

APPENDIX B

SB 488 CERTIFICATION SUBMISSION REQUIREMENTS LITERACY INSTRUCTION PREPARATION FOR PROSPECTIVE TEACHERS

UPDATED PURSUANT TO PSA 24-08

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

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

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

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

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

PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS

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

1.1. Alliant International University

1.2. Dr. Denver Fowler, Dean; Dr. Ruth Best, Assistant Dean

1.3. Primary contact(s) : Denver Fowler, Dean (Denver.Fowler@alliant.edu) ; Ruth Best, Assistant Dean (ruth.best@alliant.edu)

1.4. Credential program type:

- Preliminary Multiple Subject
- Education Specialist: Mild Moderate Support Needs

1.5. List of all pathways:

- Preliminary Multiple Subject
 - Traditional
 - Intern
- Education Specialist: Mild Moderate Support Needs
 - Traditional
 - Intern

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

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

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

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

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

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

Submission Requirements for Part 2

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

understand the design of the program with respect to literacy instruction.)

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

Pathway - Multiple Subject	List of all required courses where the <u>primary</u> focus is literacy instruction (Hyperlink the course title to the current syllabi)	List of any other required courses where literacy standard 7 and TPE 7 are covered but are not the primary focus of the course (Hyperlink the course title to current syllabi)
Multiple Subject Student Teaching Traditional Program	EDU62120A Content Knowledge & Instructional Practice II: Literacy Pedagogy	EDU62030: Professional Learning and Practice EDU62050: Content Knowledge and Instructional Practice IV: Differentiated Learning EDU62370: Clinical Practice II: Teaching and Learning EDU62380 Clinical Practice III: Assessment (student teachers) EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners TEL 7170 Educational Technology
Multiple Subject Intern Pathway	EDU62120A Content Knowledge & Instructional Practice II: Literacy Pedagogy	EDU62030: Professional Learning and Practice EDU62470: Clinical Practice II: Teaching and Learning EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners EDU62480 Clinical Practice III: Assessment (interns) EDU62050: Content Knowledge and Instructional Practice IV: Differentiated Learning

		TEL 7170 Educational Technology
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Pathway - Education Specialist	List of all required courses where the <u>primary</u> focus is literacy instruction (Hyperlink the course title to the current syllabi)	List of any other required courses where literacy standard 7 and TPE 7 are covered but are not the primary focus of the course (Hyperlink the course title to current syllabi)
Education Specialist MMSN Student Teaching Traditional Program	EDU62120A Content Knowledge & Instructional Practice II: Literacy Pedagogy	EDU62030: Professional Learning and Practice EDU62370: Clinical Practice II: Teaching and Learning EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners EDU62380B Clinical Practice III: Assessment (Education specialist student teachers) EDU62050: Content Knowledge and Instructional Practice IV: Differentiated Learning TEL 7170 Educational Technology
Education Specialist MMSN Intern Pathway	EDU62120A Content Knowledge & Instructional Practice II: Literacy Pedagogy	EDU62030: Professional Learning and Practice EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners EDU62470: Clinical Practice II: Teaching and Learning EDU62050: Content Knowledge and Instructional Practice IV: Differentiated Learning EDU62480B Clinical Practice III: Assessment (Education Specialist interns)

		TEL 7170 Educational Technology
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2.2. Briefly describe the process (i.e., committee established, specific faculty review committee work, academic senate approval, etc.) used to review the program to ensure alignment with the new literacy instruction standards and teaching performance expectations. If this process differed by pathway, please describe the process for each pathway. Note who was involved in this effort. Institutions may respond with a table indicating each pathway.

Program Response: The Education Specialist and Multiple Subjects Program Directors and Literacy Core Faculty met multiple times to review EDU 62120A Content Knowledge II: Literacy Pedagogy, other content courses, and clinical practice courses. Updates were made throughout the Literacy course and numerous other content and clinical practice courses to ensure complete coverage of all aspects of TPE 7 for multiple subjects and education specialist programs.

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

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

Program Response: CSOE ensures that faculty have planned synchronous meetings to review SB 488 requirements reflecting literacy across all disciplines on State Standards, including English Language Arts (ELA) and English Language Development (ELD) standards. CSOE increased the number of meetings for the 2024-2025 academic year with faculty and adjuncts (including university supervisors) from once per term to bi-weekly and added breakout rooms and interactive discussions related to important topics such as SB 488 and meeting Literacy requirements to strengthen knowledge and provide calibration training of the assessment tools for increased consistency in assessments. Starting May 2025 term, faculty teaching EDU 62120A will be provided with an orientation of the revised course through a live session and/or recording.

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

Program Response: CSOE faculty and staff subscribe to PSDNews for regular updates, hold series meetings with faculty to include updates including standards and performance expectations. The adjuncts attend regular TED meetings each term for updates. All meetings include an agenda to include SB 488 and meetings are recorded and made available to those unable to attend.

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

Program Response: CSOE regularly holds Core Faculty Series Meetings, Adjunct Meetings, and DES Meetings. Additionally, notifications will be sent out via email providing details about the alignment and updates related to SB 488, the new literacy instruction, TPEs, and related performance assessments (including updated tools and templates to reflect the implementation of the literacy alignment).

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

Program Response: CSOE Multiple Subjects and Education Specialist Program Directors worked with the (all of whom have literacy expertise) to review coursework and clinical practice requirements to identify assessments for aligning literacy instruction and the faculty included those with expertise for aligning literacy instruction for multilingual/English learner students.

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

Program Response: The Frameworks are required in [EDU62120A, the Literacy Methods Course](#) in the [Week 1 Assignment: California Literacy Standards and Teacher Performance Expectations TPE 7 Reflection](#).

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

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

44259 (b)(4)(A)(i) contains the following requirements:

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

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

(B) *For purposes of this section, "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).*

Submission Requirements for Part 3

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

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

- 3.1. *Program/Coursework Coverage of TPEs* – Submission of Table 3.1 (provided in the appendices). Course coverage of **Foundational Skills TPE 7.5** with links to specific content within course syllabi. *(See Appendix C-F, as applicable to each credential program)*
- 3.2. *Coursework Coverage of Standard 7* – Provide a narrative with links embedded to specific location(s) in course syllabi addressing **Standard 7a** describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5), as specified in the excerpt from the Education Code. Please be concise. Suggested length no more than 1000 words.

Program Response: Throughout the program, candidates learn the importance of integrating evidence-based strategies, each reading process step, and the significance of explicit, systematic, direct instruction for literacy. In EDU62120A, candidates further focus on phonological awareness and fluency research in weeks 2-4 discussion posts and responses to peers, along with evidence-based methods for teaching the foundational skills within clinical practice courses through supervised fieldwork experience.

In EDU62120A (Literacy Pedagogy), candidates learn through readings, discussion posts, and assignments the importance of ongoing student progress and diagnostic measures. For example, in weeks 2 and 3, candidates assess phonemic awareness and phonics students with well-known diagnostic informal reading inventories, including the Yopp-Singer Test of Phoneme Segmentation and the CORE Phonics assessment. After evaluating their students, candidates share strategies and interventions to help students in those two reading process steps in their discussion posts for weeks 2, 3, and 4 and their Reading Process Chart for weeks 2, 3, and 4.

In their signature assignment in week 8, candidates are required to adjust and differentiate instruction for students who need to progress toward grade-level standards. This includes students struggling with specific steps in the reading process and students identified as needing an Individualized Education Program (IEP). A comprehensive literacy assessment is conducted in coordination with assessment teams, and candidates are provided with opportunities throughout the program to learn to and work with students' families, teachers, and specialists (Speech pathologists, occupational therapists, and school psychologists). Through hands-on opportunities throughout all four Clinical Practices, candidates plan and provide supplemental instruction, provide accommodations through direct additional support, and intensive intervention as needed.

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

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

Program Response: Please see this [bookmarked link in our current MOU](#), which indicates that, “the District Support Providers for Interns and Cooperating Teacher for Student Teachers must collaborate with the program on the expectations for candidates to take and pass a commission approved literacy performance assessment, and provides opportunities for candidates to practice a strong literature, language, and comprehension component with a balance of oral and written language that includes a focus on foundational literacy skills, oral and written language, and cross cutting themes in literacy.”

- 3.3b. *Candidate Information* – Direct link(s) to location(s) in candidate handbooks or materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.

Program Response: Our [Clinical Practice Handbook provides information to candidates about the expectations related to TPE 7 and the new LPA](#). In addition, the Clinical Practice [Resource Page has a prominent announcement about the implementation of TPE 7](#).

- 3.3c. **Candidate Clinical Practice Opportunities* – Direct link(s) to locations in any clinical practice observation tools/assessments, if available, that document where candidates are practicing teaching these foundational reading skills to students and are being provided formative feedback to guide improvement.

Program Response: Student teachers are observed three times each in

Clinical Practice III and IV; Interns are observed three times each in Clinical Practice I, II, III, and IV. Candidates are observed and evaluated on their implementation of the TPEs [using this observation tool](#), which includes TPE 7.

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

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

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

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

Submission Requirements for Part 4

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

- 4.1. *Program/Coursework Coverage of TPEs* – Submission of Table 4.1 (provided in the appendices) which includes identified TPEs related to a strong literature, language, and comprehension component for candidates along with a balance of oral and written language. These include TPEs 7.6, 7.7, and 7.8. (See Appendix C-F as applicable to each credential program).
- 4.2. *Clinical Practice: Ensuring Opportunities for Candidates to Practice* a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program. This documentation must include all the following:

4.2a. *Communication/Agreement with Districts* – Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.

Program Response: Please see this [bookmarked link in our current MOU](#), which indicates that, “the District Support Providers for Interns and Cooperating Teacher for Student Teachers must collaborate with the program on the expectations for candidates to take and pass a commission approved literacy performance assessment, and provides opportunities for candidates to practice a strong literature, language, and comprehension component with a balance of oral and written language that includes a focus on foundational literacy skills, oral and written language, and cross cutting themes in literacy.”

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

Program Response: Our [Clinical Practice handbook](#) contains information about TPE 7 and the new LPA. In addition, prominent announcements about the new Literacy TPE and the incorporation of the California Dyslexia Guidelines are posted on our [Clinical Practice Canvas website](#). [An email was sent to all Multiple Subject and Education Specialist Candidates](#) about the new Literacy standard and the California Dyslexia Guidelines.

4.2c. *Candidate Clinical Practice Opportunities*

Program response: Student teachers are observed three times each in Clinical Practice III and IV; Interns are observed three times each in Clinical Practice I, II, III, and IV. Candidates are observed and evaluated on their implementation of the TPEs [using this observation tool](#), which includes TPE 7.

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

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

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

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

(iv) Early intervention techniques.

Submission Requirements for Part 5

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

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

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

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

identified in the TPEs and standard.

Program Response: Please see [the bookmarked link in our current MOU](#), which states, “In addition, efforts that will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe, how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.”

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

Our [clinical practice handbook](#) has information related to what is expected of them with respect to learning about diagnostic techniques, early intervention techniques, and practice of these.

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

Program Response:

Readings: EDU62480 - Reading Week 3, Chapter 9 CA Dyslexia Guidelines - Screening and Assessment for Dyslexia EDU62480 - Screening and Assessment	Practice opportunity: EDU62480 - Discussion Board Week 3	Assess opportunities: EDU62120A - Reading Process Assignment EDU62120A - Teacher Observation
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5.3 Incorporation of California Dyslexia Guidelines

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

Program Response:

The California Dyslexia Guidelines are incorporated in the required courses for all candidates: Clinical Practice II and Clinical Practice III. All chapters are required readings and there are required assignments affiliated with each set of readings. Please see [this document which provides direct links to where the California Dyslexia Guidelines are incorporated into courses](#).

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

Program Response: Please see [this document which provides direct links to where the California Dyslexia Guidelines are incorporated into courses](#).

**5.3c. Clinical Practice*

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

Program Response: Candidates must write a lesson plan that is differentiated for students with dyslexia: [EDU62120A Lesson Plan - differentiated for students with diverse needs and dyslexia](#). Candidates must also address dyslexia during a teacher observation: [EDU62120A - Teacher Observation](#). [Candidates must discuss literacy instruction for students with dyslexia](#).

Additionally, provide all of the following evidence:

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

Program Response: Please see the [bookmarked link our current MOU](#), which states, “The District Support Providers for Interns and Cooperating Teacher for Student Teachers must collaborate with the program on the expectations for clinical practice settings related to providing, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*.”

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

Program Response: [Candidates have been informed via an announcement on the Alliant Clinical Practice website](#) and in [each syllabus where the California Dyslexia Guidelines have been incorporated](#). [An email was sent to all Multiple Subject and Education Specialist Candidates](#) about the new Literacy standard and the *California Dyslexia Guidelines*.

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

5.3c above).

Program Response: Candidates must write a lesson plan that is differentiated for students with dyslexia: [EDU62120A Lesson Plan - differentiated for students with diverse needs and dyslexia](#). Candidates must also address dyslexia during a teacher observation: [EDU62120A - Teacher Observation](#). [Candidates must discuss literacy instruction for students with dyslexia](#).