

Dear PK-12 Partner:

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, California passed [SB 488](#) that required the California Commission on Teacher Credentialing to adopt a new Literacy Standard and Teaching Performance Expectations (TPEs) for [Multiple Subject and Single Subject Credentials](#) and [Education Specialist Credentials](#) effective July 2024.

Multiple Subject and Education Specialist Credential teacher candidates will be formally assessed on these TPEs through a Literacy Teaching Performance Assessment (TPA) beginning July 2025 that will replace the RICA. The Literacy TPA will require Multiple Subject Credential and Educational Specialist Credential candidates to plan, teach, and assess foundational skills in their clinical practice setting. To ensure candidates' success, mentor/cooperating teachers will need to coordinate with teacher candidates to plan opportunities for candidates to implement and video record instruction for the Literacy TPA and CalTPA/edTPA.

Accordingly, teacher credential programs must guarantee all teacher candidates have opportunities to learn about, practice, and be assessed teaching focal literacy skills and strategies in their PK-12 clinical practice experiences. The Literacy Standard, TPEs, and Literacy TPA focus on the 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](#).

In addition to expectations that teacher candidates teach foundational reading skills, clinical practice settings must provide candidates with opportunities to:

- 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.

In closing, we thank you for your continued partnership with the College of Education at

Cal State Los Angeles. We hope this information supports you to create and sustain comprehensive literacy education programs. We recognize the increased expectations required by these new credentialing requirements, and are available to provide support, resources, and consultation. Please contact Mitch Fryling for additional information and support.

Sincerely,

*Mitch Fryling*

Mitch Fryling, Associate Dean  
College of Education  
California State University, Los Angeles  
[Mitchell.Fryling2@calstatela.edu](mailto:Mitchell.Fryling2@calstatela.edu)