

Institution: CSU Fresno				Second Review Finding	Second Review Feedback
Program(s) and Pathway(s): DHH Student Teaching and Intern					
Link to Submission: Literacy Certification - CCTC Accreditation 2022					
	Initial Review				
	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 coursework (Indicate Y or N)	The information provided in 3.1 indicates that the concepts are clearly practiced by candidates in coursework or clinical practice (Indicate Y or N)	The information provided in 3.1 indicates that candidates are assessed on these concepts (Indicate Y or N)	g	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.
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?	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?	I: P: A:
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:	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.	I: P: A:
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: Evidence of fluency, accuracy and prosody was not found. A: Evidence of fluency, accuracy and prosody was not found.	I: P: A:
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 instruction was not found. Evidence of a well structured and organized method of instruction was not found.	I: P: A:
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.	I: P: A:
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, morphology and syntax was not found. Evidence of instructing for fluency, spelling patterns, semantics, morphology and syntax was not found. A: Evidence of assessing for fluency, spelling patterns, semantics, morphology and syntax was not found.	I: P: A:
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.	I: P: A:
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.			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.
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	Y			
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	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.			

Institution: CSU Fresno				Second Review Finding	Second Review Feedback
Program(s) and Pathway(s): Student Teaching and Intern					
Link to Submission: https://kremen.fresnostate.edu/about/cctc/literacy.html					
Initial Review					
Section 3.3 Clinical Practice: Foundational Skills	Program has documentation to	Program's documentation includes	If the response in either column is no, please comment on what is missing or	Reviewer Instructions	Reviewer Instructions
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	Program documentation indicates that	If the response in either column is no, please comment on what is missing or	Reviewer Instructions	Review Instructions
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.		Observation Tools/Assessments:
			Candidates Provided Formative Feedback: see above		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: https://kremen.fresnostate.edu/about/cctc/literacy.html						
	Initial Review					
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.	Reviewer Instructions	Reviewer Instructions
	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)		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.
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 was not identified. 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 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 identified.	I:	I:
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. 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. 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.	I:	I:
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 expression.	Yes	Yes	Yes	I: P: A:	I: P: A:	I: P: A:
Create environments that foster students' language development, including discipline-specific academic language.	Yes	Yes	Yes	I: P: Evidence was located within other sections of the resources verses what was posted. A:	I: P: A:	I: P: 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. I: Evidence of engaging the classroom student in the creation of diverse print, digital, and multimedia texts was not identified. I: Evidence of engaging the classroom student in the creation of diverse print, digital, and multimedia texts was not identified.	I: P: A:	I: P: A:
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguageing.	Yes	Yes	Yes	I: P: Evidence was located within other sections of the resources verses what was posted. a	I: P: A:	I: P: A:
TPEs 7.8/U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language 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	I: Evidence of how the candidate will engage the classroom student in the listed skills of expression was not identified. 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 listed skills of expression was not identified.	I: P: A:	I: 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.	No	No	No	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. P: The evaluators were unable to find where candidates learned 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. A: The evaluators were unable to find where candidates learned 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.	I: P: A:	I: P: A:

Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.	Yes	Yes	Yes	I: P: A:		I: P: A:
Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	No	No	Yes	I: The evaluators were not able to identify where letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills were introduced. 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. A:		I: P: A:
Standard 7c Language Development: English Learners	The evidence contained in	If the response in the previous column is no, please indicate what is missing or unclear related to this aspect of standard 7c and 7d			Reviewer Instructions	Reviewer Instructions
7c. All programs focus on instruction that values and leverages students' existing linguistic repertoires, 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 pathways listed on Row 2 of this sheet.	The feedback above is for all programs and pathways (Indicate Y or N) Yes	General Comments: see 3.1 general comments				

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 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.	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.
4.2a. 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: Administrators and Mentors/Cooperating Teachers:	Districts/PK-12 Partners: Administrators and Mentors/Cooperating Teachers:	
4.2b. Candidate Information- Direct link(s) to specific location in	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.	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. Candidates Provided Formative Feedback: see above	Observation Tools/Assessments: 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				Second Review Finding		Second Review	
Program(s) and Pathway(s): Student Teaching and Intern							
Link to Submission: https://forms.fresnostate.edu/about/ocfe/literacy.html							
	Initial Review						
	Introduced	Practiced	Assessed				
	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 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.	
Section 5.1 Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques						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 grounded in an understanding of Universal Design for Learning:	Yes	Yes	Yes	E: P: A:		E: 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	E: P: A:		E: 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	E: P: A:		E: 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	E: P: A:		E: 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. <i>– Tier 1a</i>	Yes	Yes	Yes	E: P: A:		E: P: A:	
Understand how to appropriately assess and interpret results for English learner students.	Yes	Yes	Yes	E: P: A:		E: 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	E: 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 practiced. ASL & language is undocumented. 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.	E: P: 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	E: P: A:		E: P: 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	E: P: A:		E: P: 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 tactically in discipline-specific ways.	Yes	Yes	Yes	E: P: A:		E: P: 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: https://kremen.fresnostate.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	Consultant Review. Information is available to Reviewers but no official review is required.			
	Program documentation indicates that candidate are	If the response in the previous column is no, please indicate what is missing or unclear.	Reviewer Instructions	Reviewer Instructions
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: 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 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.	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			
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.	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	If the response is no in the previous column, please comment on what is missing or	Reviewer Instructions	Reviewer Instructions
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	Consultant Review. Information is Available for Reviewers, but no additional response necessary			
	Program documentation includes evidence showing	If no is indicated in the previous column, please provide comment on what is missing	Reviewer Instructions	Reviewer Instructions
5.3f Opportunities to Observe/Use Skills in CDG. Provide	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			
	Yes			