FRESNO STATE
Kremen School of Education and Human Development

Literacy Program Standard and TPEs Informational Letter for District Partners

Dear District Partners:

We are so grateful for your ongoing collaborative efforts to ensure our teacher candidates are well-prepared and highly qualified to serve our diverse PK-12 learners.

As you may have heard, in 2021, California passed SB 488 that required the California Commission on Teacher Credentialing to develop and adopt a new Literacy Standard and Teaching Performance Expectation (TPE 7) for Multiple Subject and Single Subject Credentials and Education Specialist Credentials, effective July 2024. Additionally, beginning July 2025, Multiple Subject and Education Specialist Credential candidates will be formally assessed on TPE 7 through a Literacy Teaching Performance Assessment (TPA) that will replace the RICA. At Fresno State, we are excited that we have been approved to pilot a revised version of our FAST Site Visitation Project (SVP) as the Literacy TPA that all candidates will be taking by Fall 2025.

The Literacy Standard, TPEs, and Literacy TPA focus on cross-cutting literacy themes: **Foundational Skills, Meaning Making, Language Development, Effective Expression**, and **Content Knowledge** in alignment with the current English Language Arts/English Language Development (ELA/ELD) Framework. SB 488 emphasizes that candidates employ:

- 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.
- *California Dyslexia Guidelines*.

To support candidates in applying their knowledge of literacy instruction, as a Teacher Education program, we must guarantee all teacher candidates have opportunities to learn about, practice, and be assessed teaching focal literacy skills and strategies in their clinical practice experiences. We need your support in ensuring that all clinical practice settings provide candidates with opportunities to:

- Develop students' foundation skills in print concepts; phonological awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency through instruction that is structured and organized (TPE 7.5)
- Engage students in literal and inferential comprehension of literary and informational texts using higher-order cognitive skills through reading, speaking, listening, and writing (TPE 7.6)
- Promote students' oral and written language development and use of discipline-specific academic language by leveraging students' existing linguistic repertoires (TPE 7.7)
- Develop students' effective expression as they write, discuss, present, and use language conventions (7.8)

- Practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques
- Observe and practice the concepts and strategies included in the *California Dyslexia Guidelines,* with the understanding that not all candidates will teach a student with dyslexia. (If there is not a student diagnosed with dyslexia in the candidate's specific clinical placement, we ask that the candidate be provided opportunities to apply the strategies with other learners who may need additional literacy support.)

Finally, the revised SVP requires Multiple Subject Credential and Educational Specialist Credential candidates to plan, teach, and assess foundational and meaning making skills in their clinical practice setting. To ensure candidates' success, mentor teachers will need to coordinate with candidates to plan opportunities for them to implement and record literacy instruction aligned with TPE 7 with a small group of students.

In closing, we thank you for your continued partnership with Fresno State. We hope this information helps you create and sustain comprehensive literacy education programs. We recognize the increased expectations required by these new credentialing requirements, and we are available to provide support, resources, and consultation. Please feel free to contact me for additional information and support.

Sincerely,

Juliet Wahleithner, Ph.D.
Director, Educator Preparation & Accreditation
Kremen School of Education & Human Development