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: Multiple/Single Subject (Traditional, Intern, MS plus Bilingual)

CTC Staff Review Elements (Please see PSA 24-01 for the full text of these items.)	Element Complete or Incomplete	If Incomplete, rationale for incomplete	Comment	Institution Response- Provide direct link to response
Section 2.1 Table 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			
2.2 Description of process used to review the program to ensure alignment with the new literacy instruction standards and TPEs.	Complete			
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. 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.	Complete			
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. 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			
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.)	Complete			
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? Check that individuals with expertise in multilingual/English learner students was not clearly included.	Complete			
2.7 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.	A preliminary review indicates that the content of the coursework is based upon and aligned with the ELA/ELD Frameworks, however, it isn't clear how candidates are introduced to these documents beyond a lecture. In other words, it isn't explicit that these are required texts or required resources for candidates in any courses. Some of the links provided lead to learning objectives, course descriptions, or TPEs themselves. A few go to lectures introducing the candidate to the ELD/ELA Frameworks but reviewers cannot see where candidates actually are introduced to the Frameworks and what they are, how they are used in the classroom.	2.7 Institution Response

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					

CTC Staff Review Elements (Please see PSA 24-01 for the full text of these items.)	Element Complete or Incomplete	If Incomplete, rationale for incomplete	Comment	Institution Response- Provide direct link to response
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. Check that candidate materials clearly describe the new literacy standards, TPEs, and performance assessment requirements/clinical practice around foundational skills.	Complete			
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. 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)	Complete			
5.2b. 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. Check that candidate materials clearly describe program expectations around diagnostic and early intervention techniques.	Complete			
5.3b. Direct links provided to specific locations in syllabi where the content of the CA Dyslexia Guidelines is clearly identified. Check that CA Dyslexia Guidelines (all chapters) are clearly identified and required reading in one or more courses.	Not Complete	CA Dyslexia Guidelines are listed as a required text but reviewers cannot see where it is explicitly incorporated into the program.	Some coverage of the Dyslexia Guidelines was found. However, reviewers could not find evidence that chapters 2,5,6,10 and 12 from the Dyslexia Guidelines are covered in the MS program. Please clarify where candidates get this content in the program.	5.3b Institution Response
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.	Complete			
Syllabus spot check: Links should appear to go to a specific assignment or assessment that clearly incorporate the language of this element of the TPE	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
	Not Complete	Could not find evidence of MS candidates being assigned chapter 10 of the California Dyslexia Guidelines (CDG). Language provided in the MMSN and ESN submissions states "Traditional and Intern Candidates take EDU 5302 Educating Students with Disabilities in Diverse Settings - Candidates are not assigned to specifically read Chapter 10 of the CA Dyslexia Guidelines." Ed Code do not exempt MS programs from covering this chapter.	5.3 b Program Response 2		Complete	