

Institution: CSU Fresno							
Program(s) and Pathway(s): DHH Student Teaching and Intern							
Link to Submission: <a href="#">Literacy Certification - CCTC Accreditation 2022</a>							
	Initial Review			Second Review Finding	Second Review Feedback	Third Review Finding	Third Review Feedback
	Introduced	Practiced	Assessed				
Table 3.1 - 7.5/U7.5 Foundational Skills.  Develop students' skills in the following:	The information provided in 3.1 indicates that the concepts are clearly introduced/included in <u>coursework</u> (Indicate Y or N)	The information provided in 3.1 indicates that the concepts are clearly practiced by candidates in <u>coursework or clinical practice</u> (Indicate Y or N)	The information provided in 3.1 indicates that candidates are assessed on these concepts (Indicate Y or N)	<u>g</u>	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.	<b>Reviewer Instructions</b> 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.
a. print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping;	Yes	No	Yes	The material presented serves as an excellent resource. How will the reading process for children using ASL, fingerspelling/letter to handshape mapping be practiced?	Yes	I:  P:  A:	I:  P:  A:
b. phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning	Yes	No	Yes	How will a candidate fully practice these skills with a child who has sufficient hearing access, and the necessary skills to develop phonological awareness?	Yes		
c. phonics for children who can access auditory learning 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-symbol correspondence	Yes	Yes	Yes	I:  P:  A:			
d. decoding and encoding; morphological awareness;	No	No	No	Evidence of encoding, and morphological awareness was not found and decoding was only mentioned. Evidence of encoding, and morphological awareness was not found Evidence of encoding, and morphological awareness was not found.	Yes Yes Yes		
e. text reading fluency, including accuracy (i.e., sign concept), prosody (verbal expression and/or facial expressions and movement in ASL), and rate (as an indicator of automaticity)	Yes	No	No	I:  P: Evicence of fluency, accuracy and prosody was not found. A: Evicence of fluency, accuracy and prosody was not found.	No No	How do the linked slides show practice of this TPE element? Case study analysis rubric does not mention accuracy and prosody as defined in the TPE element.	Yes Yes
f. instruction that is structured and organized as well as direct, systematic, and explicit	Yes	No	No	I: Evidence of a well structured and organized method of instuction was not found. Evidence of a well structured and organized method of instuction was not found.	No No	How do the linked slides show practice of this TPE element? Case study analysis rubric does not mention accuracy and prosody as defined in the TPE element.	Yes Yes
g. practice in connected, "decodable" text	No	No	No	Evidence of specifically introducing "decodable text" was not found. Evidence of specifically practicing "decodable text" was not found. A: Evidence of specifically assessing "decodable text" was not found.	Yes Yes Yes	Found in Reading Research article.	
h. instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax.	No	No	No	I: Evidence of introducing instruction for fluency, spelling patterns, semantics, moroiology and svntax was not found. Evidence of instructing for fluency, spelling patterns, semantics, morpiology and syntax was not found. A: Evidence of assessing for fluency, spelling patterns, semantics, moroiology and syntax was not found.	No Yes Yes	Which slides specifically address this TPE element?	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 disciplinary texts with comprehension and effective expression.	Yes	No	No	I:  P: Evidence of how candidates will practice working 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 when they apply complex academic content was not found.	Yes  Yes		
Standard 7a. Foundational Skills: English Learners  Reviewers can find information on 7a in Section 3.2 of the institution's submission.	The evidence contained in the literacy coursework indicates program is aligned to standard 7a as it relates to multilingual and English Learner students. (Indicate Y or N)	If the response in the previous column is no, please indicate what is missing or unclear related to this aspect of standard 7a.			<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.	<b>Reviewer Instructions</b> 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.

<b>Standard 7a:</b> 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	Y				
	<b>The feedback above is for all</b>		There is an error in the table for 3.1 submission. Letter b, appears to be included however, the content in the first column in the response for b is actually the content for c. The content for b should read, "phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning." Thus the rest of the chart is likely misaligned. Reviewer could not continue with this section because it was unclear if the information provided was for intended for the TPE element indicated in that row or different because of the misalignment. Please resubmit corrections to the table and ensure that all green highlighted items are aligned with the correct TPE element.			
<b>The feedback on this sheet is provided for all programs and pathways listed on Row 2 of this sheet.</b>	Yes	<b>General Comments:</b> 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.				

Institution: CSU Fresno				Second Review Finding	Second Review Feedback	Third Review Finding
Program(s) and Pathway(s): Student Teaching and Intern						
Link to Submission: <a href="https://kremen.fresnostate.edu/about/cctc/literacy.html">https://kremen.fresnostate.edu/about/cctc/literacy.html</a>						
	Initial Review					
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.	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.	<b>Reviewer Instructions</b> 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.
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 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.	Yes	Yes	Districts and PK-12 Partners:		Districts and PK-12 Partners:	
			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.	Consultant Review. Information Available for Reviewers, 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.	<b>Reviewer Instructions</b> 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.	<b>Review Instructions</b> If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.	<b>Reviewer Instructions</b> 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 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.	No	Observation Tools/Assessments: evaluation checklist provided does not align with practicing teaching foundational reading skills	Yes
			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	General Comments:				
	Yes					

Institution: CSU Fresno							
Program(s) and Pathway(s): Student Teaching and Intern							
Link to Submission: <a href="https://kremen.fresnostate.edu/about/cctc/literacy.html">https://kremen.fresnostate.edu/about/cctc/literacy.html</a>							
	Initial Review				Second Review Finding	Second Review	Third Review Finding
Section 4.1 Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language	Introduced	Practiced	Assessed	If no is indicated on any of the previous three columns, please comment on what is missing or unclear.			
	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 practice</u> (Indicate Y or N)	Information in 4.1 indicate that candidates are assessed on these concepts. (Indicate Y or N)				
TPEs 7.6/U7.6 Meaning Making. Engage 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 signing/speaking across the disciplines.	No	No	No	I: Basic content was noted in assignments for cognitive engagement and ASL 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 <u>was not identified</u> .	Yes	I:	
				P: Basic content was noted in assignments for cognitive engagement and ASL 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 <u>was not identified</u> .	No	P: It is unclear how the literature review paper ensures candidates will have the opportunity to practice this TPE element.	Yes
				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 <u>was not identified</u> .	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.	No	No	No	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
				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, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective <u>expression</u> .	Yes	Yes	Yes	I:		I:	
				P:		P:	
				A:		A:	
Create environments that foster students' language development, including discipline-specific academic language.	Yes	Yes	Yes	I:		I:	
				P: Evidence was located within other sections of the resources verses what <u>was posted</u> .		P:	
				A:		A:	
Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts.	No	No	No	I: Evidence of engaging the classroom student in the creation of diverse print, digital, and multimedia texts was not identified.	Yes	I:	
				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 repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Yes	Yes	Yes	I:		I:	
				P: Evidence was located within other sections of the resources verses what <u>was posted</u> .		P:	
				a		A:	
TPEs 7.8/U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language				I: 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



Institution: CSU Fresno					
Program(s) and Pathway(s): Student Teaching and Intern					
Link to Submission: <a href="https://kremen.fresnostate.edu/about/cctc/literacy.html">https://kremen.fresnostate.edu/about/cctc/literacy.html</a>					
	Initial Review			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)	If either of the previous two columns is no, please comment on what is missing or unclear.	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.
4.2a. Communication/Agreement with Districts – 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 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.	Yes	Yes	Districts/PK-12 Partners:		Districts/PK-12 Partners:
			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 Reviewers 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.	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> 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	General Comments:			
	Yes				

Institution: CSU Fresno					Second Review Finding	Second Review
Program(s) and Pathway(s): Student Teaching and Intern						
Link to Submission: <a href="https://kremen.fresnostate.edu/about/cctc/literacy.html">https://kremen.fresnostate.edu/about/cctc/literacy.html</a>						
Initial Review						
Section 5.1 Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques	Introduced	Practiced	Assessed	If no is indicated on any of the previous three columns, please comment on what is missing or unclear.	Reviewer Instructions	Reviewer Instructions
	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 practice</u> (Indicate Y or N)	Information provided in 5.1 indicates that candidate are assessed on these concepts. (Indicate Y or N)		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.	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 grounded in an understanding of Universal Design for Learning;	Yes	Yes	Yes	I: P: A:		I: P: 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 Tier 3–Intensive intervention)	Yes	Yes	Yes	I: P: A:		I: P: 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., 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 semantics).	Yes	Yes	Yes	I: P: A:		I: P: A:
TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	Yes	Yes	Yes	I: P: A:		I: P: A:
Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs for literacy instruction related to any currently identified disabilities. The last	Yes	Yes	Yes	I: P: A:		I: P: A:
Understand how to appropriately assess and interpret results for English learner students.	Yes	Yes	Yes	I: P: A:		I: P: 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 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 need Tier 3 intensive support.	Yes	No	No	I:  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:

				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 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 secondary disability, such as dyslexia or another disability that impacts literacy development.	Yes	Yes	Yes	I:		I:
				P:		P:
				A:		A:
TPE 7.13 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 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 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.	Yes	Yes	Yes	I:		I:
				P:		P:
				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 needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways.	Yes	Yes	Yes	I:		I:
				P:		P:
				A:		A:
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					
	Yes					



Institution: CSU Fresno				
Program(s) and Pathway(s): Student Teaching and Intern				
Link to Submission: <a href="https://kremen.fresnostate.edu/about/cctc/literacy.html">https://kremen.fresnostate.edu/about/cctc/literacy.html</a>				
	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.	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> 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. Information 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.	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is 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 all programs and pathways listed on Row 2 of this sheet.	The feedback above is for all programs and pathways			
	Yes			

Institution: CSU Fresno				
Program(s) and Pathway(s): Student Teaching and Intern				
Link to Submission: <a href="https://kremen.fresnostate.edu/about/cctc/literacy.html">https://kremen.fresnostate.edu/about/cctc/literacy.html</a>				
	Initial Review		Second Review Finding	Second Review
Section 5.3 Incorporation of CA Dyslexia Guidelines in Coursework	Using information in both 5.3a and 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.	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> 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			
5.3b Direct links to specific locations in course syllabi where the content of the CA Dyslexia Guidelines is clearly identified.	Consultant preliminary review to ensure CA Dyslexia Guidelines are explicitly identified in program coursework. Reviewers to use the information submitted in this section to determine if 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.	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> 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. Information is Available for Reviewers, but no additional response necessary			
	Program documentation includes evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use skills described in the CA Dyslexia Guidelines. (Indicate Y or N)	If no is indicated in the previous column, please provide comment on what is missing or unclear.	<b>Reviewer Instructions</b> 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.	<b>Reviewer Instructions</b> If the response is not sufficient, please provide additional feedback.  If the response addresses the feedback, no additional feedback is needed.
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 California Dyslexia Guidelines (may be combined with 5.3c above).	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 and pathways (Indicate Y or N)			
	Yes			