



FOR IMMEDIATE RELEASE

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## **Science of Reading Now Required in California Teacher Preparation Programs**

*New Literacy Standards Also Incorporate California Dyslexia Guidelines*

**Sacramento, CA, October 18, 2022** – A major milestone was reached in ensuring California students have access to teachers with the knowledge and skills to put all students on the path to literacy, including students with or at risk for dyslexia.

On October 13, 2022, the California Commission on Teacher Credentialing (CTC) unanimously approved new literacy requirements for CTC-approved teacher preparation programs. Higher expectations for the teaching of literacy have now been written into Program Standards and Teaching Performance Expectations (TPEs) for teacher preparation programs and their teacher candidates. Specifically, new standards will require preparation programs to incorporate evidence-based means of teaching foundational literacy skills (like print concepts, phonological awareness, phonics, and fluency); tiered supports; ongoing diagnostic techniques and early intervention; and the California Dyslexia Guidelines and more.

For the first time in California history, the California Dyslexia Guidelines must be incorporated into pre-service teachers' coursework and, where practicable, supervised field experiences. Teacher candidates will learn about dyslexia and its characteristics, how to screen for risk of dyslexia, and how to teach using a structured literacy approach as defined in the California Dyslexia Guidelines. The new literacy standards emphasize a preventative approach in addressing literacy, including risk of dyslexia, through the use of screening, progress monitoring, and early intervention.

Teacher preparation programs and beginning teaching credential candidates impacted include the elementary teaching credential known as the multiple subject credential, the single subject English credential for teaching middle and high school, special education credentials, and the newly adopted PK-3 credential. Existing teacher preparation programs must implement the new literacy standards by no later than July 1, 2024. New PK-3 teacher preparation programs will need to align with the new standards immediately. In addition, CTC will need to develop a new literacy teaching performance assessment to be implemented by July 1, 2025, as well as certify that all teacher preparation programs are in alignment with new literacy requirements by no later than July 1, 2025.

The approval of the new Literacy Program Standards and TPEs was the culmination of years of Decoding Dyslexia CA’s advocacy efforts. DDCA was the bill sponsor of Assembly Bill 1369 which resulted in the CA Dyslexia Guidelines. In 2021, DDCA worked closely with Senator Susan Rubio’s staff in drafting Senate Bill 488 which was signed into law in October 2021. A CTC work group comprised of twenty-nine literacy experts created proposed standards and TPEs. DDCA provided feedback to CTC staff throughout the development of the newly adopted Literacy Standards and TPEs.

“The efforts of all our advocacy paid off. This is a huge step forward for California in better preparing our new teachers. We now must ensure that CTC has the literacy experts needed to both oversee the technical assistance that teacher preparation programs will need to implement these new literacy requirements as well as enforce that they are being followed and maintained” states Lori DePole, Co-State Director of Decoding Dyslexia CA.

“I’m a former elementary teacher, and I entered the classroom without the knowledge and skills I needed to teach my students to read. The teachers I worked with also did not learn about evidence-based instruction or dyslexia in their teacher preparation programs. California's new requirements represent a huge step forward. We are thrilled that California teachers will now learn proven methods so that all students have access to their right to read.” adds Megan Potente, Co-State Director.

**ABOUT DDCA:** Decoding Dyslexia CA is a grassroots movement driven by California families, educators, and dyslexia experts concerned with the limited access to educational interventions for dyslexia and other language-based learning disabilities within our public schools. DDCA aims to raise dyslexia awareness, empower families to support their children, and inform policymakers on best practices to identify, remediate, and support students with dyslexia in California public schools. For more information contact: visit our website at [decodingdyslexiaca.org](http://decodingdyslexiaca.org), Facebook at [facebook.com/DecodingDyslexiaCA](https://facebook.com/DecodingDyslexiaCA), Twitter [@DDCalifornia](https://twitter.com/DDCalifornia), or Instagram at [Decoding\\_Dyslexia\\_CA](https://www.instagram.com/Decoding_Dyslexia_CA).

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