

<u>CTC Staff Review Elements (Please see PSA 24-01 for the full text of these items.)</u>	Element Complete or Incomplete	If Incomplete, rationale for incomplete	Comment
<p>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?</p> <p>Check that individuals with expertise in multilingual/English learner students was not clearly included.</p>	Not Complete	Individuals with expertise in multilingual/English learner students was not clearly included.	Please provide more detailed information about the individuals involved who had expertise in literacy instruction for multilingual/English learner students and how they were involved.

Institution response:

[Dr. Anita Flemington](#) is a professor and expert in bilingual and English learner (EL) education, with extensive experience in teacher training, curriculum development, and literacy instruction for multilingual students. A Full Professor at the University of La Verne since 2003 and former Chair of the Teacher Education Program (2005-2016), she has played a key role in preparing educators to support EL students effectively. Holding BCLAD certification and multiple California teaching credentials, she has presented at national and state conferences, including the California Association for Bilingual Education (CABE), on differentiated instruction, English Language Development (ELD) strategies, and biliteracy. Her research includes studies on dual-language immersion programs and literacy development in ELs, and she has received multiple Teacher of the Year awards for her contributions to education.

[Dr. Marina Madrid](#) is an experienced educational leader specializing in literacy instruction for multilingual and English learner (EL) students. As the Agent for English Learner Programs in Rialto Unified School District, she oversees Sheltered English Immersion, Dual Language Immersion, and LTEL prevention programs, providing professional development, curriculum guidance, and parent engagement initiatives. With a Reading and Literacy Added Authorization, BCLAD certification, and TEFL expertise, she has trained educators on differentiated instruction and culturally responsive teaching. A former principal and assistant principal, she successfully increased EL reclassification rates and integrated data-driven strategies to improve student outcomes. Recognized by the California Association of Bilingual Education (CABE), she actively consults on EL programs and presents at national conferences, shaping best practices in literacy instruction.

[Dr. Isabel Orejel](#) is a dedicated educator and expert in literacy instruction for multilingual and English learner (EL) students. As an Assistant Professor and Director of Teacher Education at the University of La Verne, she plays a critical role in preparing future teachers with a focus on bilingual education and culturally responsive pedagogy. With nearly two decades of experience in PK-12 education, she served as an English Learner Site Facilitator, ELAC

Site Coordinator, and District Professional Development Trainer, leading trainings on EL strategies, multicultural classrooms, and curriculum implementation. Her doctoral research on culturally responsive pedagogy and teacher efficacy informs her work, and she has presented extensively on EL support, parent engagement, and the EL Roadmap at professional conferences and school districts. Holding BCLAD certification and a Multiple Subject Credential, she actively contributes to the field through publications, leadership roles, and mentoring new educators in EL instruction

