

Name of Institution: San Diego Christian College							
Link to Submission: https://sdcc.edu/associations-and-accreditation/							
Password:							
Types of Programs Represented: Multiple Subject (Student Teaching pathway)							
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
<p>Section 2.1 Table Listing all pathways is complete and accurate.</p> <p>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).</p>	Complete						
<p>2.2 Description of process used to review the program to ensure alignment with the new literacy instruction standards and TPEs.</p>	Complete						
<p>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.</p> <p>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.</p>	Complete						
<p>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.</p> <p>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.</p>	Complete						
<p>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.)</p>	Not Complete	Response is not provided, is off topic, or does not provide information about how mentor/cooperating teachers and other PK-12 partners will understand SB 488.	The response indicates that MOUs are updated and that the TCP handbook is updated but it is not clear how mentor/cooperating teachers understand the new performance assessment requirements. Is the TCP handbook a mentor training handbook?	https://sdcc.edu/wp-content/uploads/2024/10/SB488-Appendix-B.pdf#page=4	The Cooperating Teacher's handbook has The Cooperating Teacher Handbook and the Student Teacher Handbook has been updated to address the new literacy standards, and expectations of the master teacher for modeling and teaching the new literacy standards as addressed in SB488 and TPE7, opportunities that shall be provided for the student teacher to observe and practice teaching and assessment strategies that address the needs of all students in reading and literacy. In addition, the college supervisor will meet with the master teacher school site administrator, and student teacher to go over the Cooperative Teacher Handbook requirements and expectations as well as the Student Teacher Handbook.	Complete	
<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.	It appears that this response is incomplete. The last sentence states: The selected curriculum for Ed501A and Ed501B addresses (add information here) The prompt asks for ways the program's process for reviewing coursework and clinical practice requirements against new requirements included individuals with expertise in literacy instruction for multilingual students. The first part of the response states that the program conferred with EL certified teachers when reviewing and selecting curriculum. Are these individuals those with expertise or those with the basic level EL certification? What was the process for clinical practice?	https://sdcc.edu/wp-content/uploads/2024/10/SB488-Appendix-B.pdf#page=4	The selected curriculum for Ed501A and Ed501B addresses the new literacy and reading standards as outlined in SB488 and TPE 7.5 Foundational skills; a,b,c,d,e,f,g,h,i, 7.6 Meaning Making, 7.7 Language Development, 7.8 Effective Expression, 7.2 UDL, evidence-based literacy instruction, 7.10 formative assessment practice. The team that addressed the new literacy and reading requirements for Ed.501A, Ed501B and Ed.504 have ELL certification through their credentialing and professional development training and are TESOL trained. The students teachers are required to fulfill clinical hours of observation in conjunction with the above mentioned courses as well as their student teaching clinical hours.	Complete	
<p>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.</p> <p>Check that ELA/ELD is a required text/resource and referenced clearly in literacy coursework.</p>	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.	Some of the links go to the top of a syllabi. When the reviewer scrolled down the syllabus, ELA/ELD was not explicitly a required text/resource references. ELA/ELD frameworks were mentioned in the student learning outcomes or objectives which is not sufficient as evidence. Please indicate where these are introduced to candidates as assignments so they understand their role in literacy instruction in California.	https://sdcc.edu/wp-content/uploads/2024/10/SB488-Appendix-B.pdf#page=5	Ed. 501A and Ed501B "How to Teach Reading" have been updated to state that the ELA/ELD and literacy standards are the main objectives and learning outcomes of the courses with specific lessons on the ELA/ELD TPEs and TPE7. They also show that the CA Dyslexia Guideline is required and a part of the course objectives. Direct Links are provided to Ed.501A and Ed501B course description, course learning outcomes, and assignments.	Complete	Note to program- While it is evident that the assignments require the candidates to use the ELA/ELD frameworks, it is not clear from looking at the required course materials where the candidates will access the ELA/ELD frameworks.

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<p>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.</p> <p>Check that candidate materials clearly describe the new literacy standards, TPEs, and performance assessment requirements/clinical practice around foundational skills.</p>	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.	Links provided go to a student teacher reflection manual. It is not clear how the reflection manual provides information about the new literacy standards, TPEs, and performance assessment requirements. Is there a general candidate handbook that contains this information? Please provide appropriate evidence.	https://sdcc.edu/wp-content/uploads/2024/10/SB488-Appendix-B.pdf#page=8	The Student teacher reflection manual has been updated and renamed "Student Teacher Handbook" The re-write includes the requirements and expectations on the student teacher for observing, and practicing the new literacy and reading requirements specifically addressing TPE7.1 foundational skills. Included with the handbook are the weekly formal assessments to be completed by the master teacher focusing on specific TPE's each week.	Complete	The link provided is not a direct link to the location in the candidate handbook. The reviewer was able to go to the candidate handbook and find the materials that describe the requirements on page 8.
<p>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 (7.6, 7.7, 7.8)</p> <p>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)</p>	Not Complete		The link goes to the cooperating teacher handbook. This requirement is about the information that candidates get. Where in the candidate handbook or candidate materials will they get the information listed in 4.2b? Please provide appropriate evidence.	https://sdcc.edu/wp-content/uploads/2024/10/SB488-Appendix-B.pdf#page=9	Direct links are added to the specific locations in the Candidate Handbook explaining the new literacy standards, TPE's and performance assessments that are to be followed and completed during the Student Teacher's clinical Practice. The student-teacher candidates meet with the instructor and student-teacher supervisor to discuss and review all expectations regarding the new literacy standards, TPEs, and dyslexia guidelines.	Complete	
<p>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.</p> <p>Check that candidate materials clearly describe program expectations around diagnostic and early intervention techniques.</p>	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.	A link to a cooperating teacher handbook was provided and took the reviewer to the front page. It is unclear how or where in the handbook there is a description of what is expected of candidates with respect to learning about diagnostic techniques as well as early intervention techniques.	https://sdcc.edu/wp-content/uploads/2024/10/SB488-Appendix-B.pdf#page=10	A direct link to the page in the Cooperating Teacher Handbook and the Student Teacher Handbook with the description of expectations for the student-teacher candidate to observe and practice diagnostic techniques and early intervention techniques.	Complete	
<p>5.3b. Direct links provided to specific locations in syllabi where the content of the CA Dyslexia Guidelines is clearly identified.</p> <p>Check that CA Dyslexia Guidelines (all chapters) are clearly identified and required reading in one or more courses.</p>	Not Complete	CA Dyslexia Guidelines are listed as a required text but reviewers cannot see where it is explicitly incorporated into the program.	Only course descriptions, learning outcomes and learning objectives are provided as parts of the syllabi, so it is not clear where specific chapters are covered in specific assignments since this level of detail was not provided.	https://sdcc.edu/wp-content/uploads/2024/10/SB488-Appendix-B.pdf#page=11		Complete	
<p>5.3c. 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.</p>	Not Complete	Candidate materials do not include or are unclear/inaccurate about expectations around Dyslexia Guidelines.	The link went to the cooperating teacher handbook, not a candidate handbook or material directed at candidates. The information provided on page 8 of the cooperating teacher handbook does not explain the program's expectations around the California Dyslexia Guidelines to the candidates.	https://sdcc.edu/wp-content/uploads/2024/10/SB488-Appendix-B.pdf#page=12		Complete	
<p>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</p>	Links appear to go to a specific assignment or assessment that clearly incorporate the language of the TPE.	Some links do not go to the exact location intended. Program should double check links.					
<p>General Comments</p>	Information in next submission should be more specific and directly responsive to the program prompt. Should you have questions, please contact the Commission staff at SB488Certification@ctc.ca.gov						The institution has provided a common link to an appendix- specifically the SB488 Appendix B-section 2 questions which provided responses to all of the first round reviewer comments in a linear fashion. It will be important for the institution to ensure that the corrections and links provided are now direct links within the context of the original submission so that the external reviewers will have access to these links in a more direct manner. Can we verify that the institution has done this? For example, when I click on the link for pages 15-18 of the cooperating teach handbook it takes me to the cover page of the handbook.