# PROGRAM SPONSOR ALERT

**DATE:**
August 7, 2024

**NUMBER:**
PSA 24-08

**SUBJECT:  SB 488 LITERACY INSTRUCTION CERTIFICATION – ADDITIONAL INFORMATION AND CLARIFICATION**

**Summary:**
This Program Sponsor Alert (PSA) provides additional information and clarification for programs related to various components of the SB 488 Literacy Instruction Certification process.

**Key Provisions:**
On February 2, 2024, the Commission issued PSA 24-01, which outlines instructions for programs that are required by Senate Bill 488 (Chapter 678, Statute of 2021) to undergo Literacy Instruction Certification. Programs subject to literacy certification include Preliminary Multiple Subject, Education Specialist, and PK-3 Early Childhood Education (ECE) Specialist Instruction. Programs are expected to submit documentation by October 4, 2024, so that the certification process can be completed by the statutory deadline of July 1, 2025. As institutions are gathering the evidence required to demonstrate their programs are aligned with SB 488 and as the Commission staff have been working with institutions to provide technical assistance during office hours and individually, several areas have been identified that need further clarification. These are discussed in detail below.

Please note that language contained in PSA 24-01 has been updated pursuant to this PSA (PSA 24-08). Download the latest version to prepare evidence for certification. The updated version will be indicated as such.

**Use of LPA or TPA Related Assignments as Evidence for Certification**

**Clarification 1: Programs may include assignments that prepare candidates for the Literacy Performance Assessment (LPA) as evidence of Practice (P) or Assess (A) for Literacy Instruction Certification.**

As the Commission continues to develop, pilot test, and soon will begin a broader field test of the Literacy Performance Assessment (LPA) required by SB 488, the Commission has considered how programs may use embedded assignments and activities aligned to the LPA or part of the current teaching performance assessments (TPAs) as evidence of Practice (P) or Assess (A) for Literacy Instruction Certification.

Because performance assessment is intended to be embedded within teacher preparation programs, efforts to prepare and support candidates as they develop their final TPA submissions typically include assignments in methods courses, clinical practice, or other courses that are aligned to the LPA (i.e., TPA literacy cycle) as part of a program's curriculum. The Commission **will** accept links to these embedded LPA- or TPA-related assignments as evidence of either or both Practice (P) and Assess (A) in the required tables for SB 488 Literacy Instruction Certification. Specific guidance for the inclusion of LPA or TPA related assignments include:

- Programs must link to the specific assignment. Simply listing the acronyms *LPA* or *TPA* in the required table will not suffice.
- A reviewer must be able to see a clear connection between the assignment and the TPE element for which it is being used as evidence. As indicated in PSA 24-01, use of annotation or additional documentation explaining the connections may be helpful and are permitted.
- A table (see Appendix A) has been developed to identify the overlap between the TPE 7 elements that must be addressed in Literacy Instruction Certification and those that the LPA is anticipated to cover – either fully, partially, or dependent upon candidate choice. Programs will have to evaluate this information for the CalTPA literacy cycle (LPA), or similar information for the edTPA or FAST performance assessment models, when the information is available from these model sponsors, to determine what evidence from your program may be appropriate to include in your certification documentation.

**Commission Expectations for Clinical Practice and Foundational Skills**

**Clarification 2.  Observations of candidates teaching each foundational skill in their clinical practice setting.** Across coursework and clinical practice, it is expected that all candidates be introduced to, have the opportunity to practice, and receive feedback through assessments, on the full range of foundational skills identified in the standards. The Commission understands the need for flexibility in how candidates learn about and demonstrate teaching foundational skills within their program. The Commission standards do not require that candidates be observed teaching each individual foundational skill in their clinical practice setting. Programs are reminded and encouraged to use the narrative required in 3.2 (See PSA 24-01) to supplement the information in the matrix explaining how all of the foundational skills are covered across the program.

**Commission Expectations for Clinical Practice and Dyslexia**

Enhancing the preparation of candidates to teach struggling readers, including those with dyslexia, was a primary impetus for SB 488 and an important objective of the Commission's new literacy instruction standards and TPEs.

Programs have raised numerous concerns and questions about what these standards require for candidates and their PK-12 school partners as it relates to clinical practice experiences. The following provides some clarification and is applicable to *Preliminary Multiple/Single Subject, Preliminary PK-3 Early Childhood Education (ECE) Instruction Specialist,* and *Preliminary Education Specialist* preparation programs*.* To understand the important differences in Standard 7 for each credential area, please review the full standards at [Preliminary Multiple Subject and Single Subject Standards and TPEs](#), [PK-3 ECE Specialist Instruction Standards and TPEs](#), and Education Specialist Standards and TPEs for [MMSN and ESN](#) and for [ECSE, DHH, and VI](#).

For example, Standard 7f of the Preliminary Multiple Subject program standards states:

> *The credential program incorporates the California Dyslexia Guidelines through literacy coursework and,* **where practicable** *(for PK-3, MS, SS), supervised field experiences that include the definition of dyslexia and its characteristics; screening to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.*

**Clarification 3: The standards for MS/SS, Education Specialist, and PK-3 ECE do not require that all candidates be placed in a classroom with a student with dyslexia.** The standards **do** require that candidates receive preparation (coursework) related to students with a range of disabilities, including dyslexia, and are familiar with the strategies and concepts contained in the *California Dyslexia Guidelines*. Education Specialist program standards have further requirements for ensuring candidates have planned experiences that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services…" (See [Education Specialist](#) program standard 3A).

To the greatest extent possible programs should identify, facilitate, and maximize any opportunities in fieldwork/clinical practice that may give candidates opportunities to learn and refine their knowledge and skills in these areas *as appropriate for a beginning teacher*. Examples of activities that programs may employ in both coursework and/or clinical practice might include but are not limited to:

- Observing or modeling of specific teaching practices for students with dyslexia by veteran practitioners
- In-class simulations of teaching literacy strategies that are effective for students with dyslexia
- Shadowing/observing a reading specialist or education specialist working with a student with dyslexia
- Observing dyslexia screenings by trained school personnel
- Activities specifically designed to use the results of assessments to inform instruction in collaboration and under the guidance of mentors/veteran practitioners

Also important to note is that the strategies identified in the standards as effective literacy instruction for students with dyslexia are beneficial for all students. This includes instruction that is comprehensive, systematic, explicit, cumulative, multimodal, and includes phonology, orthography, phonics, morphology, syntax, and semantics (Standard 7f).

**Clarification 4: The standards do not require formal observation of student teachers/interns working with students with dyslexia.** Given the above clarification of Standard 7f, a formal observation of student teachers/interns working with students with dyslexia during literacy instruction is not required.

**Clarification 5: What is required in the MOUs between programs and their partnering districts?** Since the standards do not require that every candidate be placed in a classroom with a student with dyslexia, the MOUs with districts do not need to require this for MS/SS, Education Specialist, or PK-3 ECE Specialist Instruction candidates. However, the MOUs should explain the expectations for candidates under the new standards and TPEs and should be used by both parties as a tool to design and provide candidates with the best and most comprehensive clinical practice experiences possible with regard to literacy instruction. Efforts should be made, to the extent practicable, to provide all candidates with opportunities to work with other education professionals and veteran practitioners as they work with students at risk for or with dyslexia or other literacy related disabilities. Ensuring that candidates have ample opportunity to practice teaching foundational skills as well as the range of other skills identified in Domain 7 of the TPEs is important to ensuring a well-prepared workforce ready to teach all PK-12 students.

**Clarification 6: Screening for Dyslexia.** The effort to screen students for possible literacy related disabilities and to address these as early as possible has been a statewide priority in recent years. To better prepare new teachers for their future role in this area, new requirements are included in the educator preparation standards. The California Department of Education is in the process of identifying, by December 2024, a list of screening tools from which districts may choose to screen for dyslexia. State law requires districts to adopt one or more of the approved screeners for use by June 2025. Currently, schools throughout California use a multitude of tools to assist in this function as part of MTSS. Many programs have been asking questions about exactly what this means for educator preparation programs.

In general, the Commission adopted standards require that candidates understand:

- the types of screeners that are available
- how the screeners are used to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities
- how to use information from these tools to adapt/differentiate instruction
- the resources available to teachers to assist in serving any students with an identified literacy-related disability

The standards require that new teachers receive preparation which allows them to understand the purpose of screeners, the range of types of screeners, and other diagnostic tools that are used by districts, and most importantly, how to use the information they provide to adapt/differentiate literacy instruction for their students. Additionally, candidates should have opportunities to learn and understand all the various district and school level supports available for students with identified literacy related disabilities. Opportunities provided by programs should be within the context of their role as a new teacher, not as a reading specialist or school psychologist diagnosing dyslexia or any other literacy related disability. Programs are encouraged to work with their PK-12 partners to determine what kinds of opportunities could be provided to teacher candidates to support their preparation in this area. This could include observing a veteran teacher administering a screening tool, instruction on the various tools/assessments that are in use by schools, working with their mentor teacher and/or cooperating teacher on using the results from a screener for lesson planning, and understanding the resources that exist to assist students with identified learning needs.

**Clarification 7: The placement needs to be appropriate for the candidate.** Several institutions have asked whether the clinical practice placement site needs to be implementing a particular literacy curriculum. The Commission has no authority over the literacy curriculum in PK-12 schools. The language of SB 488 requires that educator preparation programs be aligned with the Commission's standards and TPEs and that candidates study effective, evidence-based reading instruction. Clinical practice settings must be conducive to the candidate being able to have rich experiences in the content identified by the standards (i.e., teaching the ELA/ELD Framework, Preschool Learning Foundations, or other foundational documents identified in the Commission-approved program standards) and that allow for candidates to demonstrate competencies outlined in the literacy TPEs, including providing evidenced-based literacy instruction that includes structured literacy. As always, programs are responsible for ensuring that these placements are appropriate for the credential the candidate seeks.

**Clarification 8: Deadline for Submission**
The due date for all Literacy Certification submissions is October 4, 2024. On a case by case basis, the Commission will consider requests for extensions for submission of SB 488 Literacy Certification documentation. No extensions will be granted beyond November 15, 2024. The Commission requests that any institution that needs an extension contact SB488Certification@ctc.ca.gov.

**Important Dates:**
October 4, 2024 – Deadline for Literacy Instruction Certification Submissions

July 1, 2025 – All programs must be certified.

**Background:**
See PSA 24-01

**Resources:**
Commission's Literacy and Reading Instruction Webpage (ca.gov)

**Sources:**
SB 488 (Chapter 678, Statutes of 2021)

**Contact Information:**
For questions about this PSA, please contact SB488Certification@ctc.ca.gov

# Appendix A
## Elements of TPE 7 Covered by the Literacy Performance Assessment (LPA) that May Support Literacy Certification

The Literacy Performance Assessment (LPA) allows candidates to demonstrate competence in relation to numerous TPEs. The following table focuses on the intersection of the LPA with those elements of TPE 7 required for the Literacy Instruction Certification process and is provided to support programs as they consider referencing LPA related assignments in their response to Literacy Instruction Certification.

---

*Education Code Section 44259 (b)(4) (A) (i) and (v), (B)*

*Satisfactory completion of a comprehensive reading instruction that is researched based and includes all of the following: study of organized, systematic, explicit skills including phonemic awareness, direct systematic, explicit phonics, and decoding skills. 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 1 to v inclusive of subparagraph A*

*Literacy Certification Requirement Table 3.1 (see SB 488 and [PSA 24-01](#))*

| TPE 7 Elements That Must Be Addressed for Literacy Instruction Certification Pursuant to SB 488 | Coverage of TPE 7 Elements in the LPA (see Assessment Guide) |
|---|---|
| **7.5 Foundational Skills**<br><br>a. print concepts, including letters of the alphabet<br><br>b. phonological awareness, including phonemic awareness<br><br>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences<br><br>d. decoding and encoding, including morphological awareness<br><br>e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)<br><br>f. instruction that is structured and organized as well as direct, systematic, and explicit<br><br>g. connected, decodable text | Partially covered and based on candidate choice. In the LPA candidates are expected to select at least one foundational skill to include in or across 3-5 literacy lessons. |

| | |
|---|---|
| h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. | |
| i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. | |

*Education Code Section 44259 (b)(4)(A)(ii) and (v)*

*Strong literature, language, and comprehensive component with a balance of oral and written language*

*Literacy Certification Requirement Table 4.1 (See PSA 24-01)*

| TPE 7 Elements That Must Be Addressed for Literacy Instruction Certification Pursuant to SB 488 | Coverage of TPE 7 Elements in the LPA (see Assessment Guide) |
|---|---|
| **7.6/U7.6 Meaning Making**<br><br>Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. | Partially covered and based on candidate choice |
| Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. | |
| **7.7/U7.7 Language Development**<br><br>Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. | Partially covered and based on candidate choice |
| Create environments that foster students' oral and written language development, including discipline-specific academic language. | |

| | |
|---|---|
| Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. | |
| Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. | |
| **7.8/U7.8 Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. | Partially covered and based on candidate choice |
| Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration | |
| Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. | |
| Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. | |

*Education Code Section 44259 (b)(4)(A)(iii), (iv), and (v)*

*Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques*

*Literacy Certification Requirement Table 5.1 (See [PSA 24-01](#))*

| **TPE 7 Elements That Must Be Addressed for Literacy Instruction Certification Pursuant to SB 488** | **Coverage of TPE 7 Elements in the LPA (see Assessment Guide)** |
|---|---|
| **TPE 7.2** Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; | Yes |

| | |
|---|---|
| Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); | |
| Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) | |
| **TPE 7.10** Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. | Partially. First paragraph is covered, second, third and fourth are based on candidate choice and context of clinical practice. |
| Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. | |
| Understand how to appropriately assess and interpret results for English learner students. | |
| If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support | |