

Name of Institution: University of LaVerne							
Link to Submission: https://education.laverne.edu/accreditation/evidence/							
Types of Programs Represented: Education Specialist Mild to Moderate Support Needs (student teaching, intern, bilingual concurrent)							
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.	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.	https://education.laverne.edu/accreditation/wp-content/uploads/sites/2/2025/03/CTC-Literacy-2.6-Response-3.5.25.pdf		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.	The TPEs are included in the handbook and there is a footnote about the June 30, 2025 sunset for RICA, but no clear language about the new upcoming requirement for the literacy performance assessment. Please indicate how candidates know of this upcoming requirement. Additionally, it would be useful for the candidates to have more general context about this standard and related TPEs.	https://education.laverne.edu/accreditation/wp-content/uploads/sites/2/2025/03/CTC-Literacy-3.3b-Response-3.5.25.pdf		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		Evidence found in EDUC 425. Two of the documents submitted for evidence did not provide such - 425 clinical practice and 440 clinical practice - neither discuss diagnostic techniques nor interventions specifically.				
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.	Complete – A preliminary review indicates the CA Dyslexia Guidelines are included in coursework. Phase III of the certification process will include a review for alignment with the requirements of SB 488.						
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							