Automatical part   Companies of this feature part   Companies of									
Part	Institution: CSU Fresno								
Part	Program(s) and Pathway(s): DHH Student Teaching and	Intern							
Second Review Fundamental Control of the Control of		Initial Review							
Description of the control of the				Assessea		Second Review Finding	Second Review Feedback	Third Review Finding	Third Review Feedback
The content of the		3.1 indicates that the concepts are clearly introduced/included in coursework	3.1 indicates that the concepts are clearly practiced by candidates in coursework or clinical practice	3.1 indicates that candidates are assessed on these concepts	E	review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional	If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is	review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional	If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is
Post							l:		I:
March   Marc	for children using ASL, fingerspelling/letter to	Yes	No	Yes	the reading process for children using ASL, fingerspelling/letter to	Yes	P: A:		P: A:
Secretary (1500 and 1500 and 1									
Notice of any emposition for a consistent of any emposition for a consistent of any emposition for a consistent of any emposition of any	awareness for children with sufficient hearing to access	Yes	No	Yes	sufficient hearing access, and the necesary skills to develop	Yes			
Notice of any emposition for a consistent of any emposition for a consistent of any emposition for a consistent of any emposition of any	c phonics for children who can access auditory learning				l:				
A decording and encoding month original wave eneme.  10 10 10 10 10 10 10 10 10 10 10 10 10 1	and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-	Yes	Yes	Yes	P: A:				
A fact-ording and increasing, marphilinguid assurances, the fact ording goal and increasing and	symbol correspondence								
Extract resting fluoring, mixturing grountsy ive, any processing strength process, mixturing fast and responsibly and previous and immersion in ASE, and that is fast and fast and responsibly and process and intermed and strength of and approach of fast and approach of fast, and a supplied app	d deceding and encoding morphological awareness	No	No	No	and decoding was only mentioned.				
Let strating flumbry, sholding strongers (i.e., sign concept, groups) (herbit spersoon and office flumbry) are producted in persoon and office flumbry) are produced in persoon and office flumbry) are produced in persoon and office flumbry). The production is the flumbry of th	d. decoding and encoding, morphological awareness,	140	140	110		Yes			
Supposed yearhold supposed any supposed year that a supposed any supposed year that of this State of supposed years and the same structured and congruence as well as directly supposed years and prosedy was not found.  4. An industries that is structured and organized as well as directly supposed years and supposed years and prosedy was not found.  5. Evidence of a well-tractured and organized and supposed method of instruction.  6. Evidence of a well-tractured and organized and supposed method of instruction.  6. Evidence of a well-tractured and organized and supposed method of instruction.  6. Evidence of a well-tractured and organized and supposed method of instruction.  6. Evidence of supposed years and supposed years and supposed years and supposed method of instruction.  6. Evidence of supposed years and prosedy was not found.  6. Evidence of supposed years and prosedy was not found.  6. Evidence of supposed years and prosedy was not found.  6. Evidence of supposed years and prosedy was not found.  6. Evidence of supposed years and prosedy was not found.  7. Evidence of supposed years and prosedy was not found.  8. Evidence of supposed years and prosedy was not found.  8. Evidence of supposed years and prosedy was not found.  8. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed years and prosedy was not found.  9. Evidence of supposed					found.	Yes			
Approaches in Any and rese in an information of automatically and rese in an information of automatically and research and respect to the first structured and organized and exploit a seed as a first structured and organized method of instruction and research and re					l:				
Instruction that is structured and organized as well as east, yelemantly, and equified in the previous continues accuracy and procedy as a found of instruction. The structured and organized and register of instructions and applicable patterns, register, yelemantly, and equified in the previous column for a precision from the register of instructions and applicable patterns, remarks, and equified in the previous column for a precision from the register of instructions and previous column for a precision from the register of instructions and previous column for a position of the register of instructions and previous column for a pre		Yes	No	No	P: Evicence of fluency, accuracy and prosody was not found.	No	•	Yes	Slides 9-18 are evidence for introduce. The case study can be used for evidence of practicing.
direct, systematic, and explicit  Fee Advances students's progress in the elements of foundational students for progress in the elements of foundational students to page of the competition of the	indicator of automaticity)				A: Evicence of fluency, accuracy and prosody was not found.	No		Yes	
direct, systematic, and explicit  Fee Advances students's progress in the elements of foundational students for progress in the elements of foundational students to page of the competition of the					l:				
Secondary Page 1 Secondary and processing of Processing Secondary		Yes	No	No	was not found	No	How do the linked slides show practice of this TPE element?	Yes	Slides 9-18 are evidence for introduce. The case study can be used for
g practice in connected, "decodable" text  No  No  No  No  Studence of specifically practicing "decodable text" was not found.  A. Further of specifically paracticing "decodable text" was not found.  A. Further of specifically paracticing "decodable text" was not found.  A. Further of specifically paracticing "decodable text" was not found.  I. Further of specifically assessing "decodable text" was not found.  No  No  No  No  No  No  No  No  No  N					Evidence of a well structured and organized method of instuction	No	Case study analysis rubric does not mention accuracy and prosody as	Yes	evidence of biocacine.
Expression in connected, "decodable" text  No  No  No  No  No  No  No  No  No  N						Yes	Found in Reading Research article.		
h. instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax.  No	g. practice in connected, "decodable" text	No	No	No		Yes			
h instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax.  No					A: Evidence of specifically assessing "decodable text" was not	Yes			
h. instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax.  No  No  No  No  No  No  No  No  No  N					I: Evidence of introducing instruction for fluenciy, spellling patterns		Which slides specifically address this TPE element?	Yes	
morphology, and syntax.    Advance students' 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.    A Evidence of how candidates will paratice working with advanced sudents to apply complex academic content, was not found, work with advanced students to apply complex academic content, was not found, work with advanced students with comprehension and effective expression.    A Evidence of how candidates will paratice working with advanced students with comprehension and effective expression.    A Evidence of how candidates will be assessed for their ability to work with advanced students with comprehension and effective expression.    A Evidence of how candidates will be assessed for their ability to work with advanced students with comprehension and effective expression.    A Evidence of how candidates will be assessed for their ability to work with advanced students with comprehension and effective expression.    A Evidence of how candidates will be assessed for their ability to work with advanced students with comprehension and effective expression.    A Evidence of how candidates will be assessed for their ability to work with advanced students to apply complex academic content, was not found.    A Evidence of how candidates will be assessed for their ability to work with advanced students with comprehension and effective expression.    A Evidence of how candidates will be assessed for their ability to work with advanced students to expression.    A Evidence of how candidates will particle working with advanced students to every the students to every their ability to work with advanced students to every their advanced students to every their advanced students to every the students of their ability to every their advanced students to every their advanced studen		No	No	No	Evidence of instructing for fidencity, spelling patterns, sematics,	Yes			
i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex astademic content, was not found, as tidents to apply complex academic content, was not found, as tidents to apply complex academic content, was not found, as tidents to apply complex academic content was not found.  The evidence contained in the introduction of the response in the previous column is no, please indicates what is missing or unclear related to this aspect of standard 7a.  Standard 7a. Foundational Skills: English Learners  Standard 7a. Foundational Skills: English Learners  Reviewers can find information on 7a in Section 3.2.  We will addressed, select Yes. If additional information is fully addressed, select Yes. If additional information is					A: Evidence of assessing for fluenciy, spellling patterns, sematics,				
Fe vidence of how candidates will practice working with advanced support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.  The evidence contained in the first exponse in the previous column is no, please indicate what is missing or unclear related to this aspect of standard 7a.  Standard 7a. Foundational Skills: English Learners Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewer section from the drop down menu. If feedback is fully addressed, select Yes in Additional information is for any element that was not addressed in the initial review, review institution's response.  Reviewer Instructions  If the response in the previous column is no, please indicate what is missing or unclear related to this aspect of standard 7a.  Reviewer Instructions  If the response is not sufficient, please provide additional feedback is needed.  If the response addresses the feedback, no additional feedback is fully addressed, select Yes if additional information is followers of the find inform					morpiology and syntax was not found.	1			
work with advanced students when they apply complex academic content was not found.  The evidence contained in the literacy coursework indicates as it relates to multilingual and finglish Learners Reviewer scan find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewers can find information on 7a in Section 3.2.  Reviewer instructions  Reviewer Instructions  For any element that was not addressed in the initial review, review institution's response.  If the response is not sufficient, please provide additional feedback. review institution's response.  If the response addresses the feedback, no additional feedback is fully addressed, select Yes. If additional information i	foundational skills, language, and cognitive skills that support them as they read and write increasingly	Yes	No	No	students to apply complex academic content, was not found,	Yes			
The evidence contained in the literacy consumers is aligned to standard 7a. Foundational Skills: English Learners Standard 7a. Foundational Skills: English Learners Reviewers can find information on 7a in Section 3.2.  Reviewers san find information on 7a in Section 3.2.  The evidence contained in the literacy consessor in the previous column is no, please indicate what is missing or unclear related to this aspect of standard 7a. Reviewer Instructions  For any element that was not addressed in the initial review, review institution's response.  If the response in the previous column is no, please indicate what is missing or unclear related to this aspect of standard 7a.  Reviewer Instructions  For any element that was not addressed in the initial review, review institution's response.  If the response addresses the feedback, no additional feedback is fully addressed, select Yes. If additional information is fully addressed, select Yes. If additional information is fully addressed, select Yes. If additional information is	effective expression.				work with advanced students when they apply complex academic	Yes			
Ilteracy coursework indicates   For any element that was not addressed in the initial review, review institution's response.   If the response is not sufficient, please provide additional feedback. review institution's response.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback, no additional feedback is fully addressed, select Yes. If additional information is   If the response is not sufficient, please provide additional feedback.   If the response is not sufficient, please provide additional feedback is review institution's response.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback, no additional feedback is fully addressed, select Yes. If additional information is   If the response is not sufficient, please provide addressed in the initial review, review institution's response.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback, no additional feedback is needed.   If the response addresses the feedback is fully addressed, select Yes. If additional information is   If the response is not sufficient, please provide addressed in the initial review, review institution's response.   If the response is not sufficient, please provide addressed in the initial review, review institution's response.   If the response is not sufficient, please provide addressed in the initial review, review instit		The evidence contained in the	If the response in the prev	ious column is no, please indicate	content was not found.  what is missing or unclear related to this aspect of standard 7a.		Reviewer Instructions	Reviewer Instructions	Reviewer Instructions
feedback.	Reviewers can find information on 7a in Section 3.2	program is aligned to standard 7a as it relates to multilingual and English Learner students.				review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional	If the response addresses the feedback, no additional feedback is	review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional	If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.

Standard 7a: The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral/written English language proficiency, and in some cases literacy skills in an additional language. Candidates also learn that some deaf children may still be developing their first language—either spoken English or ASL. The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the ELA/ELD Framework, including knowledge of cross-language transfer between the home languages and English.	Yes	Ą			
The feedback on this sheet is provided for all programs and pathways listed on Row 2 of this sheet.	Vac	General Comments: In some courses, candidates were asked to write, share, or record related to the TPE element, but reviewer was unable to find where candidates learned to apply these skills to the students in their classrooms. Candidates need to practice how they will be applying these skills to the classroom.	response for b is actually the content for c. The content for b for children with sufficient hearing to access auditory learning continue with this section because it was unclear if the inform	pears to be included however, the content in the first column in the should read, "phonological awareness, including phonemic awareness, in Thus the rest of the chart is likely misaligned. Reviewer could not nation provided was for intended for the TPE element indicated in that nit corrections to the table and ensure that all green highlighted items are	

Institution: CSU Fresno						
Program(s) and Pathway(s): Student Teaching and Intern						
Link to Submission: https://kremen.fresnostate.edu/about/cctc/literac	<u>cy.html</u>					
	Initial Review			Second Review Finding	Second Review Feedback	Third Review Finding
Section 3.3 Clinical Practice: Foundational Skills	Program has documentation to districts/Pk-12 partners outlining opportunities that must be provided for clinical practice settings re: Literacy Instruction including foundational skills (Indicate Y or N)	Program's documentation includes information indicated in 3.3a specifically for mentors/cooperating teachers. (Indicate Y or N)	If the response in either column is no, please comment on what is missing or unclear.	For any element that was not addressed in the initial review, review	Reviewer Instructions  If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.	Reviewer Instructions For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column Ft provide additional feedback.
3.3a. Communication/Agreement with Districts regarding clinical practice – Direct link(s) to locations in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (appropriate setting, information about expectations made available to administrators and mentors at the school site, etc.). This	Yes	Yes	Districts and PK-12 Partners:		Districts and PK-12 Partners:	
documentation must include information for mentor/cooperating teachers about the expectations for candidates to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.	1.3	10	Mentors/Cooperating Teachers:		Mentors/Cooperating Teachers:	
3.3b Candidate Information - Direct links to location(s) in candidate handbooks or materials explaining new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.	Consultani	t Review. Information Available for Review	vers, but no specific additional review required			
	Program documentation includes observation tools/assessments used in clinical practice settings related to foundational skills. (Indicate Y or N)	Program documentation indicates that candidates are provided formative feedback on their practice of teaching foundational reading skills in clinical practice. (Indicate Y or N)	If the response in either column is no, please comment on what is missing or unclear.	Reviewer Instructions Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column F to provide additional feedback.	Review Instructions  If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.	Reviewer Instructions Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column F to provide additional feedback.
3.3c. Candidate Clinical Practice Opportunities – Direct link(s) to locations in any clinical practice observation tools/assessments, if available, that document where candidates are practicing teaching these foundational reading skills to students and are being provided	No	No	Observation Tools/Assessments: Advanced Clinical Practice Evaluation (CSDS 260) link shows deleted file. Please provide this to show where candidates are practicing teaching the foundational reading schools and are being provided formative feedback.	No	Observation Tools/Assessments: evaluation checklist provided does not align with practicing teaching foundational reading skills	Yes
tnese roundational reading skills to students and are being provided formative feedback to guide improvement.			Candidates Provided Formative Feedback: see above	No	Candidates Provided Formative Feedback:	Yes
The feedback on this sheet is provided for all programs and pathways listed on Row 2 of this sheet.	The feedback above is for all programs  Yes	General Comments:				

Institution: CSU Fresno							
Program(s) and Pathway(s): Student Teaching and Intern							
Link to Submission: https://kremen.fresnostate.edu/about/cctc/literac	u, html						
Link to Submission. https://kremen.nesnostate.edu/about/cctc/iiterac	-y.nuni		Initial Rev				
	Introduced	Practiced	Assessed		Second Boylow Finding	Second Povious	Third Povious Finding
Section 4.1 Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language	All concepts were clearly introduced/included in coursework (Indicate Y or N)	All concept are clearly practiced by candidates in coursework or clinical practice (Indicate Y or N)	Information in 4.1 indicate that candidates are assessed on these concepts.  (Indicate Y or N)	If no is indicated on any of the previous three columns, please comment on what is missing or unclear.	For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional	Reviewer Instructions If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.	Third Review Finding  Reviewer Instructions For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional
TPEs 7.6/U7.6 Meaning Making. Engage students in meaning making by				I: Basic content was noted in assignments for cognitive engagement and ASL	feedback.		feedback.
IPES / 30/Jo wearing waking, eragge students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and spoken/signed/tactile/symbolic), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and				applications are applied. Evidence of content for questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines was not identified.  P: Basic content was noted in assignments for cognitive engagement and ASL	Yes	l:	
signing/speaking across the disciplines.	No	No	No	applications are applied. Evidence of content for questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines	No	P: It is unclear how the literature review paper ensures candidates will have the opportunity to practice this TPE element.	Yes
				was not identified. A: Basic content was noted in assignments for cognitive engagement and ASL applications are applied. Evidence of for questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines was not lidentified.	No	A: The rubric is not aligned to the content of this TPE element.	Yes
Engage students in reading, listening/viewing, signing/speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.				I: The instructional perspective for the content provided focuses on the candidate as the learner. The standard is addressing the srudents in the classroom, of which evidence was not found.	No	I: Please note which slides from the ppt address this TPE element.	Yes
	No	No	No	P: The instructional perspective for the content provided focuses on the candidate as the learner. The standard is addressing the srudents in the classroom, of which evidence was not found.	Yes	P:	
				A: The instructional perspective for the content provided focuses on the candidate as the learner. The standard is addressing the srudents in the classroom, of which evidence was not found.	Yes	A:	
TPEs 7.7/U7.7 Language Development. Promote students' language development by attending to vocabulary knowledge and use,				l:		l:	
grammatical structures (e.g., syntax), and discourse-level	Yes	Yes	Yes	P:		P:	
understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective expression.	163	1.63		A:		A:	
Create environments that foster students' language development,				l:		l:	
including discipline-specific academic language.	Yes	Yes	Yes	P: Evidence was located within other sections of the resources verses what		P:	
				was posted. A:		A:	
Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts.				I: Evidence of engaging the classroom student in the creation of diverse print, digital, and multimedia texts was not identified.	Yes	l:	
	No	No	No	I: Evidence of engaging the classroom student in the creation of diverse print, digital, and multimedia texts was not identified.	Yes	P:	
				I: Evidence of engaging the classroom student in the creation of diverse print, digital, and multimedia texts was not identified.	No	A: It is unclear how the linked rubric ensures candidates are assessed on this TPE element.	Yes
Conduct instruction that leverages students' existing linguistic				l:		l:	
repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Yes	Yes	Yes	P: Evidence was located within other sections of the resources verses what was posted.		P:	
				а		A:	
TPEs 7.8/U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language				l: Evidence of how the candidate will engage the classroom student in the listed skills of expression was not identified.	No	I: Please note which slides from the ppt address this TPE element.	Yes

conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.	No	No	No	P: Evidence of how the candidate will engage the classroom student in the listed skills of expression was not identified.  A: Evidence of how the candidate will engage the classroom student in the	Yes Yes	P: A:	
Teach students 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/argumentation, information, and narration.				listed skills of expression was not identified.  I: The evaluators were unable to identify where candidates were introduced to how to Teach students 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/ argumentation, information, and narration.	No	I: see previous comment	Yes
	No	No	No	P: The evaluators were unable to find where candidates learaned to teach students 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/ argumentation, information, and narration.	Yes	P:	
				A: The evaluators were unable to find where candidates learaned to teach students 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/argumentation, information, and parration.	Yes	A:	
Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language				l:		l:	
conventions to support writing and presentations.	Yes	Yes	Yes	P:		P:	
Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.				A:  I: The evaluators were not able to identifywhere letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills were introduced.	Yes	A: I:	
	No	No	Yes	P: The evaluators were not able to identify instruction for letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	Yes	P: For future review - more information is needed on the in-class assignment to demonstrate practice.	
				A:		A:	
Standard 7c Language Development: English Learners Standard 7d Effective Expression: English Learners  *Reviewers: A direct response to the standard elements below is not included in the submission. Please respond below and/or provide feedback based on your review of the elements in Tables 3.1, 4.1 and 5.1.	The evidence contained in the literacy coursework indicates program is aligned to standard 7c and 7d as it relates to multilingual and English Learner students. (Indicate Y or N)	If the response in the pre	vious column is no, please indi	icate what is missing or unclear related to this aspect of standard 7c and 7d	Reviewer Instructions  For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional feedback.	Reviewer Instructions  If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.	Reviewer Instructions  For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional feedback.
7c. All programs focus on instruction that values and leverages students' existing linguistic repertories, including home languages and dialects, and that accepts and encourages translanguaging.							
The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.	Yes						
7d. Effective Expression. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging as appropriate, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.	Yes						
The feedback on this sheet is provided for all programs and	The feedback above is for all programs and pathways (Indicate Y or N)	General Comments: see 3.1 g	eneral comments				
pathways listed on Row 2 of this sheet.	Yes						

Institution: CSU Fresno					
Program(s) and Pathway(s): Student Teaching and Intern					
Link to Submission: https://kremen.fresnostate.edu/about/cctc/lit	eracy.html				
		Initial Re	eview	Second Review Finding	Second Review
Section 4.2 Clinical Practice and Literature, Language, Comprehension	Program has documentation to districts/PK-12 partners outlining opportunities that must be provided for clinical practice settings re TPE 7.6, 7.7, 7.8 (Indicate Y or N)	Program's documentation includes information specifically for administrators and mentors/cooperating teachers. (Indicate Y or N)	missing or unclear.	Reviewer Instructions For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column F to provide additional feedback.	Reviewer Instructions  If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.
<b>4.2a. Communication/Agreement with Districts</b> – Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available	Yes	Yes	Districts/PK-12 Partners:		Districts/PK-12 Partners:
to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.			Administrators and Mentors/Cooperating Teachers:		Administrators and Mentors/Cooperating Teachers:
4.2b. Candidate Information- Direct links(s) to specific location in candidate handbooks or other materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to the TPEs listed in 4.1.	Consultant	Review. Information is Available to Review	vers but no specific additional review is required.		
	Program documentation includes observation tools/assessments used in clinical practice settings related to TPE 7.6, 7.7, and 7.8.  (Indicate Y or N)	Program documentation indicates that candidates are provided formative feedback on their practice of teaching related to TPE 7.6, 7.7, and 7.8.  (Indicate Y or N)	If either of the previous two columns is no, please comment on what is missing or unclear.	Reviewer Instructions  For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column F to provide additional feedback.	Reviewer Instructions  If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.
4.2c. Candidate Clinical Practice Opportunities – Direct link(s) to specific location(s) in clinical practice observation tools that ensure candidates are practicing teaching these skills and are provided formative feedback to guide improvement.	No	No	Observation Tools/Assessments: Advanced Clinical Practice Evaluation (CSDS 260) link shows deleted file. Please provide this to show where candidates are practicing teaching the foundational reading schools and are being provided formative feedback.	Yes	Observation Tools/Assessments:
			Candidates Provided Formative Feedback: see above	Yes	Candidates Provided Formative Feedback:
The feedback on this sheet is provided for all programs and pathways listed on Row 2 of this sheet.	The feedback above is for all programs  Yes	General Comments:	•		

Institution: CSU Fresno						
Program(s) and Pathway(s): Student Teaching and Intern						
Link to Submission: https://kremen.fresnostate.edu/about/cctc/literacy	y.html					
	introduced	Practiced	Initial Review		Second Review Finding	Second Review
Section 5.1 Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques	All concepts were clearly introduced/included in <u>coursework</u> (Indicate Y or N)	All concept are clearly practiced by candidates in <u>coursework or clinical</u> <u>practice</u> (Indicate Y or N)	Information provided in 5.1 indicates that candidate are assessed on these concepts. (Indicate Y or N)	If no is indicated on any of the previous three columns, please comment on what is missing or unclear.	Reviewer Instructions For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.
TPE 7.2 Plan and implement evidence-based literacy instruction				l:		l:
grounded in an understanding of Universal Design for Learning;	Yes	Yes	Yes	P:		P:
				A:		A:
Plan and implement evidence-based literacy instruction grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and	Ver	Ver	Ver	t:		l:
Tier 3–Intensive intervention)	Yes	Yes	Yes	P:		P:
				A:		A:
Plan and implement evidence-based literacy instruction grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e.,				l:		l:
instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and	Yes	Yes	Yes	P:		P:
semantics).				A:		A:
TPE 7.10 Monitor students' progress in literacy development using				l:		l:
formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	Yes	Yes	Yes	P:		P:
				A:		A:
Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and				I:		l:
writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students'	Yes	Yes	Yes	P:		P:
strengths and needs for literacy instruction related to any currently identified disabilities. The last				A:		A:
Understand how to appropriately assess and interpret results for English				l:		l:
learner students.	Yes	Yes	Yes	P:		P:
				A:		A:
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				l:		l:
and ASL and as appropriate in ASL and any other home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who	Yes	No	No	P: The reviewer was unable to identify where Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support was practiced. ASL & language is demonstrated.	Yes	P:
need Tier 3 intensive support.		I	1	Support was practiced. Ast & language is demonstrated.	<u> </u>	<u> </u>

				A: P: The reviewer was unable to identify where Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support was assessed.	Yes	A:
TPE 7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, specialists in ASL, school psychologists, occupational therapists, physical therapists, educational audiologists, AAC facilitators, VI teachers and				ı:		t:
specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for deaf students who may have a	Yes	Yes	Yes	P:		P:
secondary disability, such as dyslexia or another disability that impacts literacy development.  TPE 7.13				A:		A:
Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC				l:		l:
facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction	Yes	Yes	Yes	P:		P:
specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.				A:		A:
TPE 7.14 Utilize assistive technology (e.g., AAC; classroom and personal hearing technology; keyboarding; multimedia;) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language) as				l:		l:
needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or	Yes	Yes	Yes	P:		P:
tactilely in discipline-specific ways.				A:		A:
The feedback on this sheet is provided for all programs and	The feedback above is for all					
pathways listed on Row 2 of this sheet.	Yes					

Institution: CSU Fresno				
Program(s) and Pathway(s): Student Teaching an	d Intern			
Link to Submission: https://kremen.fresnostate.e	edu/about/cctc/literacy.html			
		Initial Review	Second Review Finding	Second Review
Section 5.2 Clinical Practice and Diagnostic/Early Intervention Techniques	Documentation includes explicit reference to efforts that the program makes to provide opportunities for candidates, as practicable, to observe how schools are using screening and diagnostic techniques pursuant to 5.2 a.  (Indicate Y or N)	If the response in the previous column is no, please indicate what is missing or unclear.	Reviewer Instructions For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column F to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.
5.2 a. Clinical practice - Link to MOUs or other documentation provided to LEAs that include explicit reference to efforts that will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe how schools/teachers are using screening and diagnostic techniques, as appropriate to the credential and as identified in the TPEs and standard.	Yes			
5.2b Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.	Consultant Review. Informati	ion is available to Reviewers but no official review is required.		
	Program documentation indicates that candidate are provided opportunities to learn about and, where possible, observe how schools/teacher are using screening and diagnostic to inform teaching and assessment as indicated in 5.2c.  (Indicate Y or N)	If the response in the previous column is no, please indicate what is missing or unclear.	Reviewer Instructions  For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column F to provide additional feedback.	Reviewer Instructions  If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback in needed.
5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.	Yes			
The feedback on this sheet is provided for	The feedback above is for all programs and pathways			
all programs and pathways listed on Row 2 of this sheet.	Yes			

Institution: CSU Fresno				
Program(s) and Pathway(s): Student Teaching and Intern				
Link to Submission: https://kremen.fresnostate.edu/about/	/cctc/literacy.html			
		Initial Review	Second Review Finding	Second Review
Section 5.3 Incorporation of CA Dyslexia Guidelines in Coursework	Using information in both 5.3a <u>and</u> 5.3b, it is clear that the CA Dyslexia Guidelines are incorporated into the coursework of the program. (Indicate Y or N)	If the response is no in the previous column, please comment on what is missing or unclear.	Reviewer Instructions For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column E to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.
5.3a Coursework narrative on how CA Dyslexia Guidelines are incorporated into the program for all candidates. (Please see 5.3b)	Yes			
	Consultant preliminary review to ensure CA Dyslexia information submitted in this section to determine if	Guidelines are explicitly identified in program coursework. Reviewers to use the the CDG are fully incorporated into the program.		
Section 5.3c Clinical Practice: CA Dyslexia Guidelines	Program documentation indicates that candidates have opportunities to observe and practice concepts and strategies included in the CA Dyslexia Guidelines during clinical practice or steps are taken to provide alternative opportunities for these experiences.  (Indicate Y or N)	If the response is no in the previous column, please comment on what is missing or unclear.	Reviewer Instructions  For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column E to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.
5.3c Clinical Practice. Narrative - Explain how the program provides, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines. Given that not every candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to provide other opportunities for these candidates to practice strategies identified in the California Dyslexia Guidelines. (See 5.3f below)	Yes			
	Program provided documentation for districts addressing requirements of 5.3d (Indicate Y or N)	If the response is no in the previous column, please comment on what is missing or unclear.	Reviewer Instructions For any element that was not addressed in the initial review, review institution's response.  Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column E to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback. If the response addresses the feedback, no additional feedback is needed.
5.3d Communication/Agreement with Districts. Direct link to sample MOUs or other documentation describing expectations for clinical practice settings related to providing, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice concepts and strategies included in the California Dyslexia Guidelines	Yes			

5.3e Candidate Information. Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the California Dyslexia Guidelines	Consultant Review. Informatio	on is Available for Reviewers, but no additional response necessary		
		If no is indicated in the previous column, please provide comment on what is missing		
	how candidates are provided opportunities to learn		For any element that was not addressed in the initial review, review institution's	Reviewer Instructions
	about and, where possible, observe how schools/teachers use skills described in the CA		response.	If the response is not sufficient, please provide additional feedback.
	Dyslexia Guidelines.		Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If	
	(Indicate Y or N)		additional information is needed, select No and use Column E to provide additional	If the response addresses the feedback, no additional feedback is needed.
			feedback.	
5.3f Opportunities to Observe/Use Skills in CDG. Provide				
direct links to specific evidence showing how candidates are provided opportunities to learn about and, where possible,				
observe how schools/teachers use the skills described in	Yes			
California Dyslexia Guidelines (may be combined with 5.3c				
above).				
	The feedback above is for all programs and			1
The feedback on this sheet is provided for all	pathways (Indicate Y or N)			
programs and pathways listed on Row 2 of this sheet.	Yes			