Name of Institution: CSU Fresno

Link to Submission: https://kremen.fresnostate.edu/about/cctc/literacy.html

Types of Programs Represented: Multiple Subject (Traditional, Residency, ITEP, Intern)

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	Any comments on the additional information submitted in column E	2nd Review - Complete or Not Complete (dropdown)	If Not Complete, staff-provided feedback
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).	Not Complete	Table is missing one or more pathways.	According to the Commission records, CSU Fresno has an active MS Intern program. Please adjust Table 2.1 and any subsequent information to reflect the intern pathway or clarify why it is not included.	Each program pathway takes the same coursework, including interns.		Complete	Thank you for clarifying and for adding intern to Table 2.1.
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.	Complete – A preliminary review indicates the ELA and Literacy Standards, ELD Standards, ELA/ELD Framework are included in coursework. Phase III of the certification process will include a review for alignment with the requirements of SB 488.						
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						

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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	Topic of dyslexia is covered in coursework, but CA Dyslexia Guidelines are not clearly identified as required reading (listed as optional or recommended).	It is clear that the California Dyselxia Guidelines are included in various activities in the courses identified in the response. However, it is unclear where candidates are assigned to review the Guidelines in its entirety or whether specific chapters are assigned. Please clarify that candidates are required to read/review the CDG in their entirety.	LEE 158: Link to dyslexia guidelines required reading.		Complete	
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	Links appear to go to a specific assignment or assessment that clearly incorporate the language of the TPE.						
General Comments	Very nicely organized submission. Easy to follow and responds directly to the prompt.						