
2B

Action

Educator Preparation Committee

Request to Adjust the Accreditation Cycle Timeline to Complete Literacy Certification Required by Senate Bill 488

Executive Summary: This item presents for Commission approval a proposal to adjust the accreditation cycle to accommodate activities required by statute related to certification of literacy instruction as required by Senate Bill 488 (Chap. 678, Stats. 2021).

Recommended Action: Staff recommends that the Commission approve the request to adjust the accreditation cycle timeline.

Presenters: David DeGuire, Director, Cheryl Hickey and Erin Sullivan, Administrators, Professional Services Division

Request to Adjust the Accreditation Cycle Timeline to Complete Literacy Certification Required by Senate Bill 488

Introduction

This item presents a request to adjust the accreditation cycle for the 2024-25 academic year to allow for the completion of the certification process as required by Senate Bill 488 (Chap. 678, Stats. 2021). Senate Bill 488 requires the Commission on Teacher Credentialing (Commission) to certify that all Preliminary Multiple and Education Specialist teaching programs have aligned with the requirements specified in Education Code sections 44259(b)(A) and (B). Programs must be fully aligned to these requirements so that candidates have an opportunity to learn what is covered in the new Literacy standards and their corresponding Teaching Performance Expectations prior to taking the new literacy performance assessment beginning on July 1, 2025. The certification process is also an important step in ensuring quality reading and literacy instruction in teacher preparation. The proposed adjustment to the accreditation cycle timeline would allow both preparation programs and Commission staff critical workload relief in order to ensure a high-quality certification process and implementation of the new literacy requirements.

Background

Senate Bill (SB) 488 (Chap. 678, Stats. 2021) required the Commission to update its literacy and reading standards for the preparation of teaching candidates and their corresponding Teaching Performance Expectations (TPEs). Additionally, the bill required the Commission to review teacher preparation programs, certify that the programs are providing instruction aligned to the updated standards and TPEs, and to develop a new literacy performance assessment to replace the current Reading Instruction Competence Assessment (RICA).

New literacy instruction program standards and teaching performance expectations were adopted by the Commission for the Preliminary Multiple Subject, Single Subject, Education Specialist: Mild to Moderate (MMSN) and Education Specialist: Extensive Support Needs (ESN) credential programs in [October 2022](#), and for Deaf and Hard of Hearing (DHH), Visual Impairments (VI), Early Childhood Special Education (ECSE) in [February 2023](#) and amended in [April 2023](#). The various versions of the literacy performance assessments for each credential are currently in development and will be pilot tested as well as field tested beginning in spring 2024 and over the next year.

The new literacy standards and TPEs are currently available on the Commission's website, and it is expected that programs are in the process of reviewing these standards, determining what kinds of curricular and clinical practice changes will need to be made to ensure that their programs are aligned to the new standards, and engaging in their own institutional review and approval processes to implement curricular and clinical practice changes to their program. All

programs must be aligned by July 1, 2024. Candidates will be required to take the literacy performance assessment beginning July 1, 2025.

Implementation of the Certification Process, pursuant to SB 488.

[Appendix A](#) includes the language from SB 488 applicable to the requirement for certification and describes the reading and literacy content that will need to be reviewed and determined to be in alignment with California statute. In reviewing which programs will need to be certified, staff have identified the following:

Credential Program by Type	Current Number of Active Programs
Preliminary Multiple Subject	95
Preliminary Education Specialist Mild to Moderate Support Needs (MMSN)	68
Preliminary Education Specialist Extensive Support Needs (ESN)	46
Preliminary Deaf and Hard of Hearing (DHH)	6
Preliminary Visual Impairments (VI)	2
Preliminary Early Childhood Special Education	19
PK-3 Early Childhood Education Specialist	0
Total Current Programs Expected for Certification	236

It is important to note that many of these programs offer multiple pathways to the credential. For instance, an institution could offer the Multiple Subject credential program through a traditional student teaching model, an integrated (undergraduate) model, an intern model, and a residency model. While it is possible that the institution has the same coursework for each of the four routes, institutions are free to design programs to meet their needs and those of their candidates as long as the programs meet Commission standards. Therefore, there may be different reading and literacy instruction coursework offered by an institution’s programs, depending on the pathway. As part of the certification process, the Commission will need to ensure that each pathway is reviewed if there are differences in how literacy instruction is covered.

Plans are currently being finalized for the types of documentation that institutions will need to submit as part of the certification process, and a Program Sponsor Alert is being drafted to provide this information to the field. The certification process will require that programs provide evidence that all aspects of Education Code section 44259 (b)(4) paragraphs (A) and (B) are covered in the program. Beginning in late spring 2024, Commission staff will open the submission window for documentation from programs and begin the certification review process. The window for submission will remain open through early fall 2024 at which time all programs must have submitted documentation for certification. Literacy experts from the field, members of the Commission’s Board of Institutional Review (BIR), and Commission staff will review documentation. At this time, program personnel should continue reviewing their

curriculum against the new literacy standards and TPEs and undergoing their own internal processes to implement any necessary changes to ensure alignment.

Current Accreditation Activities for 2024-25

Under the proposed plan, all accreditation activities currently scheduled for spring 2024 will take place as scheduled. This means the Commission will conduct site visits scheduled for Blue cohort institutions, any accreditation revisits scheduled for Indigo cohort institutions, review site visit follow up reports, review common standards submissions, and other routine accreditation activities that would normally be conducted in spring 2024. No changes are being proposed for these activities.

As indicated in Section III of the COA Annual Report presented at this meeting, planned accreditation activities for 2024-25 currently consists of the following:

- Accreditation Site Visits for the Green Cohort – 28 institutions consisting of 121 programs.
- Program Review for Yellow Cohort – 140 programs across 35 institutions.
- Common Standard Review for the Yellow Cohort – 35 institutions.
- Preconditions to be Submitted in March 2025 for Orange and Indigo cohorts – total of 65 institutions consisting of 266 programs.
- Submission of Data to the Annual Accreditation Data System – All institutions/programs.

In addition to those activities named above, Commission staff facilitate the review of prospective new educator preparation programs and subject matter programs through the Initial Program Review process and the review of institutions wishing to become Commission-approved program sponsors through the Initial Institutional Approval (IIA) process. Each new program must go before the Committee on Accreditation (COA) for their approval. Over the past five years, the COA has approved an average of 18 new educator preparation programs and six new subject matter preparation programs per year. In addition, the COA has approved an average of five educator preparation programs per year for institutions in Stage IV of the IIA process. These activities will continue during the 2024-25 academic year even if the rest of the accreditation calendar is adjusted, as proposed in this item. The COA will also consider the accreditation site visit report for the eight institutions in provisional status, the reports from accreditation revisits, quarterly and 7th year reports submitted by institutions to address stipulations, and programs being made inactive or withdrawn by Commission-approved program sponsors.

Conducting a quality review to certify 236 programs with literacy instruction will be intensive and will require workload adjustments for staff. Conducting these reviews on top of all regular accreditation activities for a system that oversees approximately 850 programs offered by 252 program sponsors (institutions of higher education and local education agencies) would be challenging with existing staff and could result in a less than rigorous review. Additionally, providing institutions sufficient time to focus on the critical area of literacy instruction and the modifications and/or improvements needed for their programs (e.g., adding new courses, professional development for faculty, working with their PK-12 partners to improve clinical

practice experiences, etc.) will benefit the credential candidates they prepare, as well as the students they serve. Staff recognizes that most programs need time and faculty resources to successfully implement substantive programmatic change in this area.

Staff Proposal

To accommodate the workload for both institutions and for Commission staff, staff proposes the following adjustments to the accreditation cycle timeline.

Regular Accreditation Activities

- All regular accreditation site visits for institutions currently scheduled for 2024-25 (Green Cohort) will be rescheduled for 2025-26.
- All other Green Cohort activities will continue to be completed in 2023-24. This includes Program Review already submitted and Common Standards review due on February 29, 2024.
- The COA would have discretion to require a site visit for any Green Cohort institution in 2024-25 should there be indications of serious issues at the institution with regard to being aligned to standards.
- All other cohorts' accreditation site visits will be adjusted by one year.
- All program review, preconditions, and common standards activities for all cohorts, with the exception of the Green cohort, will be moved by one year. These activities will be adjusted for the out years for the Green cohort as well.
- Submission of data to the Accreditation Data System will not be affected. Institutions and programs will still be required to submit to the ADS system annually, as regularly scheduled.

Tables depicting the current accreditation schedule and the proposed schedule are included as [Appendix B](#) and [Appendix C](#), respectively.

Follow Up for Issues Identified in Previous Years

- All revisits scheduled as a result of accreditation visits in 2023-24 or earlier will continue as previously scheduled to ensure that issues that have been identified are addressed.
- All follow-up reports, such as quarterly reports, reports to address stipulations, and 7th year reports, will continue as scheduled to ensure that all issues that have been identified have been addressed.

Institutions in Provisional Status with Scheduled Site Visits

- All eight provisional site visits scheduled for 2024-25 will continue as previously scheduled given that these institutions are in provisional status with a prescribed time period.

Other Benefits of Adjusting the Accreditation Cycle Timeline:

In addition to the certification process itself, the proposed adjustment to the accreditation cycle timeline will give staff time to organize several technical assistance activities around the

new literacy standards and TPEs. Although the standards and the TPEs have been available for a while, many programs have requested technical assistance to better understand what is expected, what the important concepts and changes are, on which aspects of the standard they need to focus greater attention, and best practices for implementation. Staff have not had the time to organize such an endeavor. Relieving staff of some of its normal site visit preparation work in spring 2024 would allow staff to organize several technical assistance activities for the field. Being able to bring together experts in various aspects of reading and literacy including, for instance, new research around brain science and how students learn to read, dyslexia, biliteracy, and what resources are available to programs, could be done with some workload relief in other areas. In addition, staff could work to bring together program personnel to act as important thought partners in redesigning their programs. These technical assistance efforts may be instrumental in ensuring that these new standards and TPEs are implemented effectively across the state and may perhaps be critical to ensuring that new teachers are well prepared for the many complexities of reading and literacy instruction in California.

Staff Recommendation

Staff recommends that the Commission approve the proposed modified accreditation timeline specified in this agenda item.

Next Steps

If approved, staff will release a Program Sponsor Alert notifying the field of the new timelines and the impact of the change on the various aspects of accreditation.

Appendix A

Literacy Instruction Certification Senate Bill 488 (Chap. 678, Stats. 2021)

44320.3.

(b) Before requiring successful passage of the teaching performance assessment for the preliminary multiple subject teaching credential and the preliminary education specialist credential pursuant to subdivision (a), the commission shall certify that all of the teacher education programs approved by the commission pursuant to Section 44227 provide instruction in the knowledge, skills, and abilities required in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.

44259 (b) (4) (A) and (B)

(4) Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs. The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board, and shall incorporate the program guidelines for dyslexia developed pursuant to Section 56335. The study of reading shall meet the following requirements:

(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:

(i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.

(ii) A strong literature, language, and comprehension component with a balance of oral and written language.

(iii) Ongoing diagnostic techniques that inform teaching and assessment.

(iv) Early intervention techniques.

(v) Guided practice in a clinical setting.

(B) For purposes of this section, "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

Appendix B

Current Accreditation Cycle Schedule

	Red Map Email	Orange Map Email	Yellow Map Email	Green Map Email	Blue Map Email	Indigo Map Email	Violet Map Email
2021-22		Pre Mar '22			Pre Mar '22	PR Oct '21 CS Feb '22	SV F21/S22
2022-23	Pre Mar '23			Pre Mar '23	PR Oct '22 CS Feb '23	SV F22/S23	
2023-24			Pre Mar '24	PR Oct '23 CS Feb '24	SV F23/S24		Pre Mar '24
2024-25		Pre Mar '25	PR Oct '24 CS Feb '25	SV F24/S25		Pre Mar '25	
2025-26	Pre Mar '26	PR Oct '25 CS Feb '26	SV F25/S26		Pre Mar '26		
2026-27	PR Oct '26 CS Feb '27	SV F26/S27		Pre Mar '27			Pre Mar '27
2027-28	SV F27/S28		Pre Mar '28			Pre Mar '28	PR Oct '27 CS Feb '28
2028-29		Pre Mar '29			Pre Mar '29	PR Oct '28 CS Feb '29	SV F28/S29
2029-30	Pre Mar '30			Pre Mar '30	PR Oct '29 CS Feb '30	SV F29/S30	

Appendix C

Proposed Accreditation Cycle

	Red Map Email	Orange Map Email	Yellow Map Email	Green Map Email	Blue Map Email	Indigo Map Email	Violet Map Email
2022-23	Pre Mar '23			Pre Mar '23	PR Oct '22 CS Feb '23	SV F22/S23	
2023-24			Pre Mar '24	PR Oct '23 CS Feb '24	SV F23/S24		Pre Mar '24
2024-25	CERTIFICATION	CERTIFICATION	CERTIFICATION	CERTIFICATION	CERTIFICATION	CERTIFICATION	CERTIFICATION
2025-26		Pre Mar '26	PR Oct '25 CS Feb '26	SV F25/S26		Pre Mar '26	
2026-27	Pre Mar '27	PR Oct '26 CS Feb '27	SV F26/S27		Pre Mar '27		
2027-28	PR Oct '27 CS Feb '28	SV F27/S28		Pre Mar '28			Pre Mar '28
2028-29	SV F28/S29		Pre Mar '29			Pre Mar '29	PR Oct '28 CS Feb '29
2029-30		Pre Mar '30			Pre Mar '30	PR Oct '29 CS Feb '30	SV F29/S30
2030-31	Pre Mar '31			Pre Mar '31	PR Oct '30 CS Feb '31	SV F30/S31	
2031-32			Pre Mar '32	PR Oct '31 CS Feb '32	SV F31/S32		Pre Mar '32