
4E

Action

Educator Preparation Committee

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

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 third 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 and Roxann Purdue, Consultants, 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

Continuous Improvement

- **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.

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

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 third 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 credential, Single Subject credential in English, and Education Specialist 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 Reading Instruction 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 \(B\)](#).

Further, the statute also requires the development of a literacy performance assessment to assess candidates for competence in literacy instruction, and that this requirement would replace the current RICA examination.

Staff notes here that although the new PK-3 Early Childhood Education (PK-3 ECE) Specialist Instruction credential was not identified in SB 488, as the regulations for establishing this credential were approved by the Office of Administrative Law after the passage of SB 488, the Commission is applying the same requirements to this credential and its preparation programs as are required for Preliminary Multiple Subject credential programs.

Staff Recommendation

Staff recommends that the Commission approve the third 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 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

Deadline	Requirement	Status
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 paragraph (4) of subdivision (b) of section 44259, including those added by the act that added this section.	Completed
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: pilot study complete
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: April 26 through October 4, 2024, Program Submission Timeframe

Update on SB 488-Related Work Completed in 2023-2024

SB 488 Literacy Workgroup

To help inform the Commission's work to implement the provisions of SB 488, the Commission's Executive Director appointed a twenty-seven-member Literacy Workgroup

composed of a broad base of constituents and literacy experts to assist and advise the Commission staff in this work. These individuals had expertise across the PK-12 and higher education spectrum including a variety of focus areas such as special education and English Language Development. The Literacy Workgroup initially met four times between May and September 2022. The membership and charge of the workgroup along with anticipated outcomes are more fully delineated in the first annual Report to the Legislature (July 2022) provided in [Commission Agenda Item 3C](#).

In 2022-23, the Commission continued this work by consulting broadly with experts, program personnel, and members of the public to refine and finalize the program standards and TPEs. The Commission adopted new standards for most teaching credentials in October 2022 and for the low incidence Education Specialist (Early Childhood Special Education, Visual Impairments, and Deaf and Hard of Hearing) credentials in February 2023. This information is detailed further in the second annual Report to the Legislature in [Commission Agenda Item 2A](#).

Implementation Activities Completed in 2023-2024

Table 2 below provides a summary of some of the major activities related to the implementation of SB 488 that were accomplished during 2023-24.

Table 2: Timeline of Activities Completed in 2023-2024 for the Implementation of SB 488

Timeframe	Activity
July 1, 2023	Second Report to the Legislature on Implementation of SB 488 transmitted to Legislature
July 11-12, 2023	Literacy Performance Assessment (LPA) Design Team Meeting #5
July 12, 2023 - February 2, 2024	Staff developed literacy instruction certification process and structure in accordance with SB 488
July 28 - September 5, 2023	Teacher Preparation Programs applied to Pilot the Literacy Performance Assessment (LPA)
August-September, 2023	Developed the Literacy and Reading Instruction webpage which serves as a location for both programs and the public to access information and resources related to the implementation of SB 488 literacy instruction program content including the mandated certification process for the relevant programs
August 24-25, 2023	<i>August Commission Meeting</i> Item 4B : Literacy Performance Assessment Pilot Study-Participant Waiver Requests
September 19-20, 2023	LPA Design Team Meeting #6
September 6-7, 2023	Review and Selection of LPA Pilot Programs with external literacy experts. For a complete timeline of LPA Pilot activities and supports, see Appendix A
October 12-13, 2023	<i>October Commission Meeting</i> Item 1C : Approval of the October 2023 Consent Calendar- Literacy Performance Assessment- Pilot Study Participant Waiver Requests

Timeframe	Activity
November 6-7, 2023	LPA Bias Review Committee
November 14, 2023	LPA Design Team Meeting #7
December 7-8, 2023	<i>December Commission Meeting</i> Item 1C : Approval of the December 2023 Consent Calendar- Literacy Performance Assessment- Pilot Study Participant Waiver Requests
January 30, 2024	LPA Design Team Meeting #8
February 2, 2024	Released Program Sponsor Alert (PSA) #24-01 which provides Commission approved program sponsors of Preliminary Multiple, Preliminary Education Specialist, and PK 3 Early Childhood Education Specialist Instruction Credential programs instructions for completing the certification process. The PSA includes both general information on the SB 488 certification process for literacy instruction and specific templates to be completed and submitted for each relevant teaching credential area.
February 2024 to present	Commission engaged in ongoing technical assistance for Commission approved program sponsors on various aspects of the new literacy instruction standard and TPEs as well as the process for submitting for SB 488 Literacy Certification. This includes development of webinars as well as opportunities for program personnel to discuss issues with one another and Commission staff.
February 7-9, 2024	<i>February Commission Meeting</i> Item 2C : Approval of the February 2024 Consent Calendar- Literacy Performance Assessment - Pilot Study Participant Waiver Requests
March 19, 2024	LPA Design Team Meeting #9
April 8, 2024	LPA Pilot Submission Deadline for MS, EdSp-MMSN, ESN, DHH, and ECSE candidates participating in the LPA Pilot
April 17-19, 2024	<i>April Commission Meeting</i> Item 2C : Approval of the April 2024 Consent Calendar- Literacy Performance Assessment- Pilot Study Participant Waiver Requests
March 2024 to present	Commission recruited reviewers for literacy certification process
May 3, 2024	LPA Pilot Participant Submission Deadline - EdSp-VI
June 13, 2024	LPA official scores released to programs and candidates

Implementation Work Planned for 2024-2025

Table 3 provides an overview of the activities planned to move the SB 488 implementation work forward during 2024-2025. Specific information about the work follows the table.

Table 3: Overview of Planned Activities for the Implementation of SB 488 for 2024-2025

Timeframe	Activity
2023-2025	Staff continues to provide technical assistance to preparation programs in transitioning to the updated literacy standards and TPEs
July 1, 2024	Deadline for preparation programs to implement new literacy standards and TPEs
July-August 2024	Reviewers trained and calibrated to begin literacy certification review process
August 1, 2024-July 1, 2025	Review and certify preparation program compliance with Education Code section 44259 (b)(4)(A) and (B) and TPEs. Feedback is provided to programs. Programs are given an opportunity to address feedback and make changes in their program. Additional reviews to take place with all programs required to be certified by July 1, 2025.
January 2025-May 2025	Field test of the Literacy Performance Assessment (LPA). See Table 4 for further details on this activity.
June 2025	Commission adopts the Commission's model of the Literacy Performance Assessment and initial passing standard, and any other literacy performance assessment that may be presented to the Commission for review against the adopted Performance Assessment Design Standards and potential approval by this date.
July 1, 2025	New Commission adopted Literacy Performance Assessment(s) becomes operational

Work During 2024-2025 to Update Literacy Instruction Methods Courses in Teacher Preparation Programs, and Certification Process

Now that 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 must certify that all relevant educator preparation programs in the state are fully implementing programs that are in alignment with Education Code section 44269 (b)(4)(A) and (B). The content noted in this provision of statute have been incorporated into the new program standards and TPEs. Commission staff have developed and provided technical assistance to ensure that all programs understand the new standards and TPEs and the timeline for alignment. At this time, any proposal for a new Multiple, Single, Education Specialist or PK-3 ECE Specialist Instruction program must be aligned with the new literacy standards and TPEs prior to approval by the Committee on Accreditation. In spring 2023, staff began the process to coordinate these reviews using the new standards and TPEs. These initial experiences have assisted staff in determining and refining the evidence programs will need to demonstrate alignment as the review and certification process continues during 2024-2025.

The literacy program certification process required by the provisions of SB 488 was developed by Commission staff in consultation with a group of literacy experts. The window for programs

to submit documentation for literacy certification was opened on April 26, 2024, and programs will have until October 4, 2024 to submit documentation. Because this window has been open for only a few weeks as of the date of this report, no program has yet been certified and only one program has submitted documentation. Certification activities will continue to take place during the 2024-25 academic year in advance of all relevant Commission approved programs beginning full implementation of the literacy performance assessment as scheduled for July 2025.

The new Program Standard 7: Effective Literacy Instruction for All Students, along with the corresponding TPE Domain 7, provide clear guidance to teacher preparation programs (including Multiple Subject, Education Specialist-MMSN and ESN, VI, DHH, and ECSE, and PK-3 ECE Specialist Instruction credential programs) regarding needed changes in their curriculum and clinical practice program components to meet the deadlines specified in SB 488.

Staff are making it a priority to ensure that educator preparation program personnel understand the changes expected in curriculum and fieldwork in SB 488 and in the literacy standards and TPEs. Numerous efforts have been made and will continue to be made to ensure that programs are provided support for these transitions. 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/or the certification process; bi-weekly office hours where programs may share their questions, challenges, and the changes they have implemented to address SB 488; the development of a webpage with statewide resources available on evidence based literacy practices; and the sharing opportunities offered by others such as the UC/CSU Collaborative for Neurodiversity that can assist in implementing the new standards and TPEs; among other efforts. These activities will continue throughout the next year.

[Program Standard 7 and TPE Domain 7](#) work in conjunction with one another to address what candidates need to know and be able to do to demonstrate competence in teaching literacy to all students. All affected candidates will be required to meet the passing standard for a teaching performance assessment approved by the Commission, which beginning July 1, 2025 must include literacy. The CalTPA, which is the Commission-developed TPA model, is currently being revised to incorporate teaching reading and literacy as one of the two required candidate task cycles. The TPA development work is described in more detail below.

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 participate 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

assessments rely 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](#).

In determining the primary focus of the candidate tasks relating to the teaching of reading and literacy, and recognizing that all candidates are expected to be prepared on every TPE before they begin their professional practice, at its March 2023 meeting the Design Team identified TPE elements from Domain 7 which could most readily be assessed on a teaching performance assessment and which therefore would have priority focus in the development of the reading and literacy task of the revised CalTPA. These TPE elements are entirely consistent with the *California Dyslexia Guidelines* and *ELA/ELD Framework* that serve as foundational source documents to guide beginning teachers’ literacy practice.

In keeping with Commission direction, the Design Team focused on incorporating the identified TPE elements into the current Cycle 2 of the Multiple Subject and Education Specialist- MMSN and ESN CalTPA performance assessments. Thus, the revised CalTPA currently under development will still have two candidate task cycles. Cycle 1 will address the teaching of mathematics, and Cycle 2 will address the teaching of reading and literacy, and thus Cycle 2 will henceforth also serve as the Literacy Performance Assessment (LPA) specified by SB 488. Cycle 2 may also be separately referred to as the “LPA” even though it is an integral part of the two-task CalTPA performance assessment model and not separate or independent from that model.

Design Team meetings began in March 2023 and will continue through 2025 to develop the CalTPA Cycle 2 Literacy Performance Assessment (LPA) task for inclusion in the CalTPA model for all relevant credential areas. The LPA was pilot tested in spring 2024 for the Multiple Subject and Education Specialist credentials. Because PK-3 ECE Specialist Instruction programs were not yet approved at the time of the pilot test, Multiple Subject programs with candidates placed in TK-3 settings for clinical practice were identified as a sample for this area. Prior statute did not require Single Subject candidates to take and pass the RICA and, since SB 488 also does not require these candidates to take the new LPA, the current Single Subject TPA models will remain as they presently are with no changes anticipated.

Since the prior report to the Legislature, the Design Team has met six additional times and has accomplished the following:

- continued to develop tasks and rubrics for the pilot version of the LPA
- began work on the Program/Faculty Guide
- mapped TPE elements to LPA pilot rubrics
- reviewed outcomes from the Bias Review Committee
- determined assessor qualifications for the LPA pilot
- provided input for program and candidate supports for the LPA pilot

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 FAST teaching performance assessment model (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 indicated they planned to revise their assessments to include the assessment of literacy per the provision of SB 488. All models will need to be reapproved by the Commission prior to July 1, 2025 to meet the literacy performance assessment requirement pursuant to the provisions of SB 488 to 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"> • Commission staff worked with design team to revise Cycle 2 literacy instruction performance assessment with Design Team and Evaluation Systems group of Pearson (technical contractor) for MS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist Instruction credentials • Identified educator preparation programs for participation in the pilot of the LPA
Completed: Year Two 2023-24	<ul style="list-style-type: none"> • Continued development of the literacy performance assessments (LPA) (candidate assessment guides, program guides, professional development for pilot programs and assessors) • Conducted Bias Review • Conducted Pilot Tests for MS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist Instruction credential areas
Year Three 2024-25 Spring 2025	<ul style="list-style-type: none"> • Continue development of the LPA based on the pilot test findings (revise candidate assessment guides, program guides, professional development for programs and assessors) • Select educator preparation programs for participation in the LPA field test • Conduct field tests for MS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist Instruction credential areas • Complete final revisions to candidate assessment and program guides based on field test findings

Contract Year	Overview of the Scope of Work
	<ul style="list-style-type: none"> • Conduct standard setting studies using field test results for MS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist Instruction candidates • Train literacy assessors • Present recommended passing standards and final assessments to Commission for review and approval
Year Four 2025-26	<ul style="list-style-type: none"> • First operational administration of the LPA for MS, Education Specialist (MMSN, ESN, DHH, VI, and ECSE), PK-3 ECE Specialist Instruction candidates • Manage ongoing administration, scoring, reporting, and maintenance of the Commission's approved teaching performance assessment model

Next Steps

During 2024-2025, Commission staff will be implementing the plan as described above. This implementation plan includes the following next steps:

- The Literacy program standards and TPEs will replace the 2019 Literacy TPEs beginning July 1, 2024, and all affected credential programs will need to be aligned with these standards by that date. Communication and outreach efforts will continue to ensure that all affected programs are aware of the new literacy standards and TPEs and their effective date.
- Staff will provide technical assistance to programs throughout 2024 and 2025 to ensure that all affected teacher preparation programs receive support for transitioning to the new literacy instruction program standards and TPEs.
- All affected teacher preparation programs will participate in the literacy instruction certification process, as required by SB 488, in the 2024-25 academic year.
- Staff will share the results of the pilot study with the Literacy Design Team and will begin preparation to revise the LPA as needed in preparation for the field test. A full report of the LPA pilot study will be shared at the August 2024 Commission meeting.
- Staff will work with the Design Team to develop the program faculty guide and provide professional learning and technical assistance for programs identified for the field test in spring 2025.
- Staff will confirm LPA field test participating programs and will provide technical assistance to programs, including cooperating teachers supporting candidates in the LPA field test throughout 2024 and 2025 to ensure that all field test programs, candidates, and cooperating teachers receive support for the LPA. All new PK-3 ECE Specialist Instruction programs will receive support for the LPA field test.

Appendix A

Commission on Teacher Credentialing

Timeline of the LPA Pilot

Timeframe	Activity
July 28-September 5, 2023	Literacy Performance Assessment (LPA) Pilot application period
August 24-25, 2023	<i>August Commission Meeting</i> Item 4B : Literacy Performance Assessment Pilot Study- Participant Waiver Requests
September 6-7, 2023	Review and Selection of LPA Pilot Programs with external literacy experts
September 29-December 1, 2023	LPA Pilot Assessor Application Period
October 12-13, 2023	<i>October Commission Meeting</i> Item 1C : Approval of the October 2023 Consent Calendar- Literacy Performance Assessment- Pilot Study Participant Waiver Requests
November 6-7, 2023	LPA Bias Review Committee
November 9, 2023	LPA Pilot Webinar #1
December 7-8, 2023	<i>December Commission Meeting</i> Item 1C : Approval of the December 2023 Consent Calendar- Literacy Performance Assessment- Pilot Study Participant Waiver Requests
December 14, 2023	LPA Pilot Webinar #2-MS
December 18, 2023	LPA Pilot Webinar #2- EdSp-ECSE LPA Pilot Webinar #2-EdSp-DHH
December 19, 2023	LPA Pilot Webinar #2-EdSp-VI
January 4, 2024	LPA Pilot Webinar #2- EdSp-MMSN
January 8, 2024	LPA Pilot Webinar #2- EdSp-ESN
January 12-April 5, 2024	Program Office Hours- Fridays 9:00-9:45
January 23, 2024	LPA Pilot Webinar #3
February-April 2024	Assessor Training <ul style="list-style-type: none"> • Implicit Bias • UC CSU Collaborative Introduction to Dyslexia Module • Review TPE Domains, ELA/ELD Framework, and CCSS ELA/Literacy Standards • Preview training submission • Review Assessment Guide and Rubrics
February 7-9, 2024	<i>February Commission Meeting</i> Item 2C : Approval of the February 2024 Consent Calendar- Literacy Performance Assessment- Pilot Study Participant Waiver Requests
February 13, 2024	Candidate Office Hours 4:00-4:45
February 15, 2024	LPA Pilot Cooperating Teacher Webinar

Timeframe	Activity
March 7, 2024	LPA Pilot Webinar #4
March 8, 2024	EdSp-VI Candidate Support Session
March 12, 2024	Candidate Office Hours 4:00-4:45
April 2, 2024	Candidate Office Hours 4:00-4:45
April 5, 2024	EdSp- VI Candidate Office Hours 4:00-4:45
April 7-18, 2024	LPA Pilot Marker Selection <ul style="list-style-type: none"> • MS-Grades 4-8 April 7-8 • MS-TK-3- April 8-9 • EdSp-MMSN- April 10-11 • EdSp-ESN- April 15-16 • EdSp-ECSE- April17-18
April 8, 2024	LPA Pilot Submission Deadline- MS, EdSp-MMSN, ESN, DHH, ECSE
April 9-April 19, 2024	LPA Pilot Coordinator Focus Groups
April 9-May 3, 2024	LPA Pilot Coordinator Surveys LPA Pilot Cooperating Teacher Surveys
April 9-May 10, 2024	LPA Pilot Candidate Surveys
April 9-May 14, 2024	LPA Pilot Candidate Focus Groups
April 17-19, 2024	<i>April Commission Meeting</i> Item 2C : Approval of the April 2024 Consent Calendar- Literacy Performance Assessment- Pilot Study Participant Waiver Requests
April 22-May 16, 2024	LPA Pilot Scoring <ul style="list-style-type: none"> • MS-TK-3- April 22-24 • EdSp-DHH- April 25 • MS-Grades 4-8 April 29-30 • EdSp-MMSN- May 6-8 • EdSp-ECSE- May 9-10, 13 • EdSp-VI- May 13, 15 • EdSp-ESN- May 14-16
April 24-May 17, 2024	LPA Pilot Assessor Surveys
April 26, 2024	EdSp- VI Candidate Office Hours 4:00-4:45
May 3, 2024	LPA Pilot Submission Deadline- EdSp-VI
June 13, 2024	LPA official scores released to programs and candidates

Appendix B

Commission on Teacher Credentialing

Literacy Performance Assessment 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 ¹	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 ¹	Teacher, San Diego Unified School District, Miramar Ranch Elementary
Molly Sutherland ¹²	Teacher, San Juan Unified School District, Lichen School
Tawna Turner ¹	Literacy Teacher, Aspire Alexander Twilight College Prep Academy

Education Specialist

Name	Title and Institution
Lauren Collins ²	Associate Professor, San Diego State University
Cathy Creasia	Director of Accreditation and Credentialing, University of Southern California Rossier School of Education
Laura Rhinehart ²	Assistant Researcher, Center for Dyslexia, Diverse Learners, and Social Justice at University of California, Los Angeles
Priya Tjerandsen ¹²³	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 ¹	Core Faculty, School of Human Development and Education, Pacific Oaks College

¹ Indicates classroom teachers with recent experience in teaching reading in the early elementary grades

² Indicates dyslexia expertise

³ 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 ¹	Teacher, Alhambra Unified School District, Instructor, Los Angeles County Office of Education
Pamela Spycher ⁴	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 ¹²	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 ²	Statewide Literacy Co-Director, California Department of Education

¹Indicates classroom teachers with recent experience in teaching reading in the early elementary grades

² Indicates dyslexia expertise

⁴ No longer participating in design team as of August 2023