

**Initial Program Review:  
Preliminary PK-3 ECE Specialist Instruction Credential  
Program Standards Feedback**

<b>Institution</b>	CSU Fresno
<b>Submission Link</b>	<a href="#">Program Review - CCTC Accreditation 2022 (fresnostate.edu)</a>
<b>Date of Initial Review</b>	November 2023
<b>Dates of Subsequent Reviews</b>	March 2024

**Reviewer Instructions:**

- You will be providing feedback for each PK-3 ECE Program Standard and each Teaching Performance Expectations Domain.
- Please reference the program standards (beginning on page 11) and the TPEs (beginning on page 28) in the PK-3 ECE Specialist Instruction Credential Handbook linked on the [Program Standards webpage](#) as you review.
- If the standard/TPE Domain is **aligned**, please write “Met” in the respective *Reviewers’ (First, etc.) Review* row. Then, use the drop-down menu in the column labeled *Aligned* to select **Yes**.
- If the standard/TPE Domain is **not aligned**, please provide specific feedback, and identify the part(s) of the standard not aligned. Then, use the drop-down menu in the column labeled *Aligned* to select **More Information Needed**.

**Institution Instructions:**

- Amend the original submission in an easily identifiable manner either **bold**, highlighting and/or **different colored text**. Also, identify the response to feedback (i.e., “Response to First Review,” “Response to Second Review, etc.”).
- Provide the **direct link** to the updated submission in the *Link(s) to Institution’s Response* row for each standard that the reviewers identified as needing more information. The link must take the reviewers to the **exact location** of the amended evidence on the IPR proposal website. For example, if the response to feedback was updated in Element 1.2, then provide a link to Element 1.2 in the *Link(s) to Institution’s Response* row.
- **Once you have responded to the feedback, please email this form back to the IPR Team as an attached word document.**

- If a standard/TPE Domain is aligned, no additional information or link is necessary.

**General Feedback:**

- Throughout the submission there is reference to “Clinical Equivalency”. The correct term is “Equivalency for Clinical Practice”. Please correct this wording.

**Part 1: PK-3 ECE Specialist Instruction Credential Program Standards (PS)**

**PS 1: Program Design and Curriculum**

Reviewers’ Feedback & Institution’s Response	Aligned
<p><b>Reviewers’ First Review:</b></p> <ul style="list-style-type: none"><li>● While mentioned in the sequence of course description, reviewers did not see evidence of course(s) that clearly address the “social, cultural, philosophical, historical foundations of education” (see PK3 handbook, p. 12)</li><li>● Reviewers did not see explicit connections to Preschool Learning Foundations and K-3 Content standards (as mentioned in PK3 handbook, second paragraph of Program Standard 1)</li><li>● For Course LEE 101- Spell Out (NAEYC) Professional Standards for Early Childhood Educators</li><li>● Reviewers were unable to see how, “linguistically and culturally responsive teaching and learning practices for the care and education of young children” informed the entire program design and seemed to be only part of one course - “LEE 111: Culturally &amp; Linguistically Sustaining Pedagogy in PK-3” (see PK 3 handbook, p. 12)</li></ul>	<p><b>More information needed</b></p>

### Link(s) to Institution's Response to First Review:

- Throughout our program, we have courses addressing “social, cultural, philosophical, historical foundations of education”. Evidence can be found in the following course syllabi: [LEE100](#) (Phase 1), [LEE110](#) (Phase 2), [SPEED 104](#) (Phase 2). Response has been added to the original IPR.
- Numerous explicit connections to Preschool Learning Foundations and K-3 Content standards can be found in the readings, assignments, or rubrics of the following course syllabi: [LEE101](#) (Phase 1), [LEE102](#) (Phase 1), [LEE110](#) (Phase 2), [LEE111](#) (Phase 2), [LEE108](#) (Phase 2), [SPED104](#) (Phase 2), [LEE106](#) (Phase 3).
- The [change](#) has been made.
- Besides LEE111, evidence of linguistically and culturally responsive teaching and learning practices can be found throughout the entire program. Please see the readings, assignments, or rubrics of the following course syllabi:
  - Phase 1
    - LEE100 (Phase 1 clinical practice in PreK embedded): [Assignment #3](#)
    - LEE102: [Assignment #4](#), [Assignment #6](#)
  - Phase 2
    - SPED104: [Assignment \(Case Study\)](#) Step 2 p.17 - students are to consider the child's family, community, values and culture and how these influence child's learning and development); Part 1 (Step 5, p.13 - plan for action includes creating effective DAP AND culturally responsive adaptations/accommodations); and Part 2, p.33 - report needs to demonstrate that students identified developmentally appropriate and culturally and linguistically relevant supports to engage child in active learning.
    - LEE108: [Final Project](#) (see [rubrics](#))
  - Phase 3
    - LEE106: [Assignment](#)

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<ul style="list-style-type: none"> <li>■ LEE112: <a href="#">Reading, Assignment</a></li> </ul>	
<b>Reviewers' Second Review:</b>	<b>Yes</b>

***PS 2: Preparing Candidates Toward Mastery of the Teaching Performance Expectations (TPEs)***

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>● Although the Course Matrix lists that TPE 5.5 is introduced, practiced and assessed in courses LEE 101 and SPED 104, reviewers were unable to see evidence of TPE 5.5 in course syllabi for assignments/projects and Assessment of Candidates table. In the PK-3 Handbook (pg.12) it states "the program's organized coursework, and clinical practice experiences across the three phases of the program provide multiple opportunities for candidates to learn, apply, and reflect on each PK-3 ECE TPE."</li> <li>● Reviewers noted that many courses taken in Phase 1, highlight "I,P,A" and are suggesting course developers consider scope and sequence of TPEs.</li> </ul>	<p><b>More information needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● Evidence of TEP5.5 can be found in the following course syllabi: <ul style="list-style-type: none"> <li>○ Phase 1 <ul style="list-style-type: none"> <li>■ LEE101: TPE 5.5 is Assessed in <a href="#">Assignment #5</a></li> </ul> </li> <li>○ Phase 2 <ul style="list-style-type: none"> <li>■ LEE110: TPE 5.5 is Introduced in <a href="#">Week 4's session</a>.</li> <li>■ SPED104: TPE 5.5 is Introduced &amp; Practiced in Week 11's session on Collaboration &amp; Teaming with Professionals. In class activity includes a review of different service providers' roles and responsibilities to better understand their areas of expertise in contributing to assessment results. (<a href="#">p.51</a>)</li> </ul> </li> <li>○ Phase 3 <ul style="list-style-type: none"> <li>■ LEE112: TPE 5.5 is Introduced and Practiced in <a href="#">Week 3's session</a>.</li> </ul> </li> </ul> </li> <li>● Even though several TPEs are introduced, practiced and assessed in courses taken in Phase 1, the difficulty level and the depth of the assessment are different from the assessments administered later on which intensify over phases. The reason that courses in Phase 1 have "I,P,A" is because we want to make sure that instructors have data to support teacher candidates who need more help meeting program standards.</li> </ul>	
<p><b>Reviewers' Second Review:</b></p>	<p><b>Yes</b></p>

**PS 3: Clinical Practice Opportunities to Learn and to Practice**

**3A) Organization of Clinical Practice Experiences**

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>● Clinical practice is not discussed until after Equivalency for Clinical Practice. Please provide information on the actual clinical practice candidates will participate in prior to describing the process for equivalency options.</li> <li>● Should the <a href="#">TSP Lesson Plan Template</a> include an option for "Preschool Learning Foundations/Curriculum Frameworks" under standards/objectives for when the candidate is doing clinical practice in PK/TK?</li> <li>● Reviewers did not see explicit evidence of requirement: "The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week" (Pg 13, last sentence PK3 Handbook).</li> <li>● Did not see explicit evidence that "The program provides candidates with opportunities to understand how ECE personnel organize and supervise the work of other adults in the early learning setting (e.g., paraprofessionals, other support personnel)." (Pg 13, PK 3 handbook)</li> <li>● Reviewers were confused with how many hours of clinical practice were required for each course based on information in course syllabi. Reviewers suggest making this more explicit for teacher candidates.</li> <li>● It is unclear where candidates will learn of the requirement for two distinct placements (minimum 200 hours in PK/TK and minimum of 200 hours K-3)</li> <li>● It is not clear from the syllabi where candidates will be placed. The course is called PK-3 Clinical practice, but in LEE 105, " Clinical Practice Experience PK-3 (A) is a supervised clinical experience in Transitional Kindergarten (TK) – Grade 3 classrooms". Is this PK or TK?</li> </ul>	<p><b>More information needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● Clinical Practice is mentioned in LEE100 and LEE101 (Phase 1 clinical practice in PreK embedded), LEE105 (Phase 2) and LEE107 (Phase 3). For example, in the LEE 105's course description, it provides an overview of clinical practice. Additionally, <a href="#">p. 35</a> of the IPR program summary under Coursework and Field Experience describes clinical practice by phase of the program.</li> <li>● The <a href="#">TSP Lesson Plan Template</a> has been revised to include the Preschool Learning Foundations/Curriculum Frameworks.</li> <li>● Explicit evidence of requirement: "The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week" is in the <a href="#">TE Handbook draft</a>.</li> <li>● Evidence that "The program provides candidates with opportunities to understand how ECE personnel organize and supervise the work of other adults in the early learning setting (e.g., paraprofessionals, other support personnel)" can be found in LEE100 <a href="#">Week 1's classroom observation</a> which includes The Clinical Classroom and The Classroom Teacher.</li> <li>● <a href="#">P. 70</a> of the draft Teacher Education Programs Handbook includes a table that indicates the total number of clinical hours per clinical course per phase of the program. P. 1 of each syllabus for <a href="#">LEE100</a>, <a href="#">LEE101</a>, <a href="#">LEE 105</a> and <a href="#">LEE 107</a> also provide explicit information regarding clinical hours required.</li> <li>● Please see <a href="#">P.70</a> of the Fresno State Teacher Education Programs Handbook.</li> <li>● Clinical placement for LEE 105 is in TK and referenced on <a href="#">page 1</a> of the syllabus.</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>



3B) *Criteria for Clinical Practice Placements*

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<b>Reviewers' First Review: Met</b>	<b>Yes</b>

3C) *Criteria for the Selection of Program Supervisors*

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<b>Reviewers' First Review: Met</b>	<b>Yes</b>

3D) *Criteria for the Selection of LEA/ECE-Employed Supervisors*

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<b>Reviewers' First Review: Met</b>	<b>Yes</b>

**PS 4: Equity, Inclusion, and Diversity**

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <p>Reviewers were unable to clearly identify where the program substandard here: "(c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies" (PK3 handbook, p. 15) was addressed in the program. While there were elements such as "learning about racial identities and fairness," "learning about cultural diversity and fairness," and "minimize personal bias" in the course, LEE 111, however this seems general and racial bias did not seem to be directly addressed. How will candidates in this program learn about explicit and implicit racial bias? How will they take that learning and use it to address practice and policy in PK3 classrooms, schools, and structural policies?</p>	<p><b>More information needed</b></p>
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● Evidence of addressing explicit and implicit racial bias can be found in the lessons and assignments of the following course syllabi:               <ul style="list-style-type: none"> <li>○ LEE100 (Phase 1 clinical practice in PreK embedded): <a href="#">Week 8's lesson</a>, <a href="#">assignment</a>.</li> <li>○ LEE101 (Phase 1 clinical practice in PreK embedded): <a href="#">Week 5's lesson</a>, <a href="#">assignment</a>.</li> <li>○ LEE102: <a href="#">Week 4's lesson</a></li> <li>○ LEE111: <a href="#">Week 3's lesson</a>, <a href="#">Week 11's lesson</a>, <a href="#">assignment</a>.</li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

**PS 5: Monitoring, Supporting, Assessing Candidate Progress Towards Meeting Credential Requirements**

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>● Since assessing and monitoring students is done in respect to the TPEs, reviewers were unable to see evidence of TPE 5.5 in course syllabi for assignments/projects and Assessment of Candidates table.</li> <li>● Reviewers were unable to locate how candidates are informed about their progress and suggest creating a document/handbook with student-friendly language stating tiered supports to meet program standards. "Appropriate information is accessible to guide candidates' meeting of all program requirements." (PK3 handbook, p. 15)</li> </ul>	<p><b>More information needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● The <a href="#">Course Matrix</a> and the <a href="#">Assessment of Candidate table</a> has been updated. Specific evidence of TEP5.5 can also be found in the following course syllabi: <ul style="list-style-type: none"> <li>○ Phase 1 <ul style="list-style-type: none"> <li>■ LEE101: TPE 5.5 is Assessed in <a href="#">Assignment #5</a></li> </ul> </li> <li>○ Phase 2 <ul style="list-style-type: none"> <li>■ LEE110: TPE 5.5 is Introduced in <a href="#">Week 4's session</a>.</li> <li>■ SPED104: TPE 5.5 is Introduced &amp; Practiced in Week 11's session on Collaboration &amp; Teaming with Professionals. In class activity includes a review of different service providers' roles and responsibilities to better understand their areas of expertise in contributing to assessment results. (<a href="#">p.51</a>)</li> </ul> </li> <li>○ Phase 3 <ul style="list-style-type: none"> <li>■ LEE112: TPE 5.5 is Introduced and Practiced in <a href="#">Week 3's session</a>.</li> </ul> </li> </ul> </li> <li>● The <a href="#">Advising Roadmap</a> informs candidates when coursework and clinical practice are completed. They can use it to monitor their progress and seek advice from the program coordinator based on individual needs. In the draft Teacher Education Programs Handbook, the section <a href="#">Clinical Practice Experiences Support Systems</a> describes tiered supports for candidates. <a href="#">p.57 of FAST Manual</a> describes the support candidates will receive for Remediation and Additional Support for FAST.</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

**PS 6: Implementation of a Teaching Performance Assessment**

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<b>Reviewers' First Review:</b> Met	<b>Yes</b>

*6A) Administration of the Teaching Performance Assessment (TPA)*

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<b>Reviewers' First Review:</b> Met	<b>Yes</b>

*6B) Candidate Preparation and Support*

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<p><b>Reviewers' First Review:</b></p> <p>Reviewers did not find explicit evidence of “acceptable but not required/unacceptable forms for support for candidates”- how do Mentor Teachers/Coaches know what is acceptable for support on the FAST? (pg. 17-18 on PK3 Handbook).</p>	<b>More information needed</b>
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>Please see <a href="#">FAST Guidelines: Required, Acceptable, and Unacceptable Assistance for TPAs</a>.</li> </ul>	
<b>Reviewers' Second Review:</b> Met	<b>Yes</b>

6C) Assessor Qualifications, Training, and Scoring Reliability

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <p>Reviewers did not find clear evidence of how assessors are chosen (criteria for assessor qualifications), just how they would be trained and scoring would be calibrated</p>	<p>More information needed</p>
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Criteria</a> for assessor qualifications and calibration has been added to our IPR proposal.</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p>Yes</p>

**PS 7: Effective Literacy Instruction in PK-3 Settings**

For your reference, please use the [PK-3 ECE Literacy Program Standard Evidence Guide](#) for this standard.

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>• Reviewers noted that the hyperlink to Literacy evidence is in Mathematics evidence area.</li> <li>• Reviewers were unable to clearly identify the candidates' "Knowledge of how to promote multiliteracy in both English-medium and multilingual programs." will be fostered in the program.</li> </ul>	<p>More information is needed</p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● The hyperlink has been updated.</li> <li>● Evidence of candidates' development of knowledge on promoting multiliteracy can be found in the syllabi of the following courses: <ul style="list-style-type: none"> <li>○ LEE100: <a href="#">Assignment</a></li> <li>○ LEE110: <a href="#">Week 3's Lesson</a></li> <li>○ LEE111: <a href="#">Assignment</a></li> <li>○ LEE112: <a href="#">Assignment</a></li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

*7a) Foundational Skills*

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b> Met</p>	<p><b>Yes</b></p>

7b) Meaning Making

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <p>Reviewers were unable to clearly identify where the program explicitly, and directly “addresses literal and inferential comprehension with all children at <b>all grades</b>”. Consider how to explicitly address higher-order cognitive skills in early literacy experiences.</p>	<p><b>More information is needed</b></p>
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● Evidence of addressing literal and inferential comprehension can be found in the syllabi of the following courses. Both include addressing literal and inferential comprehension and higher-order cognitive skills using reasoning, critical listening, and perspective taking.               <ul style="list-style-type: none"> <li>○ LEE 101: TPE 7.1 is <a href="#">practiced</a> in Assignment #3.</li> <li>○ LEE 110: <a href="#">Week 7's</a> lesson.</li> <li>○ LEE 112: <a href="#">Week 5's</a> lesson.</li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>



7c) Language Development

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <p>While language development for dual language learners is evident in LEE 111, reviewers could not find evidence that language development is integrated across coursework and clinical practice. Language Development is only introduced, practiced, and assessed in LEE 110 and LEE 112. Consider how this might be introduced in the earlier classes (development of language, supporting oral language development, vocabulary building, teaching strategies) and later practiced or assessed in the later courses or in the clinical practice portion of the program (creating learning environments that promote language development, communication, etc.).</p>	<p><b>More information is needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● Besides LEE111, LEE110, and LEE112, evidence of language development can be found in the following course syllabi: <ul style="list-style-type: none"> <li>○ Phase 1 <ul style="list-style-type: none"> <li>■ LEE100 (Phase 1 clinical practice in PreK embedded): <a href="#">Week 10's</a> lesson and assignment.</li> <li>■ LEE101 (Phase 1 clinical practice in PreK embedded): <a href="#">Assignment #1</a>, <a href="#">Week 5's reading</a>.</li> </ul> </li> <li>○ Phase 2 <ul style="list-style-type: none"> <li>■ LEE108: Language development is addressed in several of the math TPEs, especially TPE 8.4, 8.6, 8.7, and 8.8. These math TPEs are addressed in the course assignments (<a href="#">pp. 5-6</a>) and in most weeks on the tentative course schedule (<a href="#">pp. 48-52</a>).</li> <li>■ SPED104: <a href="#">Assignment</a>.</li> <li>■ LEE105 (Phase 2 clinical practice in TK): <a href="#">SVP</a>.</li> </ul> </li> <li>○ Phase 3 <ul style="list-style-type: none"> <li>■ LEE 107 (Phase 3 clinical practice in K-3): <a href="#">TSP</a></li> </ul> </li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

7d) Effective Expression

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <p>Reviewers could not find evidence that Effective Expression was integrated across coursework and clinical practice. In the Course Matrix, it demonstrates that Effective Expression is only introduced, practiced and assessed in courses LEE 110 and LEE 112. Reviewers suggest considering how to embed this component across coursework and clinical practice for all relevant age groups and developmental levels within this PK-3 credential.</p>	<p><b>More information is needed</b></p>
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● Besides LEE110, and LEE112, evidence of Effective Expression can be found in the following course syllabi:           <ul style="list-style-type: none"> <li>○ Phase 1               <ul style="list-style-type: none"> <li>■ LEE100: <a href="#">Week 10's</a> reading and lesson. There are two articles and indoor and outdoor activities associated with literacy, environments, and discussion about effective expression.</li> </ul> </li> <li>○ Phase 2               <ul style="list-style-type: none"> <li>■ LEE108: Effective expression is addressed in several of the math TPEs, especially TPE 8.4, 8.6, 8.7, and 8.8. This course focuses on collaborative discussions so TPE 7.8 is addressed in <a href="#">specific assignments</a> and <a href="#">the weekly schedule</a>.</li> <li>■ LEE111: <a href="#">Assignment #3</a>.</li> </ul> </li> <li>○ Phase 3               <ul style="list-style-type: none"> <li>■ LEE106: <a href="#">Assignment</a>.</li> </ul> </li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

7e) Content Knowledge

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Met	Yes

7f) Literacy Instruction for Children with Disabilities

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <p>While dyslexia and differences between dyslexia and emerging bilingual students is mentioned, the reviewers were unable to see if and how the California Dyslexia guidelines will be incorporated into the program and within specific courses. Reviewers suggest providing descriptions and links to how and where candidates will be required to engage with these guidelines.</p>	More information is needed
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● Candidate will engaged with the California Dyslexia guidelines in the following courses:               <ul style="list-style-type: none"> <li>○ LEE 110: Week <a href="#">2</a>, <a href="#">3</a>, <a href="#">4</a>, <a href="#">5</a>'s lessons include reading and discussions of the Dyslexia guidelines and interacting with the screeners.</li> <li>○ LEE 112: Assigned UC/CSU Introduction to Dyslexia Modules in week 1 <a href="#">pg. 109</a> and to be completed by end of week 15 <a href="#">pg. 119</a>.</li> <li>○ SPED 104: CA Dyslexia guidelines are included in reading list (<a href="#">p.2</a>) and in <a href="#">Week 5's</a> (Identifying children at risk) and <a href="#">Week 12</a>'s reading (Referral/Transition Plan).</li> </ul> </li> </ul>	
Reviewers' Second Review: Met	Yes

7g) Integrated and Designated English Language Development

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <p>Reviewers were unable to see how integrated and designated ELD will be taught in this credential program. For example: will candidates have an opportunity to be exposed to the ELA/ELD framework? How will this framework be used in candidates' clinical fieldwork placements and lesson plan development?</p>	<p><b>More information is needed</b></p>
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● LEE 110: Readings and discussion on integration of ELD standards can be found on pg <a href="#">30 - 31</a>.</li> <li>● LEE 112: Integration of ELD standards can be found in <a href="#">lesson planning</a>.</li> <li>● Clinical practice: FAST <a href="#">TSP</a>. The PK-3 Lesson Plan Template includes a prompt that reminds students to include ELD/ELA standards in their lesson plans. Coaches review lesson plans to make sure that the instructional activities align with or meet the ELD/ELA Standards. Following implementation of the lesson, the coach and teacher candidate debrief. During this reflecting conversation, ELA/ELD standards are discussed and the teacher candidates' understanding of them is assessed. The <a href="#">SVP</a> task of the FAST also requires that ELA/ELD Standards are integrated into the standards-based Math lesson.</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

7h) Literacy Teaching Performance Expectations and Supervised Clinical Practice

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>● The program described that “The Clinical Practice Experiences will provide a place to put in practice the learning that takes place in the coursework. As teacher candidates observe their mentor teachers’ teaching and begin to plan their lessons, they will include teaching strategies that will provide the foundational skills needed for students to support the students as they learn to read and write.”</li> <li>● Reviewers were unable to determine where and how within their clinical practice that candidates will “put in practice the learning that takes place in the coursework.” The links to “lessons” that were provided within the evidence show examples of in-class activities, discussion, and reading but not what candidates will be expected to do in their clinical practice and how they will be supported. Reviewers suggest that program proposers provide evidence of how candidates will construct lessons/teaching related to literacy, get feedback, to prepare them for directed teaching and the FAST assessment.</li> <li>● Reviewers noticed that “RICA practice” is listed during many weeks of the course LEE 110. However, the RICA exam will be sunsetted in 2025 and the candidates in this program may not wind up being required to take the RICA as it is phased out and replaced with a literacy assessment in the FAST. What will this program do in place of “RICA practice”? Reviewers suggest, rather than listing “RICA practice” as a topic, program developers should name and describe what literacy strategy or instructional method will be taught and learned. Consider drawing from the literacy standards for programs and literacy TPEs.</li> <li>● Overall, the reviewers recommend that the syllabus for course LEE 110 be revised. The course readings are not organized by week, like the other courses, so it is difficult for reviewers to understand which materials will support the topics and activities (e.g., ELA/ELD framework, CA Dyslexia guidelines). Additionally, program proposers may want to look carefully at the content/topics that are laid out each week - is there too much information for candidates to learn, practice, and apply each week (for example, take a look at all topics in week 5)</li> </ul>	<p><b>More information is needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>• Candidates will be working with their mentor teachers and university coaches to construct lessons/teaching related to literacy in <a href="#">LEE105</a> and <a href="#">LEE107</a>. In the FAST manual, evidence of how candidates will construct lessons/teaching related to literacy can be found on pg. <a href="#">15,18,20-21</a>.</li> <li>• <a href="#">LEE 110</a>: "RICA" review and practice was deleted. Overview of FAST assessment added to <a href="#">week 1 pg. 26</a>. Literacy strategies and instructional methods embedded throughout the course.</li> <li>• LEE 110: Weekly readings were embedded in the hyperlinked assignments for each week. We created a new column for <a href="#">readings</a> and copy/pasted the readings into each week. Furthermore, we condensed some topics to streamline coursework in weeks <a href="#">1 (pg. 26-27)</a>, <a href="#">4 (pg. 29)</a>, <a href="#">5 (pg. 29-30)</a>, <a href="#">week 7 (p. 31)</a>, <a href="#">week 14 (pg. 33-34)</a>, <a href="#">week 15 (p. 34)</a>.</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

***PS 8: Effective Mathematics Instruction in PK-3 Settings***

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>• Link to Mathematics evidence is in Literacy evidence area</li> <li>• Reviewers did not see explicit evidence of conceptual development, strategies, etc. to support math learning</li> </ul>	<p><b>More information is needed</b></p>
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>• Hyperlink on our IPR website has been updated.</li> <li>• In LEE 108, candidates are working on conceptual development and strategies to help math learning for the entire semester. This is documented in the tentative course schedule (pp. <a href="#">48-52</a>).</li> </ul>	

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<b>Reviewers' Second Review:</b> Met	<b>Yes</b>

***PS 9: Induction Individual Development Plan***

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<b>Reviewers' First Review:</b> Met	<b>Yes</b>



## **Part 2: PK-3 ECE Specialist Instruction Credential Teaching Performance Expectations (TPEs)**

### ***TPE Domain 1: Engaging and Supporting All Young Children***

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>● TPE 1.1 on Course Matrix: Reviewers noted typo for course LEE 106 "P,P,A" and wondered if this is also introduced in this course or just practiced and assessed.</li> <li>● TPEs 1.3-1.5 on Course Matrix: Reviewers did not see evidence that these skills are practiced and assessed within the clinical practice experience.</li> <li>● TPE 1.5 on Course Matrix: Reviewers noted typo in course LEE 108 "P,P,P" and wondered if this was also introduced and assessed. In SPED 104, reviewers noted typo "I, P, P" and wondered if this skill is also assessed in this course. Reviewers saw some evidence of assignments to present information to parents/families but wondered how teacher candidates will demonstrate "engage and collaborate in partnership with families/guardians to support children's development and learning." (PK-3 Handbook, pg. 32)</li> <li>● TPE 1.6 and 1.7 on Course Matrix: Reviewers noted typo in course SPED 104 "I,P,P" and wondered if this is also assessed in this course.</li> <li>● Reviewers noted that Domain 1 appears to be a foundational domain and wondered how it could be captured and integrated throughout all courses and clinical practice.</li> </ul>	<p><b>More information needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● Those are not typos. These "P" are linked to different parts of the course that give candidates opportunities to practice this skill. The first P is linked to <a href="#">Assignment #2</a>; the second P is linked to <a href="#">Week 3's lesson</a>. This TPE is introduced in <a href="#">LEE100</a>, <a href="#">LEE101</a>, <a href="#">LEE110</a>,<a href="#">LEE111</a>,and <a href="#">SPED104</a>, so it is just practiced and assessed in LEE106.</li> <li>● <a href="#">TPE1.3</a> is part of the student learning outcomes in LEE105. In LEE 105 the teacher candidates complete the Class Profile assignment. <a href="#">TPE1.4</a> is assessed in FAST. In LEE 107 the teacher candidates complete the Students in Context assignment that helps them practice and then be assessed on TPE 1.3, 1.4, &amp; 1.5. The lesson plan template also prompts the teacher candidates thinking through the lens of cultural assets, cultural responsiveness, and children's interests in the planning considerations sections of the lesson plan template. As shown in the <a href="#">matrix</a>, there are already numerous opportunities for candidates to practice and to be assessed on those skills.</li> <li>● Those are not typos. These "P" are linked to different parts of the course that give candidates opportunities to practice this skill. There are actually several assignments that give teacher candidates opportunities to engage families/guardians to support children's development and learning. Examples can be found in the assignments of the following courses: <a href="#">LEE100</a>, <a href="#">LEE102</a>,<a href="#">LEE108</a>.</li> <li>● Those are not typos. The first "<a href="#">P</a>" is linked to Week 6's lesson and the second "<a href="#">P</a>" is linked to Week 8's lesson which give candidates multiple opportunities to practice this skill.</li> <li>● We agree that Domain 1 is the foundational domain, so it is why all these skills are introduced, practiced, or assessed throughout 3 phases of courses and clinical practice. Those links are strong evidence (please see our Domain 1 of our <a href="#">matrix</a>).</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

**TPE Domain 2: Creating and Maintaining Effective Environments for Children’s Development and Learning**

Reviewers’ Feedback & Institution’s Response	Aligned
<p><b>Reviewers’ First Review:</b></p> <ul style="list-style-type: none"> <li>● Minor typos noted: 2.4- second “P” linked should be “A”, 2.5- 2nd “P” should be “A”, 2.6- second “P” should be “A”</li> <li>● 2.3- While reviewers saw evidence of candidates learning to work with parents and guardians, reviewers did not see clear evidence of how candidates will demonstrate ability to <i>“Communicate and collaborate effectively with peers, colleagues, specialists”</i></li> <li>● 2.6- Reviewers did not see evidence of how this substandard would be introduced specifically during the unit on “Indoor/Outdoor Environments”- maybe more specifics on what candidates will learn in that unit regarding creating inclusive and accessible learning spaces?</li> <li>● 2.7- Program linked “I” and “A” for this substandard- where is it “practiced” in this course?</li> <li>● Reviewers found evidence that this standard is assessed in LEE 105/107 as part of the FAST assessment, but are there opportunities during clinical practice that the candidates are introduced to this standard or have a chance to practice creating and maintaining effective environments for children’s development and learning? Maybe as part of creating the class profile for the SVP or the lesson plan template</li> </ul>	<p><b>More information is needed</b></p>

### Link(s) to Institution's Response to First Review:

- All typos have been fixed.
- TPE 2.3:
  - LEE 110: [P. 34 Week 15](#) Topic revised to include communication with peers, colleagues, and specialists within the umbrella of MTSS.
  - SPED 104: [P. 51 Week 11](#) In-class activities and discussion as part of collaborating with professionals.
  - LEE 108: [P6, 24-42](#) Teacher candidates are collaborating with peers during the Final Project.
- TPE 2.6:
  - LEE 100 (Phase 1 clinical practice in PreK embedded): See Week 10 on syllabus (reading, discussions, and activities associated with indoor and outdoor learning environments). [P. 36](#) Added two articles and activities associated with indoor and outdoor learning environments. [P. 36-37](#) Journal Reflection about indoor/outdoor classrooms.
  - LEE 101 (Phase 1 clinical practice in PreK embedded): [Page 42 Week 4](#) Additional equity articles added with specific in-class activity to strengthen the engagement around anti-bias and equity - strengthen the practice portions for TPE 2. 6
  - LEE 102: [Week 4](#) added an article in the course schedule on anti-bias work with children and families.
  - LEE 110: [P. 27 Week 1](#) Revised topic to include creating inclusive, accessible learning spaces.
  - LEE 112: [P110 Week 2](#) Revised to include review of creating inclusive, accessible learning spaces.
- TPE 2.7
  - SPED 104:
    - [Page 45, Week 4](#)
    - [Page 48, Week 7](#)
    - [Pages 49-51, Weeks 9 and 10](#)
    - [Page 52, Week 12](#)

Reviewers' Feedback & Institution's Response	Aligned
<ul style="list-style-type: none"> <li>• Yes, Standard 2 is introduced in Phase 1 Clinical Practice in Preschool classrooms (embedded in <a href="#">LEE100</a> and <a href="#">LEE101</a>). Candidates also have opportunities to practice this standard in <a href="#">LEE100</a>, <a href="#">LEE101</a>, and <a href="#">LEE102</a>.</li> </ul>	
<b>Reviewers' Second Review:</b> Met	<b>Yes</b>

**TPE Domain 3: Understanding and Organizing Core Curriculum for Children's Learning**

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>• 3.2: Reviewers were unable to see strong <i>"subject specific pedagogy in accordance with the Preschool Learning Foundations" in mathematics.</i></li> <li>• 3.4: While setting <i>"individualized goals and objectives for content learning and making appropriate instructional adaptations to promote access to the core curriculum for all children."</i> is evident in literacy, it is not evident in science and math.</li> <li>• 3.5: The reviewers did not see evidence of <i>"promoting adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development."</i> in all content areas, specifically math and science.</li> <li>• 3.6 Reviewers did not see evidence of the use of <i>"developmentally appropriate instructional technology"</i></li> <li>• 3.7 Reviewers did not see sufficient evidence (only one example) of how digital literacy was addressed. <i>"Model and promote critical digital literacy and digital citizenship ... to <b>engage children</b> and support multiple ways to demonstrate their learning."</i> Most of the links provided in the matrix showed the teacher candidates' use of technology in their class assignments.</li> </ul>	<p><b>More information is needed</b></p>

### Link(s) to Institution's Response to First Review

- TPE 3.2
  - LEE 108
    - Addressed throughout the course and assignments. Assessed in the [final project](#).
    - [Pages 49-52](#): Also can be seen on specific weeks.
    - [Page 53](#): Addition was made to explain how connections to Preschool Learning Foundations are being made.
  - LEE 112: Revised [week 11 \(pg. 115\)](#) to include a reading from the PK Learning Foundations [p. 39-41](#) specifically targeting math.
- TPE 3.4
  - LEE 108: Added "P" to Counting interviews and rubrics on [P 5 & 6](#).
  - LEE 108: Added "I" and/or "P" to Weeks [5,6,9, 15](#).
- TPE 3.5
  - LEE 101: [Page 9](#) The Power of Play Advocacy Presentation and Product Rubric: TPE 3.5 added to include the requirement that the presentation describes how playful learning can foster language development, including native language development, for children who are identified as Dual Language Learners, as well as those who are identified with a disability.
  - LEE 108
    - [Pages 5, 11](#): Added 3.5 (I) to Journal article assignment
    - [Pages 6 and 26](#): Added 3.5 (P) to Final Project and on rubrics
    - [Pages 49-51](#): Added 3.5 to weekly class sessions [2,4,5,7,9,10,11](#).

Reviewers' Feedback & Institution's Response	Aligned
<ul style="list-style-type: none"> <li>○ LEE 112: <a href="#">Assignment</a></li> <li>● TPE 3.6 <ul style="list-style-type: none"> <li>○ LEE110: <a href="#">Revised week 2 (pg. 27)</a> to expand on digital literacy tools and home/school connections and revised <a href="#">week 12 (p.34)</a> to include differentiated instruction reading and discussion.</li> <li>○ LEE108: <a href="#">Week 13 (p. 52)</a> reworded class description to include instructional technology. Clarified language on final project assignment about incorporating technology and added TPE 3.6 P. <a href="#">(p.24)</a> and added to rubric <a href="#">(p.26)</a></li> <li>○ LEE 106: Added candidates need to include appropriate use of instructional technology when they create and present their lesson <a href="#">(Page 10)</a></li> <li>○ LEE112: Revised <a href="#">week 7 (p. 113)</a> to include discussion and reading on differentiated instruction, as well as <a href="#">week 10 (p. 115)</a> differentiation for science/literacy and <a href="#">week 11 (p. 116)</a> math/literacy.</li> </ul> </li> <li>● TPE 3.7 <ul style="list-style-type: none"> <li>○ LEE 100 (Phase 1 clinical practice in PreK embedded): Added Introduction to Digital Learning Spaces, <a href="#">p. 36</a>.</li> <li>○ LEE 110: Added in a topic for <a href="#">week 13 (p.34)</a> to address promoting digital literacies in the class discussion.</li> <li>○ LEE 108: Added to Final Project assignment <a href="#">(p. 24)</a> with clarified language and to rubric <a href="#">(p. 26)</a>.</li> <li>○ LEE 112: Added in a topic for <a href="#">week 7 (p. 113)</a> to address engaging students in multiple ways to show understanding and engage in digital literacies.</li> </ul> </li> </ul>	
<b>Reviewers' Second Review:</b> Met	<b>Yes</b>

***TPE Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children***



<b>Reviewers' Feedback &amp; Institution's Response</b>
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<b>Aligned</b>
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**Reviewers' First Review:**

- 4.1: When clicking the link to “introduce, practice, and assess” this TPE in LEE 101 - it was not clear how this TPE was a part of “Major Assignment #2” Perhaps including it in the rubric like the other TPEs would be helpful.
  - Also, in LEE 108, more evidence is needed to demonstrate this TPE. As the evidence exists now, the matrix links to parts of the syllabi that have a course topic and then the TPE number underneath. Reviewers would like to see a more detailed description and connection to the TPE for clarity.
  - And, in SPED 104, it is unclear how this TPE is assessed. It is not included in the Assessment #1 (Case Study). To demonstrate this TPE as assessed through this assignment, reviewers encourage program developers to make it a part of the evaluation criteria for this assignment.
- 4.2: Reviewers noticed that this TPE is assessed in courses listed as in phase 1 of the credential program, and only introduced and practiced in courses in later phases. If a TPE is assessed in the first semester, should it be introduced again at the end of the program, or just practiced?
- 4.4: Reviewers are wondering if this TPE needs to be further woven across courses, assignments, and experiences? As the evidence presented, this TPE is only introduced and practiced in one course - reviewers suggest it might be helpful to see this TPE introduced and practiced more.
- 4.5: Reviewers feel that the way this TPE is connected to course LEE 101 is unclear. It is simply listed in the student learning outcomes for the course, but not connected to any activities, experiences, assignments, readings, etc. It would be helpful to see a direct connection that shows application of this TPE.
- 4.6: Reviewers would like to see more description and assessments for the Mini STEAM Project 2 in LEE 106 since program developers claim that this TPE is introduced, practiced, and assessed within this assignment.
- 4.7: Similar to TPE 4.2, reviewers noticed that this TPE is assessed in courses listed as in phase 1 of the credential program, and only introduced and practiced in courses in later phases. If a TPE is assessed in the first semester, should it be introduced again at the end of the program, or just practiced?

**More  
information  
is needed**

Reviewers' Feedback & Institution's Response	Aligned
<ul style="list-style-type: none"> <li>○ The weekly assignments linked in this TPE (i.e., Week 4, Assignment #4) in LEE 101 do not show a direct connection to the TPE and specific considerations and pedagogical approaches for multilingual learners.</li> <li>● 4.8: While the matrix shows this TPE as assessed in week 8 of LEE 101, the course schedule in the syllabus evidence provided only shows practice occurring. Reviewers suggest either removing the assess portion in LEE 101 or provide more evidence suggesting how this TPE is assessed through an assignment, experience, or activity.</li> </ul>	

### Link(s) to Institution's Response to First Review:

- TPE 4.1
  - LEE 101: Link has been updated to show how TPE 4.1 is a part of the assignment and included in the [rubric](#).
  - LEE 108: Added to Counting interview, specifically to parent letter with identifying specific areas to work on at school and at home. ([p. 5, 6, 10](#)). Added to student interview assignment ([p. 5, 18, 21](#)) for future learning based on interview assessment. It was also included in the Final Project as 4.1 A ([pp. 6, 24](#)). Added the TPE to the rubric ([pp. 25-36](#)) for planning hands-on learning experiences for small groups and accommodating students' needs.
  - SPED 104: [Pages 5,8, 15](#): This TPE is included in Assessment 2 (Case Study Part 2). Also added in Assessment 1 (Case Study Part 1). Added to rubrics.
  - LEE 112: [Page 109](#), Week 1: 4.1, 4.2, 4.3, 4.5 introduced
- TPE 4.2: this TPE will be practiced and assessed in Phase 2 & Phase 3 courses.
  - LEE 110 (Phase 2)
    - [Page 26](#): 4.2 introduced
    - [Page 31](#): 4.2 practiced
  - LEE 106 (Phase 3): [P. 10](#) Description added that the candidates should create a lesson including some child-initiated activities (such as making a drawing) as well as teacher-guided activities (such as hands-on science experiments) under the PK-3 curriculum design assignment. The candidates will apply TPE 4.2 in STEAM context when they are creating the lesson and will be graded.
  - LEE 112 (Phase 3): [Page 109](#), Week 1: 4.1, 4.2, 4.3, 4.5 introduced. Pages [111, 112, 114, 115, 117, 118, 119](#): 4.2 practiced.
- TPE 4.4: Besides LEE111, this TPE will be introduced and practiced in the following courses.
  - SPED 104: Weeks [9, 10](#): TPE 4.4 (I&P) as part of in-class assignment.

- LEE 110:Week 15: 4.4 practiced
- LEE 112:Pages [Week 2](#),[Week 7](#), [Week 12](#) 4.4 introduced
- TPE 4.5
  - LEE 101: The connections to this TPE have been removed.
  - LEE 111: This TPE is [practiced](#) and [assessed](#) in Assignment #4.
  - LEE 112: [Week 1](#): 4.1, 4.2, 4.3, 4.5 introduced
- TPE 4.6
  - LEE 106: In [Week 6](#) & [Week 7](#), candidates will be introduced to some readings regarding digital tools and technology (for example Coding Toys in Kindergarten on page 3) Then the candidate will have a chance to use various digital tools to create content for their project. ([on page 6](#)). [Page 7](#): Added how TPE 4.6 will be assessed in the rubric
- TPE 4.7:this TPE will be practiced and assessed in Phase 2 & Phase 3 courses.
  - LEE 110: [Week 3](#) - 4.7 Practiced
  - SPED 104: [Week 8](#): TEP 4.7 (I & P) as part of in-class work. Students are to consider the inclusive practices observed within their own settings in relation to existing recommended practices and EBP's, and how it might inform the lesson plans they develop.
  - LEE 108
    - [Page 5.6](#): TPE 4.7 added to course assignments and on grading rubrics. Added as I or P
    - [Page 49-53](#): TPE 4.7 added to the weekly schedule and the explanation about the weekly class session on PPI [53-54](#).
  - LEE 106: The candidates will be introduced, practiced, and assessed TPE 4.7 in an earlier phase then they will be re-introduce how this can be applied for STEAM setting then practice while they are conducting STEAM project. Details added about how candidates will be asked to consider the collaboration among the people from different linguistic and cultural backgrounds when they plan and conduct their STEAM project. ([on page 7](#))
- TPE 4.8

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<ul style="list-style-type: none"> <li>○ LEE 101: The assess portion has been removed from the <a href="#">matrix</a>.</li> </ul>	
<b>Reviewers' Second Review:</b> Met	<b>Yes</b>

***TPE Domain 5: Assessing and Documenting Children's Development and Learning***

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>● Reviewers were unable to see evidence of TPE 5.5 being Yes within any course syllabi and the Assessment of Candidates Table. In the Course Matrix it states that this TPE is introduced, practiced and assessed.</li> <li>● Reviewers did not see evidence that this domain was practiced or assessed in clinical practice. There was evidence of practical assignments but wondered if teacher candidates would have opportunities to practice and be assessed in the classroom setting.</li> </ul>	<b>More information is needed</b>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● The <a href="#">Course Matrix</a> and the <a href="#">Assessment of Candidate table</a> has been updated. Specific evidence of TPE 5.5 can also be found in the following course syllabi: <ul style="list-style-type: none"> <li>○ Phase 1 <ul style="list-style-type: none"> <li>■ LEE101: TPE 5.5 is Assessed in <a href="#">Assignment #5</a></li> </ul> </li> <li>○ Phase 2 <ul style="list-style-type: none"> <li>■ LEE110: TPE 5.5 is Introduced in <a href="#">Week 4's session</a>.</li> <li>■ SPED104: TPE 5.5 is Introduced &amp; Practiced in Week 11's session on Collaboration &amp; Teaming with Professionals. In class activity includes a review of different service providers' roles and responsibilities to better understand their areas of expertise in contributing to assessment results. (<a href="#">p.51</a>)</li> </ul> </li> <li>○ Phase 3 <ul style="list-style-type: none"> <li>■ LEE112: TPE 5.5 is Introduced and Practiced in <a href="#">Week 3's session</a>.</li> </ul> </li> </ul> </li> <li>● This domain is practiced and assessed in Phase 1 clinical practice (embedded in <a href="#">LEE101</a>). It is also assessed in LEE107 as part of FAST <a href="#">TSP</a>. Also, LEE 110's Case study is meant to be carried out during Phase 2 clinical practice; LEE 112: <a href="#">Disciplinary Literacy Inquiry unit</a> is meant to be carried out during Phase 3 clinical practice. With the guidance of and feedback provided by course instructors, coaches, and mentor teacher, these instructional activities provide teacher candidates with opportunities to practice observation, documentation, and formative/summative assessment of children's development and learning and the candidates' skills are assessed in the classroom setting.</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

**TPE Domain 6: Developing as a Professional Early Childhood Educator**

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>● 6.1: Reviewers did not see explicit connection of this standard to LEE 101- all links linked to the same Student Learning Outcomes but not sure how it would specifically be I, P, A.</li> <li>● 6.2- Minor typo- first "A" should be "P" under LEE 102. Not explicit how this substandard is connected to the "P" linked to the Peer Review Activity in LEE 106               <ul style="list-style-type: none"> <li>- Maybe consider how this substandard should be integrated in some way across courses, especially during Clinical Practice so candidates can continually reflect on/confront biases</li> </ul> </li> <li>● 6.3- Minor typo- Second "P" should be "A" under SPED 104. Not explicit how this substandard is connected to the "P" linked to the Peer Review Activity in LEE 106</li> <li>● 6.4- Minor typo- Minor typo- Second "P" should be "A" under SPED 104</li> <li>● Are there opportunities to introduce/practice this standard, not just assessed, during clinical practice? (i.e. the mentor teacher/Coach will be providing opportunities for reflective coaching)</li> <li>● Reviewers would like to see more evidence of supporting candidates in working with other adults in the room (working collaboratively/effectively with classroom aides, paraeducators, etc.) as part of this standard</li> </ul>	<p><b>More information is needed</b></p>



### Link(s) to Institution's Response to First Review:

- TPE 6.1
  - LEE 101: The links have been removed from the [matrix](#).
- TPE 6.2
  - LEE 102: It is not a typo. The first A is linked to [Assessment #2](#); the second A is linked to [Assessment #4](#).
  - LEE 106: This TPE is deleted from the Peer Evaluation Assignment, but still embedded in [In-Class activity](#).
  - This TPE is integrated in Phase 1 Clinical Practice (embedded in [LEE100](#) and [LEE101](#)). In Phase 2 & 3, LEE 105 syllabus [p.6](#) (7h of the course requirements/assignments) and LEE 107 syllabus [p. 6](#) (7h of the course requirements/assignments) - The teacher candidates are asked to reflect on, raise awareness of, and confront their bias in LEE 105 and LEE 107 with the following reflective question: How did your identities and life experiences show up in your teaching practices? Consider such identities as your race, social class, gender, and sexual orientation, and such schooling experiences as those related to academic achievement, motivation, professional development, extracurricular activities, and peer groups. How does your background shape your practice this week? What assumptions and bias are you questioning?
- TPE 6.3
  - It is not a typo. The first "[P](#)" is linked to Week 2's lesson and the second "[P](#)" is linked to Week 15 & 16's lessons.
  - LEE 106: Deleted from peer evaluation assignment in syllabi. Still included in the reading list on P. 2
- TPE 6.4
  - It is not a typo. The first "[P](#)" is linked to Week 2's lesson and the second "[P](#)" is linked to Week 11's lessons.
- During Phase 1 Clinical Practice (embedded in LEE100 & LEE101), candidates are provided with several opportunities to introduce/practice this standard (See the [matrix](#)). In LEE 100: [Page 32](#): clinical observation of the classroom and staff

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
(assignment) For Phase 2 & 3, see <a href="#">LEE105</a> and <a href="#">LEE107</a> syllabi Course Requirements #1 Attend Meetings held by coach and mentor teacher.	
<b>Reviewers' Second Review:</b> Met	<b>Yes</b>

***TPE Domain 7: Effective Literacy Instruction for PK-3 Settings***

***TPE 7.1:*** Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>● Reviewers did not see explicit connection to the linked unit in LEE 101- how is this TPE or literacy in general addressed within the context of trauma-informed practices? How is this linked to the candidate's understanding of the Content Standards, ELD/ELA framework, etc.?</li> <li>● Could this be also P, A, in LEE 111 - candidates could implement the Integrated ELD/ELA lesson?</li> <li>● Reviewers did not see diverse examples in which the candidates would "<i>Plan and implement evidence-based literacy instruction</i>"- this could be incorporated more into the clinical practice courses where they're actually doing a literacy lesson (currently only assessed)</li> </ul>	<b>More information is needed</b>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● TPE 7.1 <ul style="list-style-type: none"> <li>○ LEE 101: Pages <a href="#">4</a> and <a href="#">11-12</a>: Added a component about UDL and Poll Strategies to address the need to ensure considerations for Dual Language Learners and children with disabilities across the program. Added an additional TPE to measure 7.1 as practice. Links in the <a href="#">matrix</a> have been updated.</li> <li>○ LEE 111: Met, this is P, A in LEE111 since the lesson candidates develop can be implemented in Phase 2 Clinical Practice. Links in the <a href="#">matrix</a> have been updated.</li> <li>○ More examples of planning and implementing evidence-based literacy instruction can be found in: <ul style="list-style-type: none"> <li>■ LEE 110 <ul style="list-style-type: none"> <li>➤ <a href="#">Page 26, Week 1</a>: TPE 7.1 introduced . topic added -"What is evidence based learning?"</li> <li>➤ <a href="#">Page 27-34</a>: Added practice and specified "evidence based" as language for weekly topics.</li> </ul> </li> <li>■ LEE 112: <ul style="list-style-type: none"> <li>➤ <a href="#">Page 109 Week 1</a>: topic added to review evidence-based instruction.</li> <li>➤ <a href="#">Pages 111-119</a>: Evidence based literacy instruction is a part of each assignment within the Inquiry Unit.</li> </ul> </li> <li>■ FAST <a href="#">TSP</a></li> </ul> </li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

**TPE 7.2:** Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Supports (Tier 1-Best first instruction, Tier 2-Targeted, supplemental instruction, and Tier 3-Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (I.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

Reviewers’ Feedback & Institution’s Response	Aligned
<p><b>Reviewers’ First Review:</b></p> <ul style="list-style-type: none"> <li>● Reviewers noticed that on the matrix, LEE111 indicated initial instruction, but a lesson plan was linked which would be application.</li> <li>● Dyslexia guidelines do not appear to be practiced and applied, but only introduced.</li> </ul>	<p><b>More information is needed</b></p>

## Reviewers' Feedback & Institution's Response

Aligned

### Link(s) to Institution's Response to First Review:

- TPE 7.2
  - LEE 111: Links in the [matrix](#) have been updated.
  - This TPE is also [practiced](#) and [assessed](#) in LEE101. The links have been updated in the [matrix](#).
  - LEE 110
    - [Page 31](#): Intro to Structured literacy added
    - [Page 31](#): Approaches to teaching children with dyslexia added
    - [Page 31](#): Phonology
    - [Page 31](#): syntax & semantics
    - [Page 34](#): Orthography and Morphology
    - [Page 33](#): Phonics
    - [Pages 27, 28, 29, 31, 35](#): Ca. Dyslexia Guidelines readings added
    - [Pages 27, 29, 30, 31, 32, 33, 34](#): 7. 2 practiced
  - LEE 112: [Page 109, Week 1](#): Added in topic: What is dyslexia? Added in [assignment](#) to complete UC/CSU Collaborative Introduction to Dyslexia Modules to be completed before end of the course.

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<b>Reviewers' Second Review:</b> Met	<b>Yes</b>

***TPE 7.3:** Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.*

<b>Reviewers' Feedback &amp; Institution's Response</b>	<b>Aligned</b>
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>• For this TPE, reviewers noticed that in the course LEE 101, the TPE in the matrix is only linked to the student learning objectives. Since program proposers claim that this TPE will be assessed in this course, more information is needed about how candidates will demonstrate their knowledge and apply that to practice as well as how they will be assessed and receive feedback.</li> <li>• Reviewers were a bit confused about how this TPE was a part of the “visual literacy lesson debrief and continuum of skills” as linked in the matrix in LEE 112. Asset based pedagogies, inclusive approaches, and culturally and linguistically sustaining practices are not a part of this activity - please expand and draw more explicit connections. Since program proposers claim that this TPE will be assessed in this course, more information is needed about how candidates will demonstrate their knowledge and apply these pedagogies and approaches to practice as well as how they will be assessed and receive feedback.</li> </ul>	<b>More information is needed</b>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>• LEE 101: This TPE is only introduced in this course. Links in the <a href="#">matrix</a> have been updated.</li> <li>• LEE 112: Page 112: Visual Literacy Lesson specifically asks candidates to plan a lesson that builds on students' background knowledge, uses a variety of diverse texts and inputs, uses multimodal strategies for teaching vocabulary, uses visuals, models, and realia to support student understanding, incorporates student talk and hands-on experiences, creates conditions for students to engage, talk, practice, explore, investigate, and create, differentiates the lesson to accommodate student needs, incorporates integrated ELD, &amp; incorporates a variety of ways for students to show understanding. Links in the <a href="#">matrix</a> have been updated to show how candidates will demonstrate their knowledge and apply these pedagogies and approaches to practice as well as how they will be assessed and receive feedback.</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	Yes

**TPE 7.4:** Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Reviewers' First Review:</b></p> <ul style="list-style-type: none"> <li>• Although there were lectures/lessons introducing this TPE, reviewers did not see evidence of how teacher candidates used children's assessed learning strengths or literacy goals within the assignments.</li> <li>• Reviewers noted that most practical assignments were video read-alouds and wondered about evidence encouraging active, playful exploration within child-initiated play.</li> <li>• Reviewers did not see evidence that this TPE is practiced or assessed in the clinical practice/classroom setting.</li> </ul>	<p><b>More information is needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● LEE 110 <ul style="list-style-type: none"> <li>○ <a href="#">Page 34, Week 12</a>: Case study- candidates need to use identified strengths to plan instruction.</li> <li>○ <a href="#">Page 33</a>: Added topic to specifically address review use of centers, and teacher let instruction that utilize play-based exploration</li> </ul> </li> <li>● LEE 112 <ul style="list-style-type: none"> <li>○ <a href="#">Page 111, Week 4</a>: Added topic of using assessment data to create goals and added creating goals to the writing assignment</li> <li>○ <a href="#">Page 115</a>: Added topic to specifically address use of play-based exploration in Science Inquiry and use of play-based exploration in Math Inquiry.</li> </ul> </li> <li>● This TPE is practiced and assessed in FAST <a href="#">TSP</a>.</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>



**TPE 7.5: Foundational Skills.** *Develop children’s foundational skills according to standards and expectations specified for children’s age and grade. Develop children’s skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children’s progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.*

Reviewers’ Feedback & Institution’s Response	Aligned
<p><b>Reviewers’ First Review:</b></p> <ul style="list-style-type: none"> <li>For this TPE, reviewers noticed that in the course LEE 101, the TPE in the matrix is only linked to the student learning objectives. Since program proposers claim that this TPE will be assessed in this course, more information is needed about how candidates will demonstrate their knowledge and apply that to practice as well as how they will be assessed and receive feedback.</li> <li>In LEE 110, foundational skills are introduced but sufficiently practiced or assessed. Reviewers suggest providing additional evidence beyond discussion in-class to demonstrate how candidates are practicing and assessing foundational skills with PK-3 students.</li> <li>In the Integrated ELA/ELD lesson plan in Appendix D for LEE 111, the 7.5 TPE is listed at the top but is not embedded anywhere within the lesson plan template/guide. Additionally the foundational skills of literacy are not explicitly named, described, or suggested anywhere in this lesson plan. If the TPE of 7.5 is indeed introduced in this lesson plan, it needs to be clear and expected for candidates.</li> </ul>	<p><b>More information is needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>• LEE 101: This TPE is <a href="#">introduced</a> and <a href="#">practiced</a> in this course. Links in the <a href="#">matrix</a> have been updated. <a href="#">Page 90</a>: Added a place to include Foundational Literacy Skills Addressed in the FAST Lesson Plan Template to be used during Final Project.</li> <li>• LEE 110: Evidence for practicing this TPE can be found in Week <a href="#">5</a>, <a href="#">10</a> &amp; <a href="#">11</a>'s lesson and assignments. Candidates analyze the student assessment date (San Diego Quick) that was given in the clinical practice setting and discuss plans for instruction. Case study assignment has candidates practice and assess students' foundational skills. Links in the <a href="#">matrix</a> have been updated.</li> <li>• LEE 111: <a href="#">Page 23</a>: See the CSP Lesson Plan link in the directions for assignment #4. A place to include foundational Literacy Skills Addressed in this lesson was added to the <a href="#">lesson plan template</a>.</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

**TPE 7.6: Meaning Making.** Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children’s backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.

Reviewers’ Feedback & Institution’s Response	Aligned
<p><b>Reviewers’ First Review:</b></p> <p>Reviewers noted that this TPE is introduced in LEE110, but is not sufficiently practiced throughout the program</p>	<p><b>More information is needed</b></p>
<p><b>Link(s) to Institution’s Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● Evidence for practicing this TPE can be found in the following courses: <ul style="list-style-type: none"> <li>○ LEE 110: Added more opportunities for candidates to practice this TPE in Week <a href="#">6</a>, <a href="#">7</a>, <a href="#">8</a>, <a href="#">9</a>, <a href="#">10</a>, <a href="#">11</a>, <a href="#">13</a>.</li> <li>○ LEE 106: In <a href="#">Week 13</a> and <a href="#">15</a>, candidates have reading materials about literacy and will discuss art/literacy for STEAM to develop their <a href="#">own STEAM lesson plan</a>.</li> <li>○ LEE112: Links (P, A) have been updated in the <a href="#">matrix</a>.</li> </ul> </li> </ul>	
<p><b>Reviewers’ Second Review:</b> Met</p>	<p><b>Yes</b></p>

**TPE 7.7: Language Development.** Promote children’s oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use. Develop children’s language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children’s existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

Reviewers’ Feedback & Institution’s Response	Aligned
<p><b>Reviewers’ First Review:</b></p> <ul style="list-style-type: none"> <li>● Reviewers did not see a direct connection to “A” linked in 110- How are candidates being assessed as the link is to “Introduction to Phonics”</li> <li>● Might consider including this TPE in other courses that address working with diverse learners (i.e. SPED 104, LEE 111)</li> <li>● Reviewers did not see a connection of this TPE to specific instructional strategies to support language development- could be addressed more across courses- i.e. in Math Class/STEAM class, how can you introduce, practice, assess uses of academic/discipline specific language/vocabulary</li> <li>● Reviewers did not see evidence of <i>“instruction that leverages children’s existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.”</i></li> </ul>	<p><b>More information is needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● Links to LEE110's evidence have been updated in the <a href="#">matrix</a>.</li> <li>● Evidence of working with diverse learners can be found in the following courses: <ul style="list-style-type: none"> <li>○ SPED 104: <a href="#">Pages 49-51, Week 9, 10</a>: added in-class activities to adapt materials to support students with special needs develop their motor, adaptive, communication and literacy skills.</li> <li>○ LEE 111: Evidence has been updated in the <a href="#">matrix</a>.</li> </ul> </li> <li>● Evidence of supporting language development can be found in the following courses: <ul style="list-style-type: none"> <li>○ LEE 108: <ul style="list-style-type: none"> <li>■ <a href="#">Page 6 &amp; 24</a>: Add 7.7 to Final Project and the rubric</li> <li>■ <a href="#">Pages 49-53, Weeks 2,4,5,9,10,12, 14</a>: 7.7 added as I or P</li> </ul> </li> <li>○ LEE 107: FAST <a href="#">TSP</a></li> </ul> </li> <li>● Evidence of instruction that leverages children's existing linguistic repertoires can be found in the following courses: <ul style="list-style-type: none"> <li>○ LEE 100 (Phase 1 clinical practice in PreK embedded): <a href="#">Week 8</a>: Added introduction to Language under social-cultural context of learning.</li> <li>○ LEE 110: Page 27 (<a href="#">I</a>) and pages 28-29 (<a href="#">P</a>) "instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging"</li> <li>○ LEE 108: <a href="#">Page 38</a>: touched on in final project with letter to parents. More clear in <a href="#">full assignment directions</a>.</li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

**TPE 7.8: Effective Expression.** *Develop children’s effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children’s use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.*

Reviewers’ Feedback & Institution’s Response	Aligned
<p><b>Reviewers’ First Review:</b></p> <ul style="list-style-type: none"> <li>● Course Matrix: Reviewers did see evidence of readings and assignments in courses LEE 110 and LEE 112 to introduce and practice this TPE but did not see evidence on how this TPE is practiced and assessed in clinical practice/classroom setting. For example, how will a teacher candidate be assessed on promoting children’s effective expression to discuss, present, write and use language in collaborative discussions?</li> <li>● Reviewers did not see how effective expression is introduced in other coursework</li> </ul>	<p><b>More information is needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● This TPE is <a href="#">practiced</a> and <a href="#">assessed</a> in Phase 3 clinical practice through LEE 112's <a href="#">Interdisciplinary Inquiry Unit</a> Culminating Project which is meant to be carried out in K-3 classroom settings.</li> <li>● Evidence of introducing effective expression can be found in the following courses: <ul style="list-style-type: none"> <li>● LEE 111: In <a href="#">Week 9's</a> lesson.</li> <li>● LEE 108: <ul style="list-style-type: none"> <li>○ <a href="#">Page 5</a>: Added to three assignments</li> <li>○ Pages <a href="#">6-14</a>, <a href="#">18-23</a>: Added to the detailed assignments and rubrics.</li> <li>○ Weeks <a href="#">6-11</a>, <a href="#">15</a> (Pages 50-53): Added to weekly class sessions</li> </ul> </li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

**TPE 7.9: Content Knowledge.** *Promote children’s content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.*

Reviewers’ Feedback & Institution’s Response	Aligned
<p><b>Reviewers’ First Review:</b></p> <ul style="list-style-type: none"> <li>● For SPED 104, it is unclear how this TPE will be practiced, as indicated on the matrix. Reviewers suggest providing a description of the “Hands on Activity” linked from the matrix to provide description of the practicing of this TPE.</li> <li>● The two examples from LEE 112 - “LEE 112 Disciplinary Literacy Studies - Building A Continuum of Skills” and “Integrated Curriculum - Literacy in Science Content” are a bit confusing in being presented as meeting this TPE. The disciplinary literacy activity is linked from the course syllabus which lists this as a “Social Studies lesson” but the evidence does not seem to match that. The second piece of evidence “integrated curriculum” does not clearly demonstrate discipline specific ways of learning about science and other content areas.</li> <li>● Reviewers suggest more information and connections to digital resources and digital literacy as described in the TPE.</li> </ul>	<p><b>More information is needed</b></p>



Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● SPED 104: Pages <a href="#">49-50</a>, further description added in syllabus.</li> <li>● In LEE 112 <ul style="list-style-type: none"> <li>○ <a href="#">Page 113</a>: Social Studies/Literacy content (reading &amp; discussion) was revised to specify using primary sources, grade level appropriate texts, using digital tools, finding information and validating sites, and using technology creatively</li> <li>○ <a href="#">Week 9</a>: Specified that the Social Studies lesson should be implemented during week 9 to then share content and learnings with cohort (debrief) during Week 10. the class begins with the previous week's implemented lesson debrief, then goes into Science/Literacy (pages 114, 115)</li> <li>○ <a href="#">Page 115</a>: revision to topic to specify the inclusion of text features to increase comprehension, incorporating science into ELA and using digital tools creatively.</li> </ul> </li> <li>● More connections to digital resources and digital literacy can be found in the following courses: <ul style="list-style-type: none"> <li>○ LEE 100 (Phase 1 clinical practice in PreK embedded): <a href="#">Week 10</a>: Added introduction to digital learning spaces.</li> <li>○ LEE 110: <ul style="list-style-type: none"> <li>■ <a href="#">Page 29</a>: Introducing digital resources (i.3. immersive Reader and Flipgrid) for story telling using images and audio.</li> <li>■ <a href="#">Page 32</a>: Added use of flipgrid for storytelling using images.</li> </ul> </li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

**TPE 7.10:** Monitor children’s progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children’s literacy profiles and identify potential reading and writing difficulties, including children’s risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.

Reviewers’ Feedback & Institution’s Response	Aligned
<p><b>Reviewers’ First Review:</b></p> <ul style="list-style-type: none"> <li>● Evidence linked in LEE 110 “Foundational Literacy: Concepts of Print &amp; Stages of Writing Development” does not include any mention, discussion, or demonstration of TPE 7.10. Reviewers suggest providing different evidence that provides clear and direct links to TPE 7.10 and include important components like formative assessment, progressing monitoring, literacy profiles, etc.</li> <li>● Reviewers are wondering if there should be more opportunities for candidates to engage in practice of TPE 7.10 in their clinical field work. Right now, assess is the only component of TPE 7.10 connected to clinical field practice.</li> </ul>	<p><b>More information is needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● LEE 110 <ul style="list-style-type: none"> <li>○ <a href="#">Page 29</a>: TPE 7.10 is introduced.</li> <li>○ <a href="#">Page 30</a> : Revised to include the introduction to formative assessment, baseline assessments, Progress monitoring. TPE 7.10 is practiced.</li> <li>○ <a href="#">Page 59</a>: TPE 7.10 is assessed.</li> </ul> </li> <li>● LEE 112: TPE 7.10 is <a href="#">practiced</a> and <a href="#">assessed</a>. Also, <a href="#">Disciplinary Literacy Inquiry</a> unit is meant to be carried out during Phase 3 clinical practice which will provide opportunities for candidates to practice this TPE in the classroom setting.</li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

**TPE 7.11:** Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children’s literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children’s cultural and linguistic assets and develops children’s abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Reviewers’ Feedback & Institution’s Response	Aligned
<p><b>Reviewers’ First Review:</b></p> <ul style="list-style-type: none"> <li>● In the evidence for LEE 110, “Using Digital Technology to Promote Multimodal Literacy and Support Multilingual Learners” we notice that candidates only have an opportunity to be introduced to this strategy, but not practice it, as indicated on the matrix. Reviewers suggest expanding on this piece of evidence to allow candidates to have an opportunity to practice.</li> <li>● How might this TPE be linked in LEE 111 or other courses that have to do with supporting English Learners or Cultural/Linguistically responsive teaching methods?</li> <li>● The reviewers suggest integrating this TPE across more courses, giving candidates an opportunity to learn, practice, and be assessed in the benefits of (for example) integrated ELD, teaching across content areas, and/or planning for instruction that connects to prior learning experiences.</li> </ul>	<p><b>More information is needed</b></p>

Reviewers' Feedback & Institution's Response	Aligned
<p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>● LEE 110: <a href="#">Page 27</a>: Revised assignment using Seesaw to specifically include using the strategy during clinical fieldwork to practice and reflecting on the experience.</li> <li>● The integrations of TPE 7.11 can be found in the following courses: <ul style="list-style-type: none"> <li>○ LEE 100 (Phase 1 clinical practice in PreK embedded): See changes on pages <a href="#">33-36</a> .</li> <li>○ LEE 111: TPE 7.11 introduced in <a href="#">Week 16's</a> lesson, <a href="#">practiced</a> and <a href="#">assessed</a> in the <i>ELA/ELD Lesson Observation</i> Assignment.</li> <li>○ LEE 108: <a href="#">Page 50</a>, Weeks 6,7,8: Addresses this item in tentative schedule.</li> <li>○ LEE 105 (Phase 2 clinical practice in TK): FAST <a href="#">SVP</a> requires candidates to write lessons that integrate ELA&gt;ELD standards with a mathematics lesson.</li> <li>○ LEE 107 (Phase 3 clinical practice in K-3): FAST <a href="#">TSP</a> requires candidates to design instruction that integrated ELD.</li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>

***TPE Domain 8: Effective Mathematics Instruction***

<b>Reviewers' Feedback &amp; Institution's Response</b>
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<b>Aligned</b>
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**Reviewers' First Review:**

- 8.1: In the evidence linked within LEE 108 “Final Project: Mathematics Centers Unit” the description of this assignment seems to be missing and it is difficult to determine how candidates will be introduced, have opportunities to practice, and be assessed on this TPE. Reviewers suggest further developing this assignment and possibly creating a rubric to demonstrate clear opportunities for introduction, practice, and assessment within this evidence.
- 8.2: Reviewers were surprised to see that this TPE is only engaged in two courses across the entire proposed credential program. Reviewers suggest program developers might want to introduce and practice this TPE before it is assessed, throughout the program and course sequence.
  - Also, the TPE describes the use of both preschool learning foundations and CA Mathematics standards, but the evidence in the assignment of “Integrated Curriculum - Literacy in Math Content” only requires candidates to use K-3 standards. Reviewers suggest finding a way to draw connections to the Preschool Learning Foundations, perhaps in LEE 100 or LEE 101 which seems to focus on preschool and PreK learning contexts and clinical placements.
- 8.3: Reviewers found evidence of opportunities to assess students and provide secure environments to take risks- however, maybe more meaningful to link the lesson on Math Talks (academic discourse) as candidates can address all I, P, A with that unit. More relevant to this TPE than counting assessments, etc. as Math Talks builds confidence, persistence, and academic discourse in a psychologically safe way. Could also probably be practiced more during Clinical Practice courses.
- 8.4: Did not see explicit connection to evidence linked in LEE 108 to this TPE- How is P and A differentiated in the Student Problem Solving Interview assignment?
- 8.5: Reviewers found evidence of lesson plan assignments to conduct child interviews and create a math lesson plan and centers, but no evidence of how teacher candidates would practice and be assessed in clinical practice/classroom setting.
- 8.6: Course Matrix: For course LEE 106, reviewers noted typo “P, P” linking to same item on syllabus

**More information is needed**



Reviewers' Feedback & Institution's Response	Aligned
<ul style="list-style-type: none"> <li>○ Also, reviewers could not locate evidence of including education technology to further develop and build on children's mathematical thinking.</li> <li>● 8.7: Reviewers noted that the linked evidence for LEE108 is teacher-to-child interaction and not child-to-child discussion, as stated in the TPE.</li> <li>● 8.8: Reviewers located how this TPE is introduced, but how it will be practiced and assessed is not clear.</li> </ul>	

### Link(s) to Institution's Response to First Review:

- TPE 8.1:
  - See LEE 108's Final Project: Mathematics Centers Unit [full assignment](#) with directions and grading rubric are linked here.
  - [Pages 48-53](#): many of the weekly class sessions address this TPE. Information added to Weekly Class Sessions to more clearly explain introduction and practice throughout the semester. Please see Weeks [6](#), [7](#), [9](#), [10](#), [11](#).
- TPE 8.2: The Universal Design for Learning principles are integrated throughout our program. We feel it makes more sense to integrate the specific knowledge of math into LEE108, LEE105, and LEE106. Links in the [matrix](#) have been updated.
  - This TPE is built on the principles of UDL which are introduced and being practiced in [LEE101](#), and then in LEE102, the [Assignment #4](#) gives candidates an opportunity to practice this TPE if they choose math as their topic for the podcast.
  - LEE 110: [Page 29](#): UDL reviewed.
  - LEE 112: UDL template used extensively. Pages [115-116](#): Math/literacy [lesson](#) addresses 8.2.
  - LEE 105 (Phase 2 Clinical practice): FAST [SVP](#).
  - LEE 106: [Week 13](#)'s lesson.
- TPE 8.3: In LEE 108, there are 2 course assignments providing candidates opportunities to work with children.
  - The 1st one is the reflection question ([#1](#)) in the Counting and early number concept. This is an opportunity to practice working with a student during a class assignment.
  - In the Problem-Solving Interview, students are [assessed](#) on this TPE.
  - This TPE is also included in the math talk lesson ([week 9](#), p. 51) and in other weeks.
- TPE 8.4: See the LEE108's Student Problem-Solving Interview [full assignment](#) with directions ([P](#)) and grading rubric ([A](#)). Links in the [matrix](#) have been updated.

- TPE 8.5: Evidence of how teacher candidates would practice and be assessed in classroom settings can be found in LEE108's assignments and lesson. FAST [SVP](#) also assesses this TPE during Phase 2 clinical practice.
  - [Counting and Early Number Concept](#) reflection question-opportunity to practice working with a student during a class assignment.
  - [Problem-solving Interview](#) provides an opportunity to work with children and students are assessed on this TPE
  - [Week #9](#): Math Talk lesson. Students will not have an opportunity to work with children during the class sessions.
- TPE 8.6
  - LEE 106: Those are not typos. One of the "[p](#)" links to Week 13 and other "[p](#)" links to Week 15.
  - LEE 108: Evidence of including education technology to further develop and build on children's mathematical thinking in the following course materials, lesson, and assignment.
    - [Required course material](#): SEESAW an educational technology tool.
    - [Week 13](#)'s lesson.
    - [Final Project Assignment](#): includes a center using educational technology
- TPE 8.7: Evidence of child-to-child interactions can be found in LEE 108's lessons, reading and assignments.
  - [Week #9](#): Added "child-to child" interactions
  - [Week 12](#): Page 52 Chapter 10 reading addresses this specific topic.
  - [Journal Article Presentations](#) assignment: several articles focus on student discourse in the classroom.
  - [Student Problem-Solving Interview](#) assignment: assignment based on a teacher-child interaction, but the second part of the TPE is addressed during the interview: "provide easy for children to demonstrate."
- TPE 8.8: how this TPE is practiced and assessed can be found in the following courses.

Reviewers' Feedback & Institution's Response	Aligned
<ul style="list-style-type: none"> <li>○ LEE 106: This TPE will be practiced in the <a href="#">Two Mini STEAM Project</a> assignment and the <a href="#">PK-3 curriculum Design</a> assignment.</li> <li>○ LEE 108: <ul style="list-style-type: none"> <li>■ <a href="#">Page 53</a>: Added more information about how this TPE is introduced and practiced in weekly class sessions</li> <li>■ <a href="#">Week #14</a> focuses on diverse home languages and numbers in a K setting</li> <li>■ This TPE is <a href="#">practiced</a> and <a href="#">assessed</a> in final project - see <a href="#">detailed directions</a> for School-Home Connection.</li> </ul> </li> </ul>	
<p><b>Reviewers' Second Review:</b> Met</p>	<p><b>Yes</b></p>