

APPENDIX B
SB 488 CERTIFICATION SUBMISSION REQUIREMENTS
LITERACY INSTRUCTION PREPARATION FOR PROSPECTIVE TEACHERS

UPDATED PURSUANT TO PSA 24-08

(* Indicates where changes in language were made to this appendix)

The information described in Parts 1 through 5 below must be made available on the institution's accreditation website. The URL for the institution's accreditation website must be submitted using the [SB 488 Certification Submission Form](#). This form will be accessible to institutions just prior to the first submission date of April 26, 2024.

Institutions are strongly encouraged to make their accreditation website open to the public without requiring a username and password to access. If open public access is not possible, the username and password must be made available to the public. Google Docs, Dropbox, Word documents, or PDFs with links will not be accepted in lieu of an accreditation website and will be returned for resubmission through an accreditation website.

All pathways leading to a credential must be reflected in a program's submission. It is up to the institution to determine whether to submit a single submission reflecting all pathways to a credential or separate submissions. Whichever avenue is chosen, it must be clear to reviewers.

Important: *Where links to syllabi or documentation are required, these links must be bookmarked to the exact location where the information is located. For instance, links to candidate handbooks are required for Submission Requirement 3.3b, 4.2b, and 5.2b, but all require different information from these handbooks. Each link should go to the specific section for the information requested. This will allow reviewers to find the necessary information quickly and easily and minimize the number of additional requests for information to the institution/program.*

PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS

Submission Requirements for Part 1 (The following information in Part 1 is to be submitted using the [SB 488 Certification Submission Form](#))

1.1. Institution Name

1.2. Dean or Director of Teacher Education Name and contact information

1.3. Primary contact(s) for questions and subsequent follow up communications from the Commission regarding the literacy certification process, including contact name, title, email, and phone number. Institutions may list up to 2 individuals. Note: The institution's Dean or Director of Teacher Education will receive all formal communication as well as the named individual(s).

1.4. Credential program type addressed in this document. (i.e., Preliminary Multiple Subject, Education Specialist: Mild Moderate Support Needs).

1.5. List of all pathways offered by the institution for this credential (e.g. student teaching traditional, intern, residency).

1.6. Affirmation by the Dean or Director of Teacher Education of the following statements:

I have read the materials being submitted and authorize their submission for the purposes of certification pursuant to SB 488 (Chapter 678, Statutes of 2021).

I understand that what is included in this submission process represents *selected* aspects of the new literacy standard adopted by the Commission. I understand that the information submitted represents the information specifically required for literacy certification as indicated in Education Code section 44259(B) (4)(A) and (B).

I understand that all Preliminary Multiple Subject, Single Subject, Education Specialist, and PK-3 ECE Specialist Instruction Credential programs must be fully aligned with all of the applicable literacy instruction standards and TPEs, not just those required for certification, by July 1, 2024. I further attest that the program and all associated pathways represented in this submission have undergone a full review by our faculty and staff and are, or will be, fully aligned to the new literacy instruction standard by July 1, 2024.

I understand that beginning July 1, 2025, all Preliminary Multiple Subject, Education Specialist, and PK-3 ECE Specialist Instruction credential candidates will be required to take and pass a Commission-approved Literacy Performance Assessment that is embedded in the program pursuant to Education Code 44320.3 and is based on the literacy instruction standard and TPE Domain 7.

PART 2. OVERVIEW OF REQUIRED COURSES FOR LITERACY INSTRUCTION AND PROCESS FOR PROGRAM REVISIONS

Submission Requirements for Part 2

2.1. Provide a table listing all required courses for each pathway offered for this credential type where literacy instruction is the primary coursework focus. Institutions may also list other required courses where literacy instruction is not the primary focus but in which some of the content in Standard 7 and TPE 7 is covered. (Note: Not all of Standard 7 and TPE 7 will be reviewed during the literacy certification process, but this information will be helpful to understand the design of the program with respect to literacy instruction.)

A sample table for a Preliminary Multiple Subject credential program is provided below as guidance for all affected programs.

Note: If some of the literacy preparation content is addressed in a program's ELD coursework and clinical practice experiences, please also include these courses in the table where appropriate.

Pathway (Examples)	List of all required courses where the <u>primary</u> focus is literacy instruction (Hyperlink the course title to the current syllabi)	List of any other required courses where literacy standard 7 and TPE 7 are covered but are not the primary focus of the course (Hyperlink the course title to current syllabi)
Multiple Subject Student Teaching Residency Program		
Multiple Subject Student Teaching Traditional Program		
Multiple Subject Teaching with Middle School Emphasis		
Multiple Subject Intern Pathway		
Multiple Subject plus Bilingual Authorization Concurrent pathway		

2.2. Briefly describe the process (i.e., committee established, specific faculty review committee work, academic senate approval, etc.) used to review the program to ensure alignment with the new literacy instruction standards and teaching performance expectations. If this process differed by pathway, please describe the process for each pathway. Note who was involved in this effort. Institutions may respond with a table indicating each pathway. The following table provides an example of how this information could be provided.

Pathway (Examples)	Process used for internal program review to ensure alignment with new literacy standards and TPEs.	Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)
Multiple Subject Student Teaching Residency Program		
Multiple Subject Student Teaching Traditional Program		
Multiple Subject Teaching with Middle School Emphasis		
Multiple Subject Intern Pathway		

Pathway (<i>Examples</i>)	Process used for internal program review to ensure alignment with new literacy standards and TPEs.	Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)
Multiple Subject plus Bilingual Authorization Concurrent pathway		

For the remaining requirements in Part 2, please include the full language of the prompt with your response.

2.3. Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them. If this response differs by pathway, please respond for each pathway.

2.4. Describe how the institution/program has provided opportunities for faculty teaching these courses to engage in professional learning to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations. If none has been provided to date, provide information about the implementation plan for specific professional development and learning that will take place. If these responses differ by pathway, please respond for each pathway.

2.5. What steps has the program taken or will take in the coming months to communicate to mentor/cooperating teachers and other PK-12 partners the new requirements of SB 488, the new literacy instruction program standards, TPEs, and upcoming performance assessment requirements? (meetings, notifications, handbook updates, etc.)

2.6. In what ways did the program's process for reviewing its coursework and clinical practice requirements against the new standards and TPEs include individuals with expertise in literacy instruction for multilingual/English learner students?

2.7. Provide links to syllabi that demonstrate that the *English Language Arts (ELA) and Literacy Standards*, *English Language Development (ELD) Standards*, and *English Language Arts/English Language Development (ELA/ELD) Framework* are required and central components for candidates in literacy instruction coursework. These links should be bookmarked to the exact place in the syllabi where this occurs. Multiple links to different sections of the same syllabus are acceptable.

PART 3. PREPARING CANDIDATES TO UNDERSTAND AND TEACH FOUNDATIONAL SKILLS, AS REQUIRED IN EDUCATION CODE SECTION 44259 (b)(4)(A)(i) and (B)

Below is the language from Education Code Section 44259 (b)(4)(A)(i) and (B).
44259 (b)(4)(A)(i) contains the following requirements:

...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.

(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).

Submission Requirements for Part 3

Part 3 addresses candidate preparation to provide effective literacy instruction consistent with the above requirements.

If there are differences in candidate preparation for these TPEs across the pathways offered by the institution, please indicate these differences and ensure they are clearly labeled.

3.1. *Program/Coursework Coverage of TPEs* – Submission of Table 3.1 (provided in the appendices). Course coverage of **Foundational Skills TPE 7.5** with links to specific content within course syllabi. *(See Appendix C-F, as applicable to each credential program)*

3.2. *Coursework Coverage of Standard 7* – Provide a narrative with links embedded to specific location(s) in course syllabi addressing **Standard 7a** describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5), as specified in the excerpt from the Education Code. Please be concise. Suggested length no more than 1000 words.

3.3 **Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills* – Provide direct links to evidence demonstrating how the program provides opportunities for candidates to practice teaching students foundational reading skills. The standards require that candidates are provided opportunities to practice foundational reading skills that are appropriate for the children and/or students they are teaching in their clinical practice experience. This does not mean that candidates must practice or be observed teaching every individual foundational reading skill in their clinical practice setting (see PSA 24-08). This documentation must include all the following:

3.3a. *Communication/Agreement with Districts regarding clinical practice* – Direct link(s) to locations in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (appropriate setting, information about expectations made available to administrators and mentors at the school site, etc.). This documentation must include information for mentor/cooperating teachers about the expectations for candidates to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.

- 3.3b. *Candidate Information* – Direct link(s) to location(s) in candidate handbooks or materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.
- 3.3c. **Candidate Clinical Practice Opportunities* – Direct link(s) to locations in any clinical practice observation tools/assessments, if available, that document where candidates are practicing teaching these foundational reading skills to students and are being provided formative feedback to guide improvement.

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

Below is the applicable language from Education Code Section 44259 (b)(4)(A)(ii):

...satisfactory completion of comprehensive reading instruction that is researched based and includes all of the following:

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

Submission Requirements for Part 4

Note: If there are differences in pathways offered, please indicate these differences and identify the relevant pathway.

- 4.1. *Program/Coursework Coverage of TPEs* – Submission of Table 4.1 (provided in the appendices) which includes identified TPEs related to a strong literature, language, and comprehension component for candidates along with a balance of oral and written language. These include TPEs 7.6, 7.7, and 7.8. (See Appendix C-F as applicable to each credential program).
- 4.2. *Clinical Practice: Ensuring Opportunities for Candidates to Practice* a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program. This documentation must include all the following:
 - 4.2a. *Communication/Agreement with Districts* – Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.

4.2b. *Candidate Information* – Direct link(s) to specific locations in candidate handbooks or other materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to the TPEs listed in 4.1.

4.2c. *Candidate Clinical Practice Opportunities* – Direct link(s) to specific location(s) in clinical practice observation tools that ensure candidates are practicing teaching these skills and are provided formative feedback to guide improvement.

PART 5. ENSURING CANDIDATES ARE WELL PREPARED TO UNDERSTAND AND IMPLEMENT DIAGNOSTIC AND EARLY INTERVENTION TECHNIQUES

Education Code 44259 (b)(4)(A)(iii) and (iv) read as follows:

...satisfactory completion of comprehensive reading instruction that is researched based and includes all of the following:

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

(iv) Early intervention techniques.

Submission Requirements for Part 5

Note: If there are differences in pathways offered, please indicate these differences and identify the relevant pathway.

5.1. *Program/Coursework Coverage of TPEs* – Submission of Table 5.1 (provided in the appendices) which includes specific TPEs related to diagnostic techniques that inform teaching and assessment as well as early intervention techniques. (See Appendix C-F as applicable to each credential program).

5.2. *Clinical Practice Opportunities* for candidates to learn about diagnostic techniques that inform teaching and assessment and early intervention techniques.

*5.2a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs that include explicit reference to efforts that will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe, how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

5.2b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.

*5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

5.3 Incorporation of California Dyslexia Guidelines

5.3a. *Coursework* – Explain how the *California Dyslexia Guidelines* are incorporated into the program for all candidates. (300 words or less).

5.3b. *Coursework* – Provide direct link(s) to specific location(s) in course syllabi where the content of the *California Dyslexia Guidelines* is clearly identified.

***5.3c. Clinical Practice**

Explain how the program provides, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*. Given that not every candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to provide other opportunities for these candidates to practice strategies identified in the *California Dyslexia Guidelines*. (See 5.3f below)

Additionally, provide all of the following evidence:

*5.3d. *Communication/Agreement with Districts* – Direct link(s) to sample MOU(s) or other documentation describing expectations for clinical practice settings related to providing, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*.

5.3e. *Candidate Information* – Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the *California Dyslexia Guidelines*.

*5.3f. Provide direct links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use the skills described in *California Dyslexia Guidelines* (may be combined with 5.3c above).