



# PROGRAM SPONSOR ALERT

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**DATE:**

September 15, 2023

**NUMBER:**

23-07

**SUBJECT: IMPLEMENTATION OF LITERACY STANDARDS AND TEACHING PERFORMANCE EXPECTATIONS**

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**Summary:**

In accordance with SB 488 (Chapter 678, Statutes of 2022), the Commission adopted new standards for literacy that include specific content and methodologies. The new standards also include a set of Teaching Performance Expectations (TPEs). The Commission determined that all preliminary teacher preparation programs shall implement the new literacy standards and Teaching Performance Expectations (TPEs) by July 1, 2024. This PSA clarifies expectations and timelines for Commission approved teacher preparation programs to be fully aligned with the new standards and TPEs and provides information on continuing efforts to implement aspects of SB 488.

**Important Dates:**

The Commission adopted new literacy standards and literacy TPEs in October 2022 and February 2023 and required all existing Preliminary Multiple Subject, Single Subject, and Education Specialist teacher preparation programs to align to the standard and implement the TPEs by **July 1, 2024**. Additionally, any new program proposals for these credential programs, including the new PK-3 Early Childhood Education (ECE) Specialist Instruction credential, must demonstrate alignment to the literacy standard and TPEs prior to approval.

Pursuant to the new statutory language, the Commission must, by July 1, 2025, ensure that its approved teaching performance assessment for Preliminary Multiple Subject and Education Specialist credentials includes literacy content and competencies as specified in SB 488. Current efforts are underway to implement this part of the statute, and a pilot test of the new performance assessment aligned to the literacy TPEs will take place in 2023-24 with a field test in 2024-25.

Statute further requires that the Commission certify that all Preliminary Multiple Subject and Education Specialist teacher preparation programs are providing instruction in alignment with its adopted literacy standards and TPEs prior to requiring passage of the updated performance assessment. Therefore, during the 2024-25 academic year, the Commission will implement a certification process to ensure programs are aligned with the literacy standard and TPEs, as specified in statute.

Programs are strongly encouraged to review, as soon as possible, their current curriculum and clinical practice requirements for reading and literacy instruction to determine if revisions will be needed to align with the new standards and TPEs.

**Background:**

Senate Bill (SB) 488, which took effect on January 1, 2022, amended statute related to the preparation of teachers in the area of reading and literacy instruction. It revised the definition of “study of effective means of teaching literacy” in Education Code 44259 (b)(4)(A) and (B), requires that the Commission replace the Reading Instruction Competency Assessment (RICA) with a literacy performance assessment, and requires the Commission to complete a series of actions, with explicit deadlines, to ensure programs are fully implementing the provisions of the bill. The new statutory language applies to all Preliminary Multiple Subject, Single Subject English, and Education Specialist teaching credentials. The Commission also decided to apply these provisions of statute to the PK-3 Early Childhood Education (ECE) Specialist Instruction credential. Links to the literacy standards and TPEs for all applicable teaching credentials are included in the Resources section of this PSA.

Beginning in fall 2024, the Commission will conduct a certification process distinct from all other regularly scheduled accreditation activities and in accordance with SB 488. The certification process will ensure that all programs are providing content from the new literacy program standards and TPEs specific to reading instruction as outlined in [Education Code section 44259\(b\)\(4\)\(A\) and \(B\)](#). Further information on the certification process will be released in the coming weeks.

**Resources:**

Prior PSAs specific to the new literacy standards and teaching performance expectations (TPEs) –

**PSA #22-15:** [Adoption of Revised Literacy Standards and Teaching Performance Expectations for the Preliminary Multiple Subject, Single Subject and Education Specialist, Mild to Moderate and Extensive Support Needs, and PK-3 Specialist Instruction Preparation Programs pursuant to Senate Bill 488](#)

**PSA #23-02:** [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](#)

[Commission Agenda Item 4A \(October 2022\): Proposed Adoption of Literacy Standards and Teaching Performance Expectations Pursuant to Senate Bill 488](#)

[Commission Agenda Item 4C \(February 2023\): Proposed Literacy Program Standards and Teaching Performance Expectations Pursuant to Senate Bill 488 for Education Specialist Low Incidence Disability Areas](#)

[California Dyslexia Guidelines](#)

[California ELA/ELD Framework](#)

[Senate Bill 488, Chapter 678](#)

[Education Code section 44259](#)

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