



PROGRAM SPONSOR ALERT

DATE:

November 30, 2022

NUMBER:

22-15

SUBJECT: ADOPTION OF REVISED LITERACY STANDARDS AND TEACHING PERFORMANCE EXPECTATIONS FOR THE PRELIMINARY MULTIPLE, SINGLE AND EDUCATION SPECIALIST, MILD TO MODERATE AND EXTENSIVE SUPPORT NEEDS, AND PK-3 SPECIALIST INSTRUCTION PREPARATION PROGRAMS PURSUANT TO SENATE BILL 488

Summary:

At its October 2022 meeting, the Commission on Teacher Credentialing (Commission) approved revised literacy standards and teaching performance expectations (TPEs) pursuant to [Senate Bill \(SB\) 488](#) for the Preliminary Multiple Subject, Single Subject, Education Specialist Mild-Moderate Support Needs (MMSN), and Education Specialist Extensive Support Needs (ESN) programs as well as for the retooled PK-3 Early Childhood Education (ECE) Specialist Instruction Credential. This Program Sponsor Alert provides information about these new standards and TPEs.

Key Provisions:

SB 488 amended Education Code (EC) sections [44283](#) and [44283.2](#), revised the definition of “study of effective means of teaching literacy” in Education Code [44259 \(b\)\(4\)\(A\) and \(B\)](#), and requires the Commission to complete a series of actions related to literacy instruction. SB 488 required the Commission to update program standards and TPEs to ensure alignment with the current State Board of Education (SBE) adopted English Language Arts/English Language Development Framework and to incorporate the California Dyslexia Guidelines. In addition, SB 488 requires that the Commission develop a literacy instruction performance assessment by July 1, 2025, to assess candidate competence in effective means of teaching literacy. This assessment will apply to credential candidates in Preliminary Multiple Subject, Education Specialist, and PK-3 ECE Specialist Instruction programs. The law further requires that, prior to implementation of the literacy performance assessment, the Commission “certify” that all teacher education programs approved by the Commission are offering instruction in the knowledge, skills, and abilities required by SB 488.

On October 13, 2022, the Commission adopted proposed Literacy Standards for the Preliminary Multiple, Single, Education Specialist MMSN and ESN, and PK-3 ECE Specialist Instruction credentials, as well as associated TPEs for each of those credential areas. The literacy standard and related TPE for each credential are available through the following links.

[Preliminary Multiple and Single Subject Literacy Standard and TPEs](#)

[Preliminary Education Specialist Literacy Standard and TPEs](#) (*Mild to Moderate and Extensive Support Needs*)

[PK-3 Education Specialist Instruction Credential Standards and TPEs](#) (*Literacy standard and TPEs incorporated into the full set of standards and TPEs*)

Please note that the literacy standards and TPEs for the Preliminary Multiple and Single Subject credential programs and the Preliminary Education Specialist Instruction credential programs will soon be incorporated into the handbooks for both sets of standards. The literacy standard and TPEs for the new PK-3 Education Specialist Instruction credential programs are already incorporated into the full set of credential program standards. Literacy standards and TPEs for Education Specialists: Visual Impairment (VI), Deaf and Hard of Hearing (DHH), and Early Childhood Special Education (ECSE) are anticipated to be adopted in February 2023.

All currently approved preliminary teaching programs must be aligned with these new standards and TPEs no later than July 1, 2024.

Important Dates:

Beginning January 2023– Technical Assistance for programs

February 2023 Anticipated date for Commission adoption of Literacy Standards and TPEs for the Education Specialist in VI, DHH, and ECSE credential programs

Winter 2022-23 Development of the Literacy Performance Assessment begins

AY 2023-24 Pilot Study of Literacy Performance Assessment

July 1, 2024 All programs must be aligned to literacy program standards and TPEs. These standards and TPEs will replace the current Literacy TPEs at that time.

Beginning Fall 2024 Commission conducts certification process in accordance with SB 488 ensuring that all programs are aligned to the new literacy program standards and TPEs. Programs that implement the new standards and TPEs by Spring 2024 or earlier may be invited to participate in an early adopter certification process.

AY 2024-25 Literacy Performance Assessment Field Test and Technical Assistance

July 1, 2025

Literacy Performance Assessment becomes operational

Background:

Program standards address both broad and specific topics, including a program’s overall design and curriculum, as well as opportunities for candidates to learn, practice, and be assessed on their progress towards meeting the TPEs. The TPEs identify the knowledge, skills, and abilities in which teacher candidates should be competent when they complete their teacher preparation program. Each set of preliminary teaching credentials includes a program standard that requires educator preparation programs to provide candidates with opportunities to learn, practice, and be assessed on the knowledge, skills, and abilities of each TPE. All educator preparation programs approved by the Commission must demonstrate that they meet all program standards and performance expectations applicable to their particular program.

The Commission convened a workgroup earlier this year to assist in the development of a new literacy standard for teaching candidates pursuant to SB 488. The workgroup provided critical input and direction on the development draft standards and TPEs. Various drafts of the standards were vetted with the larger field and the public, and revisions were made throughout the process in response to input received. The Commission adopted the literacy standards and TPEs in October 2022 for full implementation by programs beginning July 1, 2024.

Some of the key features of the new standards and TPES are as follows:

- Alignment with the California [English Language Arts and Literacy Standards](#) and [English Language Development Standards](#). Alignment with the [English Language Arts/English Language Development Framework](#) (including the five crosscutting themes of the two sets of standards: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge)
- Incorporation of numerous integral state adopted documents for reading and literacy including the [California Comprehensive State Literacy Plan](#) and the [California Dyslexia Guidelines](#)
- Inclusion of Integrated and Designated English Language Development
- Preparation for candidates related to Multi-Tiered System of Support (MTSS), including best first instruction and Universal Design for Learning (UDL).
- Promotion of multiliteracy
- Principles and practices that foster equity, diversity, and inclusion, that are asset-based, and are culturally and linguistically responsive, affirming, and sustaining
- Effective and varied pedagogies/instruction that is responsive to learners’ age, development, literacy goals; families; social-emotional learning, and trauma informed practices.
- Assessment for various purposes (formative, summative, screening, referrals)

References

Adopted Literacy Standards and Teaching Performance Expectations
[Preliminary Multiple and Single Subject Literacy Standard and TPEs](#)
[Preliminary Education Specialist Literacy Standard and TPEs](#)
[PK-3 Education Specialist Instruction Credential Standards and TPEs](#)

Commission Agenda items

[Agenda Item 4A October 2022](#)
[Agenda Item 4A Insert](#)

Additional Resources

[Resource Guide on Preparing Teachers for Effective Literacy Instruction](#)
[English Language Arts and Literacy Standards](#)
[English Language Development Standards](#)
[English Language Arts/English Language Development Framework](#)
[California Dyslexia Guidelines](#)
[California Comprehensive State Literacy Plan](#)

Previous Commission Agenda Items on this Topic

[February 2022, Agenda Item 3C](#)
[June 2022, Agenda Item 3C](#)
[August 2022, Agenda Item 2C](#)

Contact Information:

Contact Information for the Professional Services Division is available at the [Professional Services Contact webpage](#).