
2C

Information/Action

General Session

Approval of the June 2025 Consent Calendar

AGENDA INSERT

Executive Summary: The Commission will review and approve the June 2025 Consent Calendar.

Recommended Action: That the Commission approve the June 2025 Consent Calendar. After review, the Commission may approve or amend and approve the Consent Calendar.

Presenter: None

Strategic Plan Goals

Educator Preparation and Advancement

- **Goal 2.** Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.
 - E. Provide clear information and guidance about how to enter and advance in the education profession

Professional Licensure

- **Goal 5.** Educators are appropriately licensed based on the preparation they completed and the services they will provide.
 - I. Thoroughly evaluate credential applications to ensure educators have met all preparation and licensing requirements to serve in California's public schools
- **Goal 6.** Educators are of high moral character and act accordingly.
 - N. Investigate allegations of misconduct and take appropriate disciplinary action in relation to the educator's credentials

Programs Recommended for Literacy Certification in Accordance with SB 488 (Chap. 678, Stats. 2021)

Introduction

This agenda insert presents for Commission action additional programs that have successfully completed the review process established by the Commission for literacy certification pursuant to SB 488 (Chap. 678, Stats. 2021).

Background

SB 488 made several changes to the Education Code that required that the Commission revise and update the teacher preparation program standards for literacy instruction, develop a literacy performance assessment that would replace the Reading Instruction Competence Assessment beginning July 1, 2025, and certify that all Multiple Subject and Education Specialist teacher preparation programs be certified that they adhere to 44259 (b)(4)(A) and (B), including the following:

*Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and **evidence-based** means of teaching foundational reading skills in **print concepts, phonological awareness, phonics and word recognition**, and **fluency** to all pupils, including **tiered supports** for pupils with reading difficulties, English learners, and pupils with exceptional needs. The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current **English Language Arts/English Language Development (ELA/ELD) Framework** adopted by the state board, and shall incorporate the program **guidelines for dyslexia** developed pursuant to Section 56335. The study of reading shall meet the following requirements:*

- (i) The study of organized, systematic, explicit instruction 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

In December 2024, the Commission approved a process for certifying Multiple Subject and Education Specialist teacher preparation programs, as required by statute. That agenda item is presented here: [December 2024 Commission Agenda Item](#). This process included a review of each program by a team of two or more external literacy educators to ensure that the program complies with the requirements of 44259(b)(4)(A) and (B). The submission requirements for institutions were based upon those aspects of Program Standard 7 and Teaching Performance Expectation (TPE) 7 as they relate specifically to 44259 (b)(4)(A) and (B). For more information on this detailed process, please see the December 2024 Commission agenda linked above.

Programs Recommended for Literacy Certification

Education Code 44320.3 (b) requires that

*Before requiring successful passage of the teaching performance assessment for the preliminary multiple subject teaching credential and the preliminary education specialist credential pursuant to subdivision (a), **the commission shall certify** that all of 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.*

The programs and pathways in the table below have been reviewed by a team of reviewers in accordance with the processes outlined in the December 2024 agenda item and have been determined to meet all aspects of 44259(b)(A) and (B). These programs are being recommended for certification by the Commission as prescribed by Education Code Section 44320.3 above. Included below are the name of the institution, the specific credential program, the types of pathways in which the program is offered – all of which have been reviewed – and the URL where the documents may be accessed, as well as any passwords or access codes that may be needed. If no password or access code is listed, none is needed.

Institution	Program	Pathways	URL with password (if applicable)
California Lutheran University	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Intern	TPE 7 Certification Graduate School of Education
California Lutheran University	Education Specialist: Extensive Support Needs	Traditional Student Teaching Intern	TPE 7 Certification Graduate School of Education
Claremont Graduate University	Multiple Subjects	Traditional Student Teaching Intern Residency	Canvas Login Instructure CGU Login: cguctc@gmail.com Password: ctc1925!
Claremont Graduate University	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Intern Residency	Canvas Login Instructure CGU Login: cguctc@gmail.com Password: ctc1925!
Claremont Graduate University	Education Specialist: Extensive Support Needs	Traditional Student Teaching Intern Residency	Canvas Login Instructure CGU Login: cguctc@gmail.com Password: ctc1925!
Humphreys College	Multiple Subjects	Traditional Student Teaching Intern	MSTC Literacy Certification - Humphreys University
La Sierra University	Multiple Subjects	Traditional Student Teaching Intern	Literacy for General Education - School of Education - La Sierra University Username: ctccommission Password: 1LaSMV4rTQ
CSU Long Beach	Multiple Subjects	Traditional Student Teaching Residency Intern	Literacy Instruction Certification (SB 488)

Institution	Program	Pathways	URL with password (if applicable)
			California State University Long Beach
Loyola Marymount University	Multiple Subjects	Traditional Student Teaching Intern Residency	Loyola Marymount University Password: CTC2026
Loyola Marymount University	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Intern Residency	Loyola Marymount University Password: CTC2026
Mt. St. Mary's University	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Intern Residency	www.msmu.edu/literacy-accreditation
Saint Mary's College	Multiple Subject	Traditional Student Teaching MS with Bilingual Concurrent Intern Residency	KSOE CTC Accreditation Documents
Saint Mary's College	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching MS with Bilingual Concurrent Intern Residency	KSOE CTC Accreditation Documents
Simpson University	Multiple Subjects	Traditional Student Teaching Intern	SOE Literacy Review - Simpson University
San Diego State University	Multiple Subjects	Traditional Student Teaching Intern MS Integrated Undergrad with Bilingual Added Authorization	Program Documents CCTC Accreditation College of Education SDSU
San Francisco State University	Multiple Subjects	Traditional Student Teaching Intern Multiple Subject with Bilingual Auth.	CTC Accreditation login: accredprog@sfsu.edu password: Reviewers\$2024
Sonoma State University	Multiple Subjects	Traditional Student Teaching Residency Intern Multiple Subject with Bilingual Auth.	Sonoma State University Literacy Certification
Sonoma State University	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Residency Integrated/ Undergraduate Intern	Sonoma State University Literacy Certification

Institution	Program	Pathways	URL with password (if applicable)
Sonoma State University	Education Specialist: Extensive Support Needs	Traditional Student Teaching Residency Integrated/ Undergraduate Intern	Sonoma State University Literacy Certification
University of San Francisco	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Intern	University of San Francisco Literacy Certification
University of California Riverside	Multiple Subjects	Traditional Student Teaching Intern W/Concurrent BILA	University of California Riverside Literacy Certification
University of California Riverside	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Intern W/Concurrent BILA	University of California Riverside Literacy Certification
University of California Riverside	Education Specialist: Extensive Support Needs	Traditional Student Teaching Intern W/Concurrent BILA	University of California Riverside Literacy Certification
Cal State TEACH	Multiple Subjects	Traditional Student Teaching Residency Intern	Cal State Teach Literacy Certification
University of Massachusetts Global	Education Specialist: Early Childhood Special Education	Traditional Student Teaching Intern Residency	University of Massachusetts Global Literacy Certification
University of California Merced	Multiple Subjects	Traditional Student Teaching Intern MS plus Concurrent Bilingual Added Authorization	University of California Merced Literacy Certification
University of California Santa Cruz	Multiple Subject	Traditional Student Teaching	University of California Santa Cruz Literacy Certification Password: superslugs

Recommendation

Staff recommends that the Commission, in accordance with the process approved by the Commission at its December 2024 meeting, certifies the programs listed in the table above. Additional institutions and programs will be brought forward in future agenda items as the reviews are completed.