged with providing recommendations for the consideration to redevelop the Commission's sponsored Multiple Subject, Education Specialist, and new PK-3 ECE performance assessment models to assess candidate competency in instruction in literacy. The teaching performance assessments must rely on professional assessment of teacher performance based on a range of evidence and analytic rubrics. In addition, they must meet the adopted [Performance Assessment Design Standards](#).

As the Design Team began its work to consider how to measure the literacy TPEs, staff brought forward the following parameters to guide their work. Per the [Assessment Design Standards](#), TPE Domains 1-7, and eight years of documented validity and reliability established through administration and scoring of Cycle 2, the assessment will retain:

- Four instructional cycle steps: (1) Plan; (2) Teach and Assess; (3) Reflect; (4) Apply
- Asset-based lesson planning (at least 3 lessons)
- Multiple types of student assessment (formative, student self-assessment, summative)
- Submission of a range of teacher candidate evidence (written narratives, video, annotations, student work, feedback to students, reflective writing, lesson plans)
- Essential questions to focus analytic rubrics
- Rubrics with five levels of description of practice
- Educational technology to improve learning
- Higher order thinking
- Universal Design for Learning (UDL)
- Four-to-six-weeks time frame for completion

Features under consideration for redevelopment are:

- Priority Literacy TPEs to measure in Cycle 2
- Number of analytic rubrics
- Essential questions to focus analytic rubrics
- Analytic rubric level descriptions of practice
- Candidate assessment prompts for each instructional cycle step
- Incorporation of the California Dyslexia Guidelines
- Alignment to the State Board of Education ELA/ELD framework and ELD Roadmap
- Type of candidate evidence to be developed and submitted for Cycle 2
- Number of focus students
- Video annotation titles, content, number, and length
- Design of Candidate Assessment Guide
- Update to TPA Faculty Guide
- Update to Annotated Bibliography
- Assessor Qualifications for literacy performance assessment
- Additions to glossary terminology

In March, the first Design Team meeting focused on reviewing SB 488, the *California Dyslexia Guidelines*, the current CalTPA model, Commission Performance Assessment Design Standards, and the newly adopted literacy program standards and TPE Domain 7 for each credential. At the second meeting, the Design Team focused on reviewing and discussing a Multiple Subject candidate sample submission focused on literacy instruction, identifying priority literacy TPEs from Domain 7 to measure in Cycle 2, and reviewing draft Essential Questions for the analytic rubrics. The May meeting focused on reviewing the RICA and other reading assessments currently in use including the National Board literacy assessment, discussing assessor qualifications for the new literacy teaching performance assessment, understanding, and mitigating implicit bias in scoring, and analytic rubric and Cycle 2 Assessment Guide prompts and revisions. In June, Design Team members focused on a second round of analytic rubric and Cycle 2 Assessment Guide revisions, as well as presentations on how to establish validity and reliability in large scale assessment systems, the ELA/ELD Framework, and the ELD Roadmap. This Design Team will continue to meet and work with Commission staff through July 2025.

In keeping with the Commission's discussion at its [November 2019](#) meeting, the Design Team has confirmed that priority Domain 7 TPEs will be incorporated into the current Cycle 2 of the Multiple Subject and Education Specialist MMSN and ESN CalTPA adopted model. The California Dyslexia Guidelines and ELA/ELD Framework serve as foundational source documents to guide beginning teachers' literacy practice. Priority TPEs are knowledge, skills, and abilities that the Design Team has determined to be critical to measure in the revised performance assessment. All TPE elements are introduced, practiced, and assessed within the candidate's teacher preparation program. With the decision made to measure literacy content in Cycle 2, mathematic content will be measured in Cycle 1 of the CalTPA.

The Design Team continues to deliberate how to measure priority TPEs. Ideas being considered are:

- Include the ELA/ELD Framework and the Dyslexia Guidelines as required as foundational resources for candidates.
- Enhance English Language Development standards and goals in Cycle 2.
- Align terminology with the ELA/ELD Framework.
- Expand the types of student assessment to include pre-assessment and progress monitoring.
- Demonstrate whole group, small group, and individual structured literacy instruction.
- Direct candidates to plan for foundational reading skills (print concepts, phonological awareness, phonics and word recognition, fluency and/or morphology/morphological awareness) and at least two additional crosscutting themes (meaning making, language development, effective expression, and/or content knowledge).
- Include an analytic rubric that requires a structured literacy approach for foundational reading skills.
- Include an analytic rubric that measures the use of crosscutting literacy themes.
- Continue to develop reflective practitioners by asking candidates to reflect on planning and teaching/assessing and what they have learned about their students and about their own practice.
- Add literacy terms to the glossary (e.g., direct, systematic, and explicit; structured literacy, crosscutting themes).
- Change Cycle 2 assessor qualifications to include recent professional experience in literacy instruction that aligns to SB 488.
- Develop professional learning for assessors on the California Dyslexia Guidelines, ELA/ELD Framework, and foundational reading skills.

Fall Design Team meetings will focus on finalizing the candidate assessment guide and analytic rubrics for the pilot test, establishing assessor qualifications, and developing the program faculty guides and professional learning for programs participating in the spring 2024 pilot.

A timeline for the development and implementation of the Commission’s literacy performance assessment is provided.

Table 4: Timeline of Literacy Performance Assessment Development

Contract Year	Overview of the Scope of Work
Year One – 2022-23	<ul style="list-style-type: none"> • Commission staff works with design team to revise Cycle 2 literacy instruction performance assessment with Design Team and Evaluation Systems group of Pearson (technical contractor) for MS/SS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist • Determine Pilot Programs
Year Two – 2023-24	<ul style="list-style-type: none"> • Continue development of Cycle 2 literacy instruction performance assessments (candidate assessment guides, program guides, professional development for pilot programs and assessors) • Conduct Bias Review

Contract Year	Overview of the Scope of Work
Year Three – 2024-25 Spring 2025	<ul style="list-style-type: none"> • Conduct Pilot Tests for MS/SS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist • Continue development of Cycle 2 literacy instruction performance assessments based on the pilot test findings (revise candidate assessment guides, program guides, professional development for programs and assessors) • Determine field test programs • Conduct field tests for MS/SS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist • Complete final revisions to candidate assessment and program guides based on field test findings • Conduct Standard Setting studies using field test results for MS/SS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist • Train literacy assessors • Present proposal of recommended passing standards and final assessments to Commission for potential adoption
Year Four – 2025-26	<ul style="list-style-type: none"> • First operational administration of Cycle 2, Literacy Performance Assessment for MS/SS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist • Manage ongoing administration, scoring, reporting, and maintenance of the Commission’s approved teacher performance assessments

Commission staff have been in regular contact with the two other model sponsors who have Commission-approved teaching performance assessments (TPAs) – the Stanford Center for Assessment, Learning, and Equity (SCALE) and Fresno State University – regarding the SB 488 requirements, the new literacy standards and TPEs, and revisions to the Teaching Performance Assessment Design Standards. Both sponsors have indicated that they intend to revise their assessments (edTPA and Fresno Assessment of Student Teaching) to comply with SB 488. Staff will continue working with these model sponsors to support the development, pilot, and field tests of the other performance assessment models.

Next Steps

- The Literacy program standards and TPEs will replace the 2019 Literacy TPEs beginning July 1, 2024, and all credential programs will need to be aligned with these standards by that date.
- Communication efforts will continue to ensure that all programs are aware of the new literacy standards/TPEs and their effective date.

- Staff will provide technical assistance to programs throughout 2023 and 2024 to ensure that all teacher preparation programs receive support for transitioning to the new literacy program standards.
- All relevant credential programs will participate in a certification process, as required by SB 488, in the 2024-25 academic year.
- Establish guidelines for participation in the Cycle 2 pilot for the Multiple Subject, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), and PK-3 ECE programs and candidates.
- Continue to work with the Design Team to draft candidate assessment guides, including tasks and rubrics, for the spring 2024 pilot.
- Work with the Design Team to develop the program faculty guide and provide professional development and technical assistance for programs identified for the pilot.

Appendix A

SB 488 Literacy Workgroup

Members	
Clara Amador-Lankster	Professor, National University
Angela Asch	Educational Policy Analyst, California School Boards Association
Jyothi Bathina	Co-Director, California State University Chancellor's Office, Center for the Advancement of Reading and Writing
Allison Briceño	Professor, San José State University
Crystal Buskirk	Teacher, Roseville Joint Union High School District
Nancy Cushen White	Professor (Retired), University of California, San Francisco
Jennifer Diehl	Coordinator of Supplemental Programs, Berryessa Union School District
Lucy Edwards	Director of Continuous Improvement and Academic Support, Napa County Office of Education
George Ellis	Regional Director, California Reading and Literature Project
Sucari Epps	Credential Program Coordinator, Five Keys Charter School and Programs, Los Angeles
Tanya Flushman	Co-Director, California State University, Center for the Advancement of Reading and Writing, and Professor, California Polytechnic State University, San Luis Obispo
Young-Suk Kim	Professor and Senior Associate Dean, University of California, Irvine
Magaly Lavadenz	Professor, Loyola Marymount University
Marissa Luna Lopez	Professor, University of California, Merced
Bonnie Munguia	Director of Curriculum and Instruction, Brawley Union High School District
Angela Palmieri	Teacher, Glendale Unified School District
Mandy Redfern	Teacher, La Cañada Unified School District
Sue Sears	Professor, California State University, Northridge
Rebecca Silverman	Professor, Stanford University
Mara Shinn Smith	Senior Program Specialist, Los Angeles County Office of Education
Pamela Spycher	Senior Researcher, WestEd
Efrain Tovar	Teacher, Selma Unified School District
Juliet Wahleithner	Professor, Fresno State University, and Regional Director, California Writing Project
Dale Webster	Vice President of Language and Literacy, Consortium on Reaching Excellence in Education

Members	
Tamara Wilson	Director, Development and Training, Curriculum and Instruction, and Project Lead, California Dyslexia Initiative, Sacramento County Office of Education
Maryanne Wolf	Director, Center for Dyslexia, Diverse Learners and Social Justice, University of California, Los Angeles
Hallie Yopp Slowik	Professor, California State University, Fullerton
Liaisons	
Richard Gifford	Education Programs Consultant, California Department of Education
Martha Hernandez	Executive Director, Californians Together

Appendix B

Education Specialist Focus Group Members

Expert Focus Group - Mild to Moderate Support Needs	
Allan Hallis	Riverside County Office of Education
Lynn Larsen	University of Massachusetts Global, Commission
Matthew Love	San José State University
Andrea Mazo	Riverside County Office of Education
Elisa Pokorney	William S. Hart Union High School District
Expert Focus Group - Extensive Support Needs	
Chris Brum	San Diego State University
Allan Hallis	Riverside County Office of Education
Beth Jara	Teachers College San Joaquin
Lynn Larsen	University of Massachusetts Global, Commission
David Rago	National University

Appendix C

Education Specialist Low Incidence Expert Focus Group Members

Expert Focus Group - Visual Impairments	
Cheryl Kamei-Hannan	California State University, Los Angeles
Sharon Sacks	San Francisco State University
Expert Focus Group - Deaf and Hard of Hearing	
Rachel Friedman-Narr	California State University, Northridge
Nancy Hlibok Amann	California Department of Education
Gabrielle Jones	University of California, San Diego
Renee Polanco Lucero	John Tracy Center
Bridget Scott-Weich	John Tracy Center (retired)
Angie Stokes	John Tracy Center
Diane Taylor	Mount Saint Mary's University
Expert Focus Group - Early Childhood Special Education	
Janice Myck-Wayne	California State University, Fullerton
Nina Salcedo Potter	San Diego State University

Appendix D

Literacy Performance Assessment Design Team

Multiple Subject/Single Subject	
Amy K Conley	Literacy Lecturer, California Polytechnic University Humboldt, Literacy Consultant, Humboldt County Office of Education
Miyuki Manzanedo ⁺	Teacher, Marguerite Montgomery Elementary, Davis Joint Unified School District
Marissa Luna Lopez	Coordinator, Multiple Subject and Education Specialist Intern Credentialing, Merced County Office of Education
Michelle Soltis ⁺	Teacher, San Diego Unified School District, Miramar Ranch Elementary
Molly Sutherland ^{**}	Teacher, San Juan Unified School District, Lichen School
Tawna Turner ⁺	Literacy Teacher, Aspire Alexander Twilight College Prep Academy
Education Specialist	
Lauren Collins [*]	Associate Professor, San Diego State University
Cathy Creasia	Director of Accreditation and Credentialing, University of Southern California Rossier School of Education
Laura Rhinehart [*]	Assistant Researcher, Center for Dyslexia, Diverse Learners, and Social Justice at University of California, Los Angeles
Priya Tjerandsen ^{**}	Teacher and Head Learning Specialist, North Bridge Academy
PK-3 Early Childhood Education	
Oona Fontanella-Nothom	Assistant Professor, Early Childhood Studies, California State University, Los Angeles
Sandra Frisby	Associate Director, Faculty Early Childhood Development, Fresno Pacific University
Isabella Gutierrez	Director of Child Development Centers, West Hills Community College District
Cindy Li ⁺	Core Faculty, School of Human Development and Education, Pacific Oaks College
English Learner/Bilingual	
George Ellis	Regional Director, California Reading and Literature Project, University of California, Berkeley
Martha Hernandez	Executive Director, Californians Together
Annie Song ⁺	Teacher, Alhambra Unified School District, Instructor, Los Angeles County Office of Education
Pamela Spycher	Senior Research Associate, WestEd
Education Specialist - Low Incidence	
Janelle Green	Principal, Early Childhood, California School for the Deaf, Riverside
Cheryl Kamei Hannan	Professor, California State University, Los Angeles

Nicoli Ueda**	Teacher, Teacher Advisor, Induction Credentialing and Added Authorization Programs, Los Angeles Unified School District
Liaisons	
Nancy Brynelson	Statewide Literacy Co-Director, California Department of Education
Bonnie Garcia *	Statewide Literacy Co-Director, California Department of Education

*Indicates dyslexia expertise and *indicates classroom teachers with recent experience in teaching reading in the early elementary grades

Appendix E

Current CalTPA Cycle 2 Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> • Provide contextual information about the whole class you are teaching within a school placement. • Develop a plan for a series of three to five lessons (in either literacy or mathematics), and complete the Learning Segment Template. • Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content-specific learning goal(s) and ELD goal(s), if appropriate. • Provide a description or blank copy of the informal assessment, student self-assessment and rubric, and formal assessment and rubric, including definition of proficient student performance. 	<ul style="list-style-type: none"> • Part A: Written Narrative: Contextual Information • Part B: Learning Segment Template • Part C: Written Narrative: Assessment Descriptions • Part D: Description or Blank Copy of the Informal Assessment • Part E: Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric • Part F: Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Conduct the instruction and assessment activities. • Video record your learning segment lessons. Select 4 clips (each up to 5 minutes of unedited video). • Annotate the 4 video clips. Annotation titles include: <ul style="list-style-type: none"> • Assessing Student Learning and Development of Academic Language • Students Using Educational Technology • Providing Content-Specific Feedback to Students • Assessing Student Learning and Use of Age and/or Developmentally Appropriate Higher-Order Thinking Skills • Provide an analysis of the informal and student self- assessments. 	<ul style="list-style-type: none"> • Part G: 4 Annotated Video Clips (no more than 5 minutes each) • Part H: Written Narrative: Analysis of Informal and Student Self- Assessments

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • Score the formal assessment responses for the whole class, using a rubric. Select 3 examples of student responses that demonstrate a range of achievement: a student response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s). • Analyze student results from the informal assessment, student self-assessment, and formal assessment used throughout the learning segment. 	<ul style="list-style-type: none"> • Part I: Formal Assessment Responses from 3 Students that represent evidence of learning with Feedback • Part J: Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students
Step 4: Apply	<ul style="list-style-type: none"> • Analyze the evidence you observed of student learning and accomplishment of the learning goal(s). • Plan and conduct a follow-up instructional activity. Your follow-up activity will be either <ul style="list-style-type: none"> • Re-teaching OR • Extension • Video record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of the range of assessment results. 	<ul style="list-style-type: none"> • Part K: Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description for whole class or group of students • Part L: 1 Annotated Video Clip (no more than 5 minutes) of Follow-Up Instruction (Re-Teaching or Extension Activity) for whole class or group of students