

Senate Bill (SB) 488: Teacher credentialing: reading instruction  
Legislative Year 2021-2022  
COA Meeting – March 2023

# SB 488 Overview

## Content of Teacher Preparation

- Evidence-based means of teaching foundational skills (print concepts, phonological awareness, phonics & word recognition, fluency)
- Tiered supports for pupils (reading difficulties, English learners, exceptional needs)
- Ongoing diagnostic techniques & early intervention
- Aligned to the SBE-adopted *ELA/ELD Framework*



# SB 488 Overview Continued

## Content of Teacher Preparation (continued)

- Incorporation of California Dyslexia Guidelines
- Organized, systematic, explicit, direct foundational skills instruction & practice in connected text
- Strong literature, language, comprehension component with a balance of oral & written language
- Integrated methods of teaching language arts (MS & EdSp)

## Other Features

- Certification of programs
- Performance assessment



# THE BIG PICTURE

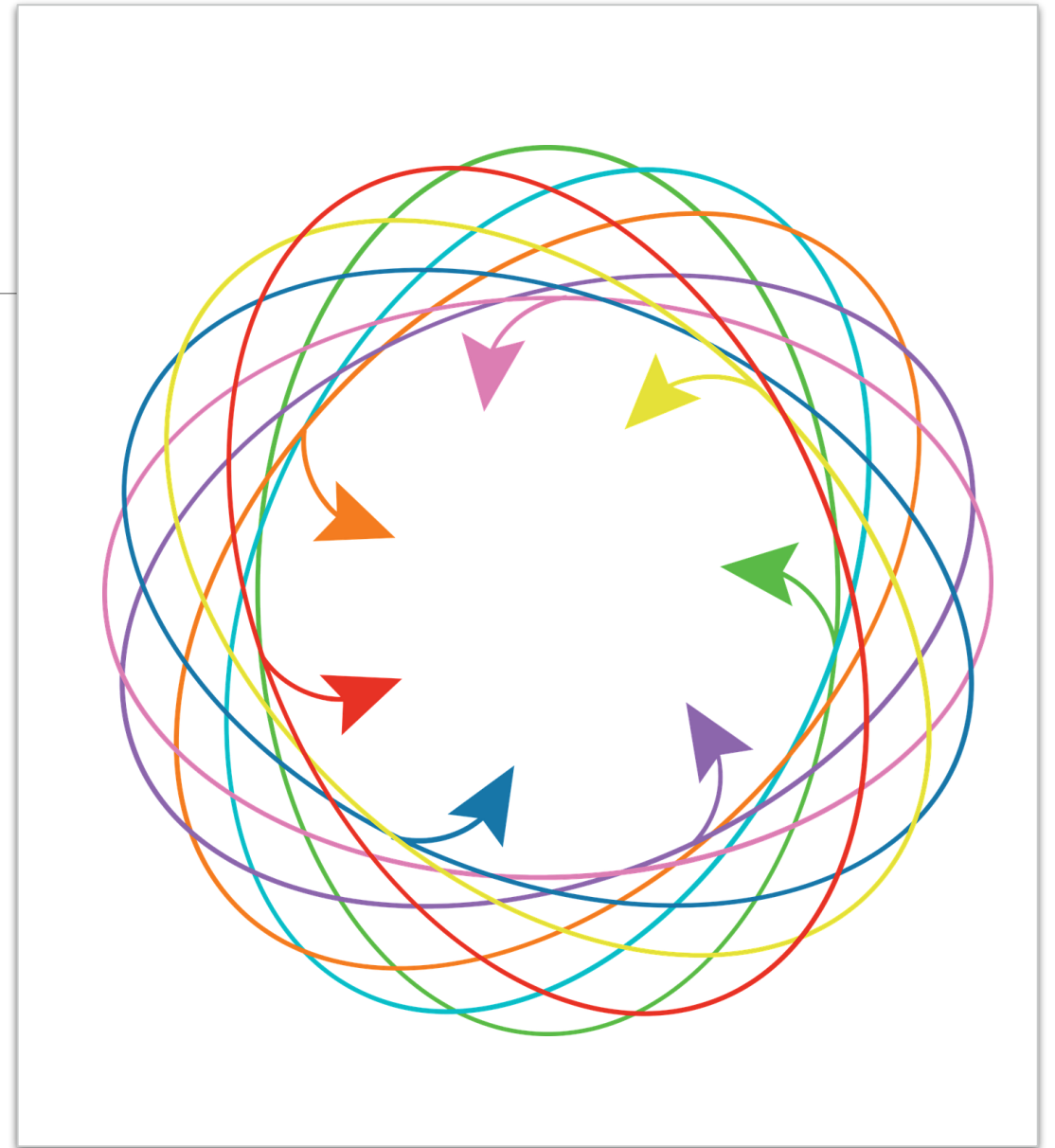
What should programs be thinking about?

*ELA/ELD  
Framework  
Circles of  
Implementation,  
Ch. 2, p. 53*



# Integration as a Theme

- **Strands of the Language Arts**
  - Reading (Literature, Informational Text, Foundational Skills); Writing; Speaking and Listening; and Language
- **English Language Arts and Literacy**
  - History/Social Studies, Science, & Technical Subjects—Disciplinary Literacy
- **ELA/Literacy and English Language Development**
  - Part I: Interacting in Meaningful Ways; Part II: Learning About How English Works; & Part III: Using Foundational Skills; Integrated and Designated ELD
- **Crosscutting Themes of the Standards**
  - Foundational Skills, Meaning Making, Language Development, Effective Expression, & Content Knowledge



## Ensuring That All Students Succeed

- Universal Design for Learning
- Equity/Asset-Based Approaches
- Multi-Tiered System of Supports
  - Best first instruction
  - Targeted, supplemental instruction
  - Intensive intervention
- Multi/Biliteracy & ELD
- Dyslexia & Other Disabilities



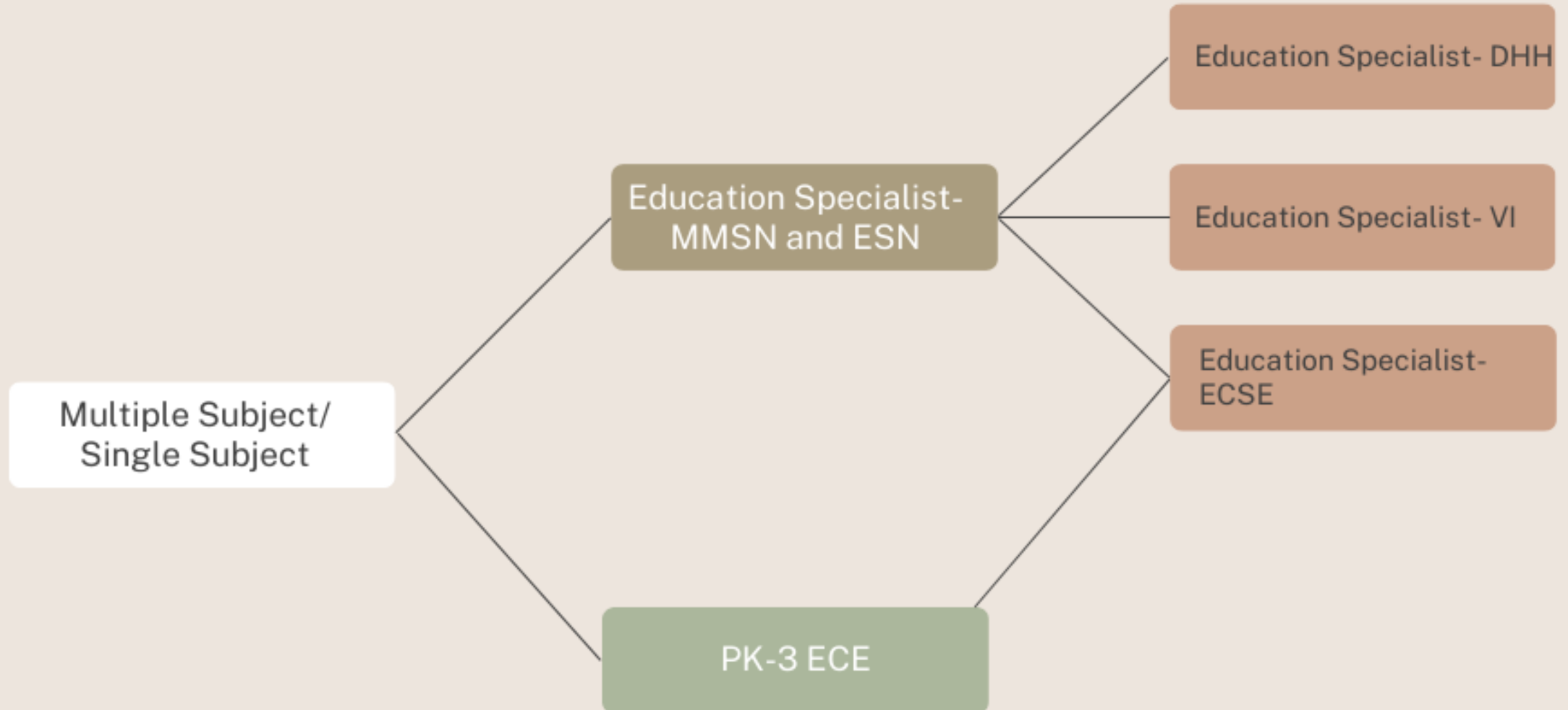
A close-up photograph of a person's hand with fingers resting on a book cover. The book cover is covered in Braille characters, which are small raised dots. The lighting is warm, highlighting the texture of the skin and the paper. A semi-transparent blue rectangular box is overlaid on the center of the image, containing the title text.

# Literacy Standards and TPEs

Overview



# Literacy Standards and TPEs



# Structure of the Program Standard

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Introduction & Overarching Concepts

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Cross-cutting Themes of the ELA/ELD Framework

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7a. Foundational Skills

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7b. Meaning Making

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7c. Language Development

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7d. Effective Expression

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7e. Content Knowledge

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7f. Literacy Instruction for Students with Disabilities

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7g. Integrated and Designated English Language Development

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7h. Literacy Teaching Performance Expectations and Clinical Practice

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# Spotlight on Overarching Concepts

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Standards & ELA/ELD Framework

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Universal Design for Learning

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Asset-based pedagogies

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Socially just learning environments

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Integration of strands/parts of standards & disciplines

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Effective & varied instruction

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California Comprehensive State Literacy Plan

# Spotlight on Overarching Concepts

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Equity, diversity, & inclusion

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Multi-Tiered System of Support

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Reflective of age, development, goals, families, SEL,  
trauma- informed practices

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CA Dyslexia Guidelines

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Integrated & designated ELD

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Multiliteracy & multilingual prog.

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Assessment for various purposes

# Structure of Literacy TPEs

Standard Sections	Corresponding TPE 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

Timeframe	MS/SS, Education Specialist and PK-3 Early Childhood Specialist Credentials
October 2022	Commission adopts the Literacy Program Standards and TPEs for MS/SS, Education Specialist - MMSN and ESN, and PK-3 ECE
December 2022	Literacy Performance Assessment Design Team appointed
2022 - 2024	Staff provides technical assistance to preparation programs in meeting approved Literacy Program Standards and TPEs including but not limited to regional workshops, implementation/transition plan with feedback, webinars, and office hours
February 2023	Adoption of the Literacy Program Standards and TPEs for Education Specialist Low Incidence Credentials - DHH, VI, and ECSE
February 20, 2023	Institutions may submit new PK-3 ECE Specialist Credential to IPR - must include new literacy standard and TPEs
March 2023	First meeting of the Literacy Performance Assessment Design Team
2024 - 2025	Review and certify preparation program compliance with new Literacy Program Standards and TPEs
Fall 2025	Literacy Performance Assessment becomes operational