



PROGRAM SPONSOR ALERT

DATE:

June 1, 2023

NUMBER:

23-02

SUBJECT: ADOPTION OF REVISED LITERACY STANDARDS AND TEACHING PERFORMANCE EXPECTATIONS FOR THE PRELIMINARY EDUCATION SPECIALIST: DEAF AND HARD-OF-HEARING, VISUAL IMPAIRMENTS, AND EARLY CHILDHOOD SPECIAL EDUCATION PREPARATION PROGRAMS, PURSUANT TO SENATE BILL 488

Summary:

[Senate Bill \(SB\) 488](#) (Chap. 678, Stats. 2021) requires the Commission on Teacher Credentialing (Commission) to update its standards for the preparation of teaching candidates in the area of reading and literacy instruction. This Program Sponsor Alert (PSA) announces the Commission's approval of the new literacy standards and revised Teaching Performance Expectations (TPEs) for the Education Specialist areas of Deaf and Hard-of-Hearing (DHH), Visual Impairments (VI), and Early Childhood Special Education (ECSE).

Key Provisions:

SB 488 amended Education Code (EC) sections [44283](#) and [44283.2](#) and revised the definition of "study of effective means of teaching literacy" in Education Code 44259 (b)(4)(A) and (B). SB 488 requires 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 new literacy instruction performance assessment in order to replace the current Reading Instruction Competence Assessment (RICA) by July 1, 2025, to assess candidates for competence in literacy instruction.

The new literacy performance assessment will apply to credential candidates in Preliminary Multiple Subject, Education Specialist, and PK-3 Early Childhood Education (ECE) Specialist Instruction credential programs. The law further requires that, prior to implementation of a new literacy performance assessment, the Commission must certify that all preliminary teacher

education programs approved by the Commission are offering instruction aligned with the revised literacy standards and TPEs adopted by the Commission prior to July 1, 2025.

Please refer to [PSA 22-15](#) for the Commission's adopted literacy standards and TPEs specific to 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 PK-3 Early Childhood Education (ECE) Specialist Instruction Credential.

All TPA model sponsors including the Stanford Center for Assessment, Learning, and Equity (SCALE) and Fresno State University, are in communication with the Commission staff 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. Currently, the Commission's Literacy Performance Assessment Design Team anticipates that the literacy performance assessment will be incorporated within a revised Teaching Performance Assessment (TPA). Approved model sponsors will provide technical assistance opportunities to programs to support them in helping their candidates meet the literacy performance assessment requirement.

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. All preliminary educator preparation programs approved by the Commission must demonstrate that they meet all applicable program standards and performance expectations.

The Commission convened a literacy workgroup 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. In October 2022, the Commission adopted the literacy standards and TPEs for the Preliminary Multiple and Single Subject teaching credentials, Education Specialist MMSN and ESN, and the PK-3 ECE Specialist Instruction credential, for full implementation by programs beginning July 1, 2024.

Following the adoption of the standards and TPEs specific to the credentials noted above, the Commission adopted the standards and TPEs specific to the special education areas of DHH, VI, and ECSE in February 2023. Additionally, there was a necessary amendment to the language associated with deafblindness to add to the standards for the Education Specialist: DHH and VI credentials. The amended language for these two credentials was adopted by the Commission at the April 2023 meeting. The link to the literacy standards and TPEs for the DHH, VI, and ECSE credential programs is below. The links to the literacy standards and TPEs for the other credential areas are included in the Resources section of this PSA.

[Preliminary Education Specialist Literacy Standards and TPEs: Deaf and Hard-of-Hearing \(DHH\), Visual Impairments \(VI\), Early Childhood Special Education \(ECSE\)](#)

Please note that, at this time, the literacy standards and TPEs have not yet been incorporated into the program standards handbooks for the relevant credentials. Staff are currently working on updating these program standards handbooks and will notify the field through the PSD e-news when these updated documents are available.

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

Important Dates:

January 2023–July 2025	Technical Assistance for programs
February 2023	Commission adoption of Literacy Standards and TPEs for the Education Specialist in VI, DHH, and ECSE credential programs
April 2023	Commission adoption of amendment pertaining to deafblind disability area to Literacy Standards for the Education Specialist in DHH and VI
Winter 23	Development of the Commission’s TPA model to incorporate Literacy Performance Assessment
2023-24	Commission’s Literacy Performance Assessment 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
Fall 2024	Commission begins certification process in accordance with SB 488 ensuring that all programs are aligned to the new literacy program standards and TPEs
2024-25	Commission’s Literacy Performance Assessment Field Test and Technical Assistance
June 2025	Commission adopts Literacy Performance Assessments and sets initial passing standard
July 1, 2025	Literacy Performance Assessment becomes operational

References:

[Senate Bill 488 \(2021\)](#)

[PSA 22-15](#): Adoption of Revised Literacy Standards and TPEs for Preliminary MS, SS, Education Specialist (MMSN and ESN), and PK-3 Specialist Instruction Preparation Programs

Adopted Literacy Standards and Teaching Performance Expectations

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

[Preliminary Education Specialist: MMSN and ESN Literacy Standard and TPEs](#)

[Preliminary Education Specialist: DHH, VI, and ECSE Literacy Standards and TPEs](#)

[PK-3 Specialist Instruction Credential Standards and TPEs](#)

Commission Agenda Items

[Agenda Item 3C – Consent Item -April 2023](#)

[Agenda Item 4C- February 2023](#)

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

[Agenda Item 4A- Insert](#)

[Agenda Item 2C- August 2022](#)

[Agenda Item 3C- June 2022](#)

[Agenda Item 3C- February 2022](#)

Technical Assistance

[Digging Deeper – Panel Presentation on Program Preparation for Updates to Literacy Standards and TPEs](#)

Additional Resources

[California Dyslexia Guidelines](#)

[California Comprehensive State Literacy Plan](#)

Contact Information:

For questions about this PSA please contact accreditation@ctc.ca.gov. For questions specific to the development of the literacy performance assessment, please contact literacy@ctc.ca.gov.

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