Name of Institution: CSU Bakersfield

Link to Submission:
https://www.csub.edu/educaccred/ctc/2024literacycertification.shtml

Types of Programs Represented: MS/SS; MMSN; ESN (All Programs: Traditional Student Teaching, Traditional Residency, and 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)	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.	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.	Not Complete	Candidate materials do not contain or do not clearly describe the new literacy standards TPEs and performance assessment requirements/clinical practice around foundational skills.	Handbooks include TPE domains but are not explicit about what is required during clinical practice related to foundational skills. Additionally, information about the literacy performance assessment is not provided.	Multiple Subject Handbook	MULTIPLE SUBJECT: Handbook added links to detailed explanation about the TPE 7 in addition to materials discussing the literacy performance assessment. Please see pages: 6 and 31.	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 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)	Not Complete	Candidate materials do not contain or do not clearly describe the new standards, TPEs, and performance assessment requirements, particularly related to the TPEs in Table 4.1 (7.6, 7.7, 7.8)	Handbooks include TPE domains but are not explicit about what is required during clinical practice related to TPE 7.6, 7.7, and 7.8 . Additionally, information about the literacy performance assessment is not provided.	Multiple Subject Handbook	MULTIPLE SUBJECT: Handbook added links to detailed explanation about the TPE 7 in addition to materials discussing the literacy performance assessment. Please see pages 6 and 31.	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 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)	Not Complete	Candidate materials do not contain or do not clearly describe the new standards, TPEs, and performance assessment requirements, particularly related to the TPEs in Table 4.1 (7.6, 7.7, 7.8)	Handbooks include TPE domains but are not explicit about what is required during clinical practice related to TPE 7.6, 7.7, and 7.8 . Additionally, information about the literacy performance assessment is not provided.	Educational Specialist	EDUCATION SPECIALIST: Revised table 4.1 to address TPEs 7.6, 7.7, 7.8. Education Specialist: Revised Handbook added information about the literacy performance assessment and the RICA. Please see explanation in handbook on page 28 with one asterisk.	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 the program expectations around diagnostic and early intervention techniques.	Not Complete	Candidate materials do not contain information or are unclear about program expectations related to diagnostic and early intervention techniques or the information is unclear.	Links provided are not explicit about what is expected of candidates wit respect to learning about diagnostic techniques and early intervention techniques.	Multiple Subject and Educational Specialist for EDEL 5100	MULTIPLE SUBJECT and EDUCATIONAL SPECIALIST: Table links and course assignments have been updated to discuss full details for diagnostic and early intervention techniques.	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.	Not Complete	Candidate materials do not contain information or are unclear about program expectations related to diagnostic and early intervention techniques or the information is unclear.	Links provided are not explicit about what is expected of candidates wit respect to learning about diagnostic techniques and early intervention techniques.	Education Specialist Handbook	EDUCATION SPECIALIST: Revised Handbook added detailed information about candidates learning about diagnostic and early intervention techniques w/in clinical practice. See explanation in handbook on pages 26 and 27 with two asterisks	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).	The only evidence provided is the Introduction to Dyslexia Module by the UC/CSU California Collaborative for Neurodiversity and Learning. Provide evidence/links that show where all chapters of the CA Dyslexia Guidelines are required and incorporated in the program.	Multiple Subject and Educational Specialist Dyslexia	MULTIPLE SUBJECT: The incorrect syllabus was added to the original document. The correct syllabus has been added and all links have been updated.	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).	The only evidence provided is the Introduction to Dyslexia Module by the UC/CSU California Collaborative for Neurodiversity and Learning. Provide evidence/links that show where all chapters of the CA Dyslexia Guidelines are required and incorporated in the program.	Multiple Subject and Educational Specialist Dyslexia	EDUCATION SPECIALIST: Candidates take the multiple subject EDEL 5100 course and work their way through the Dyslexia assignment consisting of analyzing and disecting the dyslexia module in order to understand this learning target. Furthermore, students are required to read and comprehend all 14 chapters of the California Dyslexia Guidelines whichs is listed as required reading #21 on page 53 of the syllabus.	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.	Not Complete	Candidate materials do not include or are unclear/inaccurate about expectations around Dyslexia Guidelines.	Links provided are not explicit about program expectations around the CA Dyslexia Guidelines.	Multiple Subject	MULTIPLE SUBJECT and EDUCATIONAL SPECIALIST: The narrative for 5.3e (p.3) has been updated. EDEL 5100 is the same course for MS and ES candidates	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.	Not Complete	Candidate materials do not include or are unclear/inaccurate about expectations around Dyslexia Guidelines.	Links provided are not explicit about program expectations around the CA Dyslexia Guidelines.	Education Specialist Handbook	EDUCATION SPECIALIST: Revised Handbook added detailed information about program expectations for teacher candidates regarding the California Dyslexia Guidelines. See explanation in handbook on page 27 with three asterisks.	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	Not Complete	Link goes to the top of the syllabi instead of a specific place in the syllabi or other documentation	incomplete- links go to front page of documents. Please clarify if the Multiple Subject table provided in 3.1 (TPE 7.5) applies to the Education Specialist programs. If so, please title the document accordingly or make this clear in the Education Specialist section. See General Comments regarding organization of submission. It is difficult to identify where in the syllabus the reviewer should be looking.	Multiple and Educational Specialist EDEL 5100	The Multiple Subject table title has been updated to include the Educational Specialist credentials. EDEL 5100 is the common Literacy course for these programs. Where appropriate, links for additional Educational Specialist courses have been added to their narrative. Documents within the Multiple Subject and Educational Specialist have been updated to go directly to the area. Each document has a "Go To Top of Document" at the top of each page.	Complete	
General Comments	Program documents include information about RICA but do not indicate that RICA will be replaced with the literacy performance assessment. Organization of Submission - reviewers may have difficulty accessing information as evidence (syllabi) are contained within a single document. It is difficult to scroll back-and-forth to sections when the section is lengthy (50+ pages). Commission is not asking CSUB to change anything, but this may be an issue with external reviewers as well in examining the remainder of the submission. Commission staff will communicate if that is the case.			Multiple Subject Handbook	MULTIPLE SUBJECT: Handbook has been updated to explain that the Literacy Performance Assessment will replace the TPA Cycle 2 on page 14 of the handbook.	Complete	
General Comments	Program documents include information about RICA but do not indicate that RICA will be replaced with the literacy performance assessment. Organization of Submission - reviewers may have difficulty accessing information as evidence (syllabi) are contained within a single document. It is difficult to scroll back-and-forth to sections when the section is lengthy (50+ pages). Commission is not asking CSUB to change anything, but this may be an issue with external reviewers as well in examining the remainder of the submission. Commission staff will communicate if that is the case.			Education Specialist Handbook	EDUCATION SPECIALIST: Revised Handbook added information about the Literacy Performance Assessment and the RICA. See explanation in handbook on page 28 with one asterisk.		