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# 3B

## Action

### *Educator Preparation Committee*

### **Report to the Legislature on the Implementation of Senate Bill 488 Teacher Credentialing – Reading Instruction**

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**Executive Summary:** Senate Bill 488 (Chap. 678, Stats. 2021) requires the Commission to report to the Legislature annually, beginning on July 1, 2022, on its progress in implementing the requirements in the statute related to reading instruction in teacher preparation and candidate assessment. This agenda item presents the fourth and final annual report to the Legislature.

**Recommended Action:** That the Commission approve the Report to the Legislature on Senate Bill 488 Teacher Credentialing – Reading Instruction for transmittal to the Legislature.

**Presenters:** Heather Kennedy, Consultant, Performance Assessment, Cheryl Hickey and Miranda Gutierrez, Administrators, Professional Services Division

### **Strategic Plan Goals**

#### ***Educator Preparation and Advancement***

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
  - A. Set and uphold rigorous standards for educator preparation programs.
  - B. Develop educator performance assessments that are embedded in clinical preparation to ensure readiness to begin professional practice.
  - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools.
- **Goal 7.** The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.

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# Report to the Legislature on the Implementation of Senate Bill 488 Teacher Credentialing – Reading Instruction

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## Introduction

Senate Bill 488 (Chap. 678, Stats. 2021) requires the Commission to report to the Legislature annually, beginning on July 1, 2022, on its progress in implementing the requirements in the statute related to reading instruction in teacher preparation and candidate assessment. This agenda item presents the fourth and final annual report to the Legislature.

## Background

[Senate Bill 488 \(Chap. 678, Stats. 2021\)](#) required the Commission to update its literacy and reading instruction standards for the preparation of teaching candidates and the corresponding literacy-related Teaching Performance Expectations (TPEs). Additionally, the bill required the Commission to review teacher preparation programs and certify that they are providing curriculum that is in compliance with specific provisions of statute, and to develop a new literacy performance assessment to replace the current Reading Instruction Competence Assessment (RICA).

## Commission Responsibilities Under the Provisions of SB 488

Senate Bill (SB) 488 amended Education Code (EC) [§44283](#) and [§44283.2](#) and added [EC §44259\(b\)\(4\)\(A\) and \(B\)](#) to require the Commission to complete a series of actions related to literacy instruction. These sections of statute specify that the study of effective means of teaching literacy and evidence-based means of teaching foundational reading skills are included as part of the minimum requirements for a Preliminary Multiple Subject (MS) credential, Single Subject (SS) credential in English, and Education Specialist (EdSp) credential.

The statute further mandates that the study of the effective means for teaching literacy also be aligned with the current State Board of Education (SBE) adopted [English Language Arts/English Language Development Framework](#) and incorporate the [California Dyslexia Guidelines](#). Additionally, following the implementation of the new Literacy standards and related TPEs as specified in SB 488, certification by the Commission is required to ensure that all approved programs are in compliance with the specific language required by [EC §44259\(b\)\(4\)\(A\) and \(B\)](#).

Pursuant to SB 488, all approved Teaching Performance Assessments (TPAs) must include a literacy component that meets the requirement of SB 488 by July 1, 2025, as a replacement for the Reading Instruction Competence Assessment (RICA) requirement.

## Staff Recommendation

Staff recommends that the Commission approve the fourth and final Report to the Legislature on the Implementation of Senate Bill 488 Teacher Credentialing – Reading Instruction for transmittal to the Legislature.

**Next Steps**

If this report is approved, Commission staff will transmit the report included in this agenda item to the Legislature as mandated by SB 488 and will continue with the activities outlined in the report.

# Report to the Legislature on the Implementation of Senate Bill 488

## Teacher Credentialing – Reading Instruction

### Introduction

Education Code (EC) [§44320.3\(c\)](#) requires the Commission on Teacher Credentialing (Commission) to report to the Legislature annually, beginning July 1, 2022, regarding its progress in meeting the requirements of this section of statute along with EC [§44259.6](#) and [§44259.7](#), including how constituents were engaged in the process.

Following the passage of [SB 488 \(Chap. 678, Stats. 2021\)](#), Education Code [§44283](#) and [§44283.2](#) were amended and EC [§44259\(b\)\(4\)\(A\)](#) and (B) were added to require the Commission to complete a series of actions related to literacy instruction. These sections of statute require that the study of effective means of teaching literacy and evidence-based means of teaching foundational reading skills be included as a minimum requirement for preliminary Multiple Subject (MS), Single Subject (SS) in English, and Education Specialist (EdSp) teaching credentials. It further requires that the related credential programs transition to the Commission’s revised and adopted standards and Teaching Performance Expectations (TPEs) by July 1, 2024. Additionally, these programs must align with the [English Language Arts/English Language Development Framework: Kindergarten Through Grade Twelve \(ELA/ELD Framework\)](#) adopted by the State Board of Education and incorporate the [California Dyslexia Guidelines](#).

The following table delineates these specific provisions pertaining to the Commission within the SB 488 legislation and denotes the current status of the Commission’s work to address these requirements.

**Table 1: Summary of SB 488 Requirements and Current Status of the Commission’s Work**

Deadline	Requirement	Status
Sep 1, 2022	The Commission shall ensure that its standards of program quality and effectiveness for the preparation of candidates for the preliminary multiple subject credential, the preliminary single subject English language arts credential, and the preliminary education specialist credential, and the teaching performance expectations for the preliminary multiple subject credential, the preliminary single subject English language arts credential, and the preliminary education specialist credential, include and specify all of the requirements in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of section 44259.	Completed
Sep 1, 2024	The Commission shall ensure that, in addition to the requirements of section 44259.6, its standards of program quality and effectiveness for the preparation of candidates for the preliminary multiple subject credential, the preliminary single subject English language arts credential, and the preliminary education specialist credential, and the teaching performance expectations for the preliminary multiple subject credential, the preliminary single subject English language arts credential, and the preliminary education specialist credential, include all of the requirements of	Completed

Deadline	Requirement	Status
	paragraph (4) of subdivision (b) of section 44259, including those added by the act that added this section.	
July 1, 2025	The Commission shall ensure that an approved teaching performance assessment for a preliminary multiple subject credential, as required by section 44320.2, and for a preliminary education specialist credential assesses all candidates for competence in instruction in literacy, including, but not limited to, evidence-based methods of teaching foundational reading skills, as described in paragraph (4) of subdivision (b) of section 44259. The commission shall ensure that any competencies assessed pursuant to this section are assessed in a manner aligned to the requirements of subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of section 44259, the Commission's standards of program quality and effectiveness and current teaching performance expectations, and the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board. The Commission shall ensure that the assessment meets the Commission's adopted teaching performance assessment design standards for validity, reliability, and sponsor support responsibilities.	In process: Field test of LPA complete  Approval of LPA scheduled for June 2025 Commission meeting
Before requiring the LPA	The Commission shall certify that all the teacher education programs approved by the commission pursuant to section 44227 provide instruction in the knowledge, skills, and abilities required in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of section 44259.	In process: Anticipated completion summer 2025.

### Update on SB 488-Related Work Completed in 2024-2025

The information below details additional implementation activities the Commission has engaged in to carry out the provisions of SB 488. Table 2 below provides a summary of some of the major activities related to the implementation of SB 488 that were accomplished during 2024-25.

**Table 2: Timeline of Activities Completed in 2024-2025 for the Implementation of SB 488**

Timeframe	Activity
July 1, 2024	<a href="#">Third Report</a> to the Legislature on Implementation of SB 488 transmitted to Legislature
July 9, 2024	Literacy Design Team (LDT) Meeting #10
August 29-30, 2024	<i>August Commission Meeting</i> <a href="#">Item 5B</a> : Update on the Development of the Literacy Performance Assessment and Pilot Study <a href="#">Item 5D</a> : Participant Waiver Requests for the Literacy Performance Assessment and the CalTPA Mathematics Cycle Field Test
October 4, 2024	All affected programs (Preliminary Multiple Subject, Education Specialist Mild to Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education, Visual Impairments, and Deaf and Hard of

Timeframe	Activity
	Hearing) submitted documentation for literacy certification in accordance with <a href="#">PSA 24-01</a> and <a href="#">PSA 24-08</a> .
Fall 2024-Spring 2025	Recruited volunteer literacy experts for the literacy certification review process
October-December 2024	Developed training and calibration for volunteer literacy experts. Developed feedback forms for use during review sessions and to inform programs of findings. Developed systems to track the progress of submissions, reviewers assigned to programs, and resubmissions.
October 17-18, 2024	<i>October Commission Meeting</i> <a href="#">Item 1C</a> : Approval of the October 2024 Consent Calendar- CalTPA Literacy Cycle – Field Test Participant Waiver Requests
October 29, 2024	LPA Design Team Meeting #11
December 2024-Summer 2025	Held numerous training and calibration and literacy review sessions (more detail in narrative below)
December 12-13, 2024	<i>December Commission Meeting</i> <a href="#">Item 1C</a> : Approval of the December 2024 Consent Calendar- CalTPA Literacy Cycle - Field Test Participant Waiver Requests <a href="#">Item 3B</a> : Review and Potential Approval of the Literacy Instruction Certification Process Required by Education Code Section 44259(b)(4)(A) and (B) Pursuant to SB 488
January 2025	Began holding regular and frequent review sessions for literacy certification
January 28, 2025	LDT Meeting #12
February 6-7, 2025	<i>February Commission Meeting</i> <a href="#">Item 1C</a> : Approval of the February 2025 Consent Calendar- CalTPA Literacy Cycle – Field Test Participant Waiver Requests
March 11, 2025	LDT Meeting #13
April 7, 2025	CalTPA Literacy Cycle Field Test Submission Deadline for PK-3 ECE, MS, EdSp-MMSN, ESN, DHH, ECSE, and VI candidates participating in the LPA Field Test
April 10-11, 2025	<i>April Commission Meeting</i> <a href="#">Item 2C</a> : Approval of the April 2025 Consent Calendar - CalTPA Literacy Cycle – Field Test Participant Waiver Requests and Recommendations for Literacy Certification for Programs that completed the Review Process <a href="#">April 2C Insert</a> : Approval of the April 2025 Consent Calendar with Additional Recommendations for Literacy Certification for Programs that Completed the Review Process
June 26, 2025	CalTPA Literacy Cycle official scores released to programs and candidates Recommendation to approve the June 2025 Consent Calendar with Recommendations for Literacy Certification for Programs that Completed the Review Process
August 2025	Recommendation to approve the August 2025 Consent Calendar with

Timeframe	Activity
	Recommendations for Literacy Certification for Programs that Completed the Review Process

### SB 488 Literacy Certification

Significant progress was made in 2024-2025 to meet the literacy certification provision in SB 488. As reported in previous reports, now that the Literacy Program Standards and TPEs for Preliminary Multiple Subject, Single Subject, Education Specialist, and the new PK-3 ECE Specialist Instruction credentials have been adopted, the Commission is focusing its efforts on certifying that all relevant educator preparation programs in the state are fully implementing programs that are in alignment with Education Code §44259(b)(4)(A) and (B). The content noted in this provision of statute has been incorporated into the new program standards and TPEs.

The literacy certification process was developed by Commission staff in consultation with a group of literacy experts. The process was designed to mirror closely, and be directly responsive to, section 44259(b)(4)(A) and (B). These sections require that the Commission certify the following:

*The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.*

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

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

*(iv) Early intervention techniques.*

*(v) Guided practice in a clinical setting.*

Specified language of program Standard 7: Effective Literacy Instruction and its associated TPE 7 elements were identified for inclusion in literacy certification pursuant to the provisions of SB 488 and a set of instructions were developed and issued to all affected teacher preparation programs in the form of [PSA 24-01](#). Specific information was clarified in [PSA 24-08](#) in order to respond to particular concerns raised by the field.

The literacy certification submission requirements were organized in five parts that closely follow the statutory sections in EC §44259(b)(4)(A) and (B)(i-v) (listed above). Parts 1 and 2 of the PSA identified required general information programs were required to provide including program contact information, the number and type of pathways for each credential program and required literacy related coursework. In addition, programs were asked to provide information on the process undertaken to ensure their programs' alignment with SB 488. The sections required for program responses included:

**Part 1 General Information to be Provided by All Programs.** This section includes information such as program leadership, contact information, credential represented in the submission, number of pathways offered, etc.

**Part 2 Overview of Required Courses for Literacy Instruction and Process for Program Revisions.** This section provides information on all the courses in which literacy instruction

is addressed, includes links to syllabi, and information about the process institutions engaged in to prepare to implement the requirements of SB 488.

**Part 3 Preparing Candidates to Understand and Teach Foundational Skills.** This section focuses on the foundational skills as indicated in EC §44259(b)(4)(A)(i) and (B).

**Part 4 Program Inclusion of Literature, Language and Comprehension.** This section focuses on the inclusion of literature, language, and comprehension as indicated in EC §44259(b)(4)(A)(ii).

**Part 5 Ensuring Candidates are Well Prepared to Understand and Implement Diagnostic and Early Intervention Techniques including the coverage of the California Dyslexia Guidelines.** This section focuses on the inclusion of diagnostic and early intervention techniques and coverage of the California Dyslexia Guidelines as outlined in EC §44259(iii) and (iv).

The requirement around guided practice in a clinical setting as specified in EC §44259(b)(4)(A)(v) is addressed in each of Parts 3, 4, and 5 above.

An agenda item outlining the process and requesting direction and clarification on the formal certification process by the Commission was presented and acted upon by the Commission at its [December 2024](#) meeting.

### **Literacy Certification Review Process**

Certification activities took place during the 2024-25 academic year in anticipation of all relevant Commission approved programs beginning full implementation of the literacy performance assessment in the 2025-26 academic year.

The window for programs to submit documentation for literacy certification was opened on April 26, 2024 and the deadline for submission was October 4, 2024. The vast majority of programs that were required to submit – Preliminary Multiple Subjects, Preliminary Education Specialist: Mild to Moderate Support Needs, Extensive Support Needs, Visual Impairments, Early Childhood Special Education, and Deaf and Hard of Hearing programs – submitted by the deadline. A total of 20 institutions requested extensions that were granted for good cause and all institutions granted additional time subsequently submitted documentation in the agreed upon timeframe.

A total of 95 institutions submitted literacy coursework for 229 programs. Institutions may offer Multiple Subject, Single Subject, and Education Specialist programs through a variety of pathways which include, but are not limited to, traditional student teaching, intern, residency, concurrent with a bilingual added authorization, and integrated undergraduate. Thus, the number of programs' *pathways* requiring review was 520. The focus on pathways for the purpose of literacy certification was critical because coursework can and, often does, differ based on the type of pathway. Attention was given to ensuring that all candidates, regardless of pathway, were receiving literacy instruction aligned to SB 488.



Given the large number of programs and pathways needing review and the complexity of the effort, it was important to create a process that was broken down into specific manageable review tasks. Such a process would allow the review to move forward as expeditiously as possible and for more immediate communication and problem solving with institutions when issues were identified. To accomplish this, staff established a four-phase review process. A summary of these phases is provided below.

**Phase I. Intake Process** Staff initiated an intake process to verify that all programs requiring a review provided a submission, that all required documentation was provided, that program websites were accessible and links were verified as functional. This phase of the process did *not* include a substantive review of any of the documentation, only that each submission appeared to be complete and ready to be reviewed in the next two phases of the process. Programs were notified immediately of any issue(s) to minimize any time lost in addressing these issues. **This phase is complete for all programs.**

**Phase II. Commission Staff Consultants Review** To ensure that the external review process was as thorough and expeditious as possible, and to allow external literacy reviewers to focus on areas requiring the most literacy expertise (i.e., the literacy instruction curriculum of the program), Commission staff aided in the preliminary review of some very specific aspects of the submissions that did not require literacy expertise. This included, for example, review of candidate materials, information for district/employer partners, and verification of the presence of the California Dyslexia Guidelines and the English Language Arts/English Language Development Framework and Standards in course syllabi. **This phase is complete for all programs.**

**Phase III. External Review by Individuals with Literacy Expertise** Individuals with literacy expertise are currently reviewing documentation from teacher preparation programs (for curriculum and clinical practice) to determine whether they are meeting all aspects of EC § 44259(b)(4)(A) and (B). Each program is reviewed by at least two reviewers. This process is iterative with reviewers making determinations and providing comments where alignment is not identified. Programs either clarify their curriculum, make more explicit how they cover the required content, or make adjustments to come into compliance and resubmit documentation. Programs proceed to the Commission for certification only when everything has been deemed to be aligned with certification requirements.

Beginning in January 2025, Commission staff facilitated review sessions 2-3 days each week. All sessions included training and calibration, and accreditation consultants were available to work directly with review teams to provide support and assistance. Later in the spring, staff began facilitating review sessions no less than four (4) days a week and asynchronously, when possible. This phase of the review process has been facilitated by eight (8) accreditation consultants and two (2) administrators in the Commission's Professional Services Division (PSD). In addition, the efforts of a PSD staff analyst have also been instrumental to this phase to ensure accurate database updates, transmittal of documentation, and a variety of other critical needs as required to track progress for the 520 different pathways under review. **This phase is in process at this time.**

**Phase IV. Certification by the Commission** Once reviewers have determined that a program and all its pathways has met the requirements for Literacy Certification, staff present an agenda item with the information to the Commission for consideration and certification. The information provided to the Commission and to the public in these agenda items includes the institution name, the credential program(s), each pathway in which the program is offered, and the URL to the institution's website containing the submission documentation and completed reviewer feedback forms. **This phase is in process at this time.**

It is important to note that the completion of the external review process by literacy experts in Phase III is reliant upon, and is conducted by, volunteers who are not compensated for this work and who have their own employment and personal responsibilities. Recruitment and coordination of a sufficient number of reviewers with both literacy expertise and expertise in the specific credential area to be reviewed required the review sessions to take place over numerous days a week and over many months.

Recruiting literacy experts to review the curriculum and clinical practice for teacher preparation programs began in late 2024. The Commission issued a call for volunteers and vetted the applications. As review sessions proceeded, it became necessary to continue recruitment efforts to gain more individuals with the required expertise who were willing to do this work. These experts range from those holding reading and literacy positions in local education agencies to those that hold advanced degrees in reading and literacy at institutions of higher education. Attention to the various unique credential areas was needed as well to ensure, for example, that the specific needs of those in Education Specialist: Visual Impairments were reviewed by individuals who understood literacy instruction in classes designed for individuals with visual impairments.

Review teams of two or more worked to complete a review of one program in a single review session, occasionally completing two reviews in a single session. Review sessions began at 9:00 am and ended at 4:00 pm. A total of 45 review sessions took place from January through May of 2025. The process to date has utilized 83 literacy experts from across the state in both PK-12 and higher education. An additional 23 sessions are scheduled for June 2025 in order to complete this work for a total of 68 review sessions through June 30, 2025.

Existing accreditation staff were reassigned to work on literacy certification in Phases II and III. In addition to the training of reviewers, staff's role over the past year included the following:

- Review of all Phase II documentation. Among other things, this aspect ensured that the programs had incorporated the California Dyslexia Guidelines and that the ELA/ELD Frameworks and associated standards were a central focus of literacy instruction coursework
- Establishing tracking and communication processes to ensure accurate accounting of progress for each of the 229 programs offered through 520 pathways.
- Monitoring the SB 488 Certification email box to respond to program questions and resubmissions and receive completed assignments from reviewers.

- Orienting reviewers, working closely with reviewers in sessions to assist with finding information provided by institutions or answering questions from reviewers. Acting as the main conduit of communication between the reviewers and institutions.
- Holding one on one discussions or office hours nearly daily with programs to assist them in the process, to answer specific questions about what was submitted and what was needed.
- Working with reviewers to ensure that feedback was clear and specific so that institutions understood what was still needed.

It is important to note that the Commission had to defer all other accreditation reviews for 2024-25 to accomplish this literacy work, with the exception of those institutions in provisional status (new institutions offering educator preparation), revisits for programs with stipulations from the previous year's accreditation visit to ensure issues had been addressed, and those that requested that their site visit remain as scheduled. The Commission will be resuming normal accreditation reviews beginning fall 2025.

### **Communication with Teacher Preparation Programs**

Throughout the entire process of implementing the provisions of SB 488, staff has made it a continuing priority to ensure that educator preparation program personnel understand the changes expected in curriculum and fieldwork contained in the literacy standards and TPEs and for literacy certification. Staff has engaged in a multi-pronged effort to provide numerous outreach efforts for program staff and faculty that include:

- the development of webinars focused on the standards and TPEs and/or the certification process;
- bi-weekly office hours for programs to share their questions, challenges, and the changes since they have implemented the new literacy standards and TPEs into their programs and to address SB 488;
- the development of a webpage with available statewide resources on evidence-based literacy practices;
- sharing opportunities offered by others such as the modules designed by the UC/CSU Collaborative for Neurodiversity that have assisted programs in implementing the new standards and TPEs, resources provided by the California Department of Education, or other relevant information;
- continuous office hours to assist programs with specific questions about their external review feedback, once the external review sessions had begun (Phase III); and
- one-on-one meetings with programs to discuss their submissions and clarify information provided, review findings by the review teams, or help with understanding what needs to be included in a resubmission.

### **Implementation Work Planned for 2025-2026**

Table 3 provides an overview of the activities planned to move the SB 488 implementation work forward during 2025-2026. Specific information about the work follows the table.

**Table 3: Overview of Planned Activities for the Implementation of SB 488 for 2025-2026**

<b>Timeframe</b>	<b>Activity</b>
2023-2026	Continue ongoing technical assistance to preparation programs transitioning to and implementing the literacy standards and TPEs
Summer 2025	Complete review and certification of preparation program compliance with Education Code Section 44259(b)(4)(A) and (B) and TPEs
June 2025	Commission adoption of its model, the CalTPA Literacy Cycle, and initial passing standard, and any other literacy performance assessment model that may be presented to the Commission for review against the adopted Performance Assessment Design Standards and potential approval
June 2025	Commission action to certify programs that have completed the literacy review process to date
July 1, 2025	New Commission adopted Literacy Performance Assessment(s) becomes operational
August 2025	Commission action to certify programs that have completed the literacy review process to date
Fall 2025-Spring 2026	Commission resumes full accreditation site visit schedule. Site visits will include findings on implementation of Standard 7: Effective Literacy Instruction for relevant programs. Updates will be made to accreditation processes and procedures.

### **Continued Development in 2024-2025 of the Literacy Performance Assessment for Multiple Subject, Education Specialist, and PK-3 Early Childhood Specialist Instruction Credentials**

In January 2023, a Literacy Performance Assessment Design Team was appointed by the Executive Director. A list of the Design Team members is provided in [Appendix B](#). In addition, two liaisons appointed by the State Superintendent of Public Instruction also participated in the meetings to represent the California Department of Education (CDE).

The Commission’s Literacy Design Team (LDT) is charged with providing recommendations for the consideration to redevelop the Commission-developed Multiple Subject, Education Specialist, and new PK-3 ECE Specialist Instruction credential performance assessments to assess candidate competency in instruction in reading and literacy. The teaching performance assessment (TPA) relies on professional assessment of teacher performance based on a range of evidence and the informed application of analytic performance-focused rubrics by trained and qualified assessors. As required by statute, these performance assessments meet the Commission’s adopted [Performance Assessment Design Standards](#).

All of TPE Domain 7 will be introduced, practiced, and assessed within the curriculum at the local level in the candidate’s teacher preparation program. The LDT identified TPE Domain 7 Elements and/or portions of elements able to be observed on a teaching performance assessment and be assessed through the redesigned CalTPA Literacy Cycle. The LDT meetings began in March 2023 and will continue through July 2025 to develop the CalTPA Literacy Cycle. The LPA was field tested in spring 2025 for the PK-3 ECE Specialist Instruction, Multiple Subject, and Education Specialist (MMSN, ESN, ECSE, DHH, and VI) credentials. Prior statute did not

require Single Subject candidates to take and pass the RICA and, since SB 488 does not require these candidates to take the new LPA, the current Single Subject TPA models will not require literacy.

Since the June 2024 report to the Legislature, the Design Team has met four additional times, with one meeting remaining in July 2025, and has accomplished the following:

- updated tasks and rubrics for the field test version of the CalTPA Literacy Cycle based on pilot study data
- continued work on the Program/Faculty Guide
- updated mapped TPE elements to CalTPA Literacy Cycle rubrics
- updated assessor qualifications and training for the CalTPA Literacy Cycle field test
- provided input for program and candidate supports for the CalTPA Literacy Cycle field test and for the field during operational administration

The LPA Design Team will continue to meet and work with Commission staff through July 2025. [Appendix A](#) provides further details on this work.

The other two adopted teaching performance assessment model sponsors, the Stanford Center for Assessment, Learning, and Equity (SCALE) which sponsors the edTPA, and Fresno State University, which sponsors its own teaching performance assessment model called FAST (Fresno Assessment of Student Teachers) are in communication with the Commission’s Professional Services Division (PSD) to determine their next steps regarding the requirements of SB 488 within their models. Both model sponsors conducted field tests of their assessments to include the assessment of literacy in alignment with the provisions of SB 488 and are presenting their models for approval by the Commission prior to July 1, 2025 to meet the literacy performance assessment requirement pursuant to the provisions of SB 488 and retain their Commission performance assessment approval status.

A timeline for the continuing development and implementation of the Commission’s literacy performance assessment is provided below.

**Table 4: Timeline of Continued Literacy Performance Assessment Development 2024-2025**

Contract Year	Overview of the Scope of Work
Completed: Year One 2022-23	<ul style="list-style-type: none"> <li>• Commission staff worked with design team and Evaluation Systems group of Pearson (technical contractor) to revise Cycle 2 into the literacy instruction performance assessment for MS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist Instruction credentials</li> <li>• Identified educator preparation programs for participation in the pilot of the CalTPA Literacy Cycle</li> </ul>
Completed: Year Two 2023-24	<ul style="list-style-type: none"> <li>• Continued development of the CalTPA Literacy Cycle (candidate assessment guides, program guides, professional development for pilot programs and assessors)</li> <li>• Conducted bias review of the pilot test versions of the CalTPA Literacy Cycle</li> </ul>

Contract Year	Overview of the Scope of Work
	<ul style="list-style-type: none"> <li>Conducted pilot tests for MS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist Instruction credential areas</li> </ul>
<p>Completed: Year Three 2024-25</p> <p>Spring 2025</p>	<ul style="list-style-type: none"> <li>Continued development of the CalTPA Literacy Cycle based on the pilot test findings (revise candidate assessment guides, program guides, professional development for programs and assessors)</li> <li>Selected educator preparation programs for participation in the CalTPA Literacy Cycle field test</li> <li>Conducted field tests for MS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist Instruction credential areas</li> <li>Completed final revisions to candidate assessment and program guides based on field test findings</li> <li>Trained literacy assessors</li> <li>Presented recommended passing standards and final assessments to Commission for review and approval</li> </ul>
Year Four 2025-26	<ul style="list-style-type: none"> <li>Deploy first operational administration of the CalTPA Literacy Cycle for MS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist Instruction candidates</li> <li>Manage ongoing administration, scoring, reporting, and maintenance of the CalTPA Literacy Cycle</li> <li>Conduct standard setting studies for MS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist Instruction candidates</li> </ul>

### Next Steps

Given that the new literacy program standards and TPEs replaced the 2019 Literacy TPEs beginning July 1, 2024, and all affected credential programs are now required to be aligned with these standards, adjustments to the Commission's ongoing accreditation system will be made. The literacy certification review process will continue throughout the summer of 2025 to certify the programs that will not be certified at the June 2025 Commission meeting.

Accreditation site visits that begin in fall 2025 will include findings from site visit teams on Program Standard 7: Effective Literacy Instruction and the program review process will be adjusted to include documentation for cohorts with site visits in subsequent years. To incorporate this work, staff are currently updating information for programs with upcoming site visits, accreditation materials, evidence guidance documents, team lead trainings, Board of Institutional Reviewer trainings, and preparing site visit teams who will be conducting site visits beginning this upcoming fall.

Staff will continue to provide technical assistance to programs throughout 2025 and 2026 as needed to ensure that all affected teacher preparation programs receive support for their continued implementation of the new literacy instruction program standards and TPEs.

Staff will share the results of the field test with the Literacy Design Team (LDT) and will begin preparation to revise the CalTPA Literacy Cycle as needed in preparation for operational administration. A full report of the CalTPA Literacy Cycle field test will be shared at the June 2025 Commission meeting.

Staff will work with the LDT to complete the development program faculty guide and provide professional learning and technical assistance for programs.

## Appendix A

### Commission on Teacher Credentialing

#### Timeline of the CalTPA Literacy Cycle Field Test

Timeframe	Activity
August 29-30, 2024	<i>August Commission Meeting</i> <a href="#">Item 5B</a> : Update on the Development of the Literacy Performance Assessment and Pilot Study <a href="#">Item 5D</a> : Participant Waiver Requests for the Literacy Performance Assessment and the CalTPA Mathematics Cycle Field Test
October 17-18, 2024	<i>October Commission Meeting</i> <a href="#">Item 1C</a> : Approval of the October 2023 Consent Calendar-CalTPA Literacy Cycle – Field Test Participant Waiver Requests
October 29, 2024	LPA Design Team Meeting #11
November 12-13, 2024	Bias Review Committee
November 20, 2024	LPA Field Test Webinar #1
December 2024 – April 2025	CalTPA Literacy Cycle Field Test Assessor Application Period
December 12-13, 2024	<i>December Commission Meeting</i> <a href="#">Item 1C</a> : Approval of the December 2023 Consent Calendar-CalTPA Literacy Cycle - Field Test Participant Waiver Requests
December 17, 2024	CalTPA Literacy Cycle Field Test Webinar #2
January 2025-April 2025	Program Office Hours- Fridays 9:00-9:45
January 23, 2025	CalTPA Literacy Cycle Field Test Webinar #3
January 28, 2025	LDT Meeting #12
February-April 2025	Assessor Training <ul style="list-style-type: none"> <li>• Implicit Bias</li> <li>• <a href="#">UC CSU Collaborative Introduction to Dyslexia Module</a></li> <li>• Review TPE Domains, ELA/ELD Framework, and CCSS ELA/Literacy Standards</li> <li>• Preview training submission</li> <li>• Review Assessment Guide and Rubrics</li> </ul>
February 6-7, 2025	<i>February Commission Meeting</i> <a href="#">Item 1C</a> : Approval of the February 2024 Consent Calendar-CalTPA Literacy Cycle – Field Test Participant Waiver Requests
February 12, 2025	CalTPA Literacy Cycle Field Test Webinar #4 (Cooperating Teacher Webinar)
March 5, 2025	CalTPA Literacy Cycle Field Test Webinar #5
March 11, 2025	LDT Meeting #13
March 18, 2025	Candidate Office Hours 4:00-4:45
April 7, 2025	CalTPA Literacy Cycle Field Test Submission Deadline for PK-3 ECE, MS, EdSp-MMSN, ESN, DHH, ECSE, and VI candidates participating in the LPA Field Test



Timeframe	Activity
April 8-May 15, 2025	CalTPA Literacy Cycle Field Test Candidate Surveys CalTPA Literacy Cycle Field Test Program Coordinator Surveys CalTPA Literacy Cycle Field Test Cooperating Teacher Surveys
April 14-25, 2025	CalTPA Literacy Cycle Field Test Marker Selection <ul style="list-style-type: none"> <li>• MS- April 14-15</li> <li>• EdSp-MMSN- April 15-16</li> <li>• EdSp-ESN- April 16-17</li> <li>• EdSp-ECSE- April 17-18</li> <li>• PK-3 ECE- April 24-25</li> </ul>
April 10-11, 2025	<i>April Commission Meeting</i> <a href="#">Item 2C</a> : Approval of the April 2024 Consent Calendar- CalTPA Literacy Cycle – Field Test Participant Waiver Requests
April 21-May 1, 2025	CalTPA Literacy Cycle Field Test Program Coordinator Focus Groups CalTPA Literacy Cycle Field Test Candidate Focus Groups
April 21- May 20, 2025	CalTPA Literacy Cycle Field Test Scoring <ul style="list-style-type: none"> <li>• MS- April 21-May 20</li> <li>• EdSp-MMSN- April 23- May 20</li> <li>• EdSp-ESN- April 29-May 20</li> <li>• EdSp-ECSE- April 30- May 20</li> <li>• PK-3- May 5-7</li> <li>• EdSp-VI- May 8-9</li> <li>• EdSp-DHH- May 12-15</li> </ul>
May 7-20, 2025	CalTPA Literacy Cycle Field Test Assessor Surveys
June 26, 2025	CalTPA Literacy Cycle official scores released to programs and candidates

## Appendix B

### Commission on Teacher Credentialing

#### CalTPA Literacy Cycle Design Team Members

##### Multiple Subject/Single Subject

Name	Title and Institution
Amy K Conley	Literacy Lecturer, California Polytechnic University Humboldt, Literacy Consultant, Humboldt County Office of Education
Miyuki Manzanedo <sup>1</sup>	Teacher, Marguerite Montgomery Elementary, Davis Joint Unified School District
Marissa Luna Lopez	Coordinator, Multiple Subject and Education Specialist Intern Credentialing, Merced County Office of Education
Michelle Soltis <sup>1</sup>	Teacher, San Diego Unified School District, Miramar Ranch Elementary
Molly Sutherland <sup>12</sup>	Teacher, San Juan Unified School District, Lichen School
Tawna Turner <sup>1</sup>	Literacy Teacher, Aspire Alexander Twilight College Prep Academy

##### Education Specialist

Name	Title and Institution
Lauren Collins <sup>2</sup>	Associate Professor, San Diego State University
Cathy Creasia	Director of Accreditation and Credentialing, University of Southern California Rossier School of Education
Laura Rhinehart <sup>2</sup>	Assistant Researcher, Center for Dyslexia, Diverse Learners, and Social Justice at University of California, Los Angeles
Priya Tjerandsen <sup>123</sup>	Teacher and Head Learning Specialist, North Bridge Academy

##### PK-3 Early Childhood Education Specialist Instruction

Name	Title and Institution
Oona Fontanella-Nothom	Assistant Professor, Early Childhood Studies, California State University, Los Angeles
Sandra Frisby	Associate Director, Faculty Early Childhood Development, Fresno Pacific University
Isabella Gutierrez	Director of Child Development Centers, West Hills Community College District
Cindy Li <sup>1</sup>	Core Faculty, School of Human Development and Education, Pacific Oaks College

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<sup>1</sup> Indicates classroom teachers with recent experience in teaching reading in the early elementary grades

<sup>2</sup> Indicates dyslexia expertise

<sup>3</sup> No longer participating in Design Team as of April 2024

### EL/Bilingual

Name	Title and Institution
George Ellis	Regional Director, California Reading and Literature Project, University of California, Berkeley
Martha Hernandez	Executive Director, Californians Together
Annie Song <sup>1</sup>	Teacher, Alhambra Unified School District, Instructor, Los Angeles County Office of Education
Pamela Spycher <sup>4</sup>	Senior Research Associate, WestEd

### Education Specialist- Low Incidence

Name	Title and Institution
Janelle Green	Principal, Early Childhood, California School for the Deaf, Riverside
Cheryl Kamei Hannan	Professor, California State University, Los Angeles
Nicoli Ueda <sup>12</sup>	Teacher, Teacher Advisor, Induction Credentialing and Added Authorization Programs, Los Angeles Unified School District

### Liaisons

Name	Title and Institution
Nancy Brynelson	Statewide Literacy Co-Director, California Department of Education
Bonnie Garcia <sup>2</sup>	Statewide Literacy Co-Director, California Department of Education

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<sup>1</sup>Indicates classroom teachers with recent experience in teaching reading in the early elementary grades

<sup>2</sup> Indicates dyslexia expertise

<sup>4</sup> No longer participating in design team as of August 2023