

**Name of Institution:** California State Polytechnic University, Pomona

**Link to Submission:** <https://www.cpp.edu/ceis/about/cctc/index.shtml>

**Password:**

**Types of Programs Represented:** Education Specialist Instruction Credential, ESN (Integrated Liberal Studies, Integrated Early Childhood Studies, Traditional Student Teaching, Intern pathways)

CTC Staff Review Elements (Please see <a href="#">PSA 24-01</a> for the full text of these items.)	Element Complete or Incomplete	If Incomplete, rationale for incomplete	Comment	Institution Response- Provide direct link to response
<b>Section 2.1 Table</b> Listing all pathways is complete and accurate.  Check that: A. All pathways listed in Part 1.5 accounted for, were checked against tracking sheet) and B. At least one course is listed in the table for each pathway (or there is a clear indication that the courses listed for one apply to the other pathways).	Complete			
<b>2.2</b> Description of process used to review the program to ensure alignment with the new literacy instruction standards and TPEs.	Complete			
<b>2.3.</b> 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.  Check that: Response describes how faculty teaching literacy courses were provided with opportunities to understand or notified about SB 488 requirements, the new literacy standard and TPE domain, and evidence base supporting them.	Not Complete	Response is not provided, is off topic, or does not provide information about how faculty was notified or given opportunities to understand SB488, new literacy standard, and TPE domain.	This response largely addresses the requirement. Response indicates that faculty were informed in numerous ways about the new standards, TPA/LPA and, in the case of the post bac and intern pathways, about TPE 7. Please provide confirmation that the faculty in the integrated pathways were also is provided information about the new TPE 7. (Currently, it can be inferred but it is not explicit in the response.)	<a href="#">2.3 Institution Response</a>
<b>2.4.</b> 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.  Check that response indicates how professional learning has or will be provided for faculty teaching literacy courses. Do not check for dates for specific activities.	Complete			
<b>2.5.</b> 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.)	Complete			
<b>2.6.</b> 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?  Check that individuals with expertise in multilingual/English learner students was not clearly included.	Complete			
<b>2.7</b> Links to syllabi for ELA and Literacy Standards, ELD Standards, ELA/ELD Framework indicating they are required and central components for candidates in literacy instruction coursework.  Check that ELA/ELD is a required text/resource and referenced clearly in literacy coursework.	Not Complete	ELA/ELD is not clearly referenced as a required part of the literacy coursework or is listed as optional or recommended and not required.	Reviewers see clearly that the ELA/ELD Framework and standards are referenced in coursework. Some courses include these as required materials, while others include them as "course specific information" or "Supplemental materials." Please clarify which course or courses candidates initially (or primarily) learn about the ELA/ELD Framework and standards and where we may be able to find it reflected in the course assignments (lectures, discussions, readings).	<a href="#">2.7 Institution Response</a>
<b>3.3b.</b> 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.  Check that candidate materials clearly describe the new literacy standards, TPEs, and performance assessment requirements/clinical practice around foundational skills.	Complete			

Any comments on the additional information submitted in column E	2nd Review - Complete or Not Complete (dropdown)	If Not Complete, staff-provided feedback	Institution Response- Provide direct link to response	Any comments on the additional information submitted in column I	3rd Review - Complete or Not Complete (dropdown)	If Not Complete, staff-provided feedback
	Not Complete	Institution stated that all new evidence for this TPE was highlighted with Track Changes. Could not find any items highlighted with Track Changes and could not find evidence confirming that faculty in the integrated program were provided information about the new TPE 7.	<a href="#">2.3 Program Response 2</a>		Complete	
	Not Complete	Could not find where the ELA/ELD Framework is a required resource for candidates in literacy instruction coursework.	<a href="#">2.7 Program Response 2</a>		Complete	

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<p><b>4.2b.</b> 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.</p> <p>Check that candidate handbooks or other materials clearly describe the new 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 (7.6, 7.7, 7.8)</p>	Complete			
<p><b>5.2b.</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.</p> <p>Check that candidate materials clearly describe program expectations around diagnostic and early intervention techniques.</p>	Complete			
<p><b>5.3b.</b> Direct links provided to specific locations in syllabi where the content of the CA Dyslexia Guidelines is clearly identified.</p> <p>Check that CA Dyslexia Guidelines (all chapters) are clearly identified and required reading in one or more courses.</p>	Not Complete	Topic of dyslexia is covered in coursework, but CA Dyslexia Guidelines are not clearly identified as required reading (listed as optional or recommended).	Please indicate where chapters 10 and 12 from the Dyslexia Guidelines are covered in the ESN program.	<a href="#">S.3b Institution Response</a>
<p><b>5.3e.</b> 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.</p>	Complete			
<p><b>Syllabus spot check:</b> Links should appear to go to a specific assignment or assessment that clearly incorporate the language of this element of the TPE</p>	Complete			
General Comments				

Any comments on the additional information submitted in column E	2nd Review - Complete or Not Complete (dropdown)	If Not Complete, staff-provided feedback	Institution Response- Provide direct link to response	Any comments on the additional information submitted in column I	3rd Review - Complete or Not Complete (dropdown)	If Not Complete, staff-provided feedback
	Complete					