Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	CSU, Fresno	Program	READING and LITERACY AA, READING and LITERACY LEADERSHIP SPECIALIST
Date of Review	November 23, 2020		

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). Brief narrative (less than 150 words) is allowable but response <u>must</u> include links to evidence that address the issue identified by the reviewers.

Posting the Addendum
Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution's accreditation website.

Standards Found to be Preliminarily Aligned	RLAA: 4 RLSC:

General Comment: Links in the course matrix did not always take reviewers to a clear example of Introduced, Practiced, and Assessed. Clearer examples may provide evidence for some feedback below.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	Reading and Literacy Added Authorization	
Standard 1: Program Design, Rationale, and Coordination	Regarding the philosophy of the program, what we did see was a coherent organizational overview of the program; however, reviewers did not see a comprehensive philosophy of reading in the	**Philosophy Statement:** The Reading/Language Arts MA, which includes the Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential, is a practitioner-centered program focusing on the interdisciplinary study of literacy from a variety of critical and sociocultural perspectives. Through these perspectives we emphasize culture

	evidence provided. Provide further evidence.	and language in literacy instruction. As a program, we follow the International Literacy Association's definition of literacy as identifying, understanding, interpreting, creating, computing, and communicating with visual, audible, and digital materials across disciplines and contexts (2018). Skills like Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, as well as literary response and critique, and writing/composition, are developed through the lens of cultural experiences, the use of socially-situated practices, and culturally sustaining materials. We believe all people are literate, and align with Kirkland (2013, p. xiv) who stated, "Literacy is a potential—complex, social, cultural, historical, and even political—that, like energy, is ever stored in the human bond. The practice of literacy is a release of this energy/potential, which always exists in every human's ability/vocation to make sense of our world" (David Kirkland, 2013, p. xiv).
Standard 2: Promoting a Culture of Literacy	The readers unable to identify "a review of current research on elements of an effective culture of literacy at the classroom, school, district, and community levels." Provide evidence.	LEE 215 - Culture of Literacy: Students select a specific area or topic concerning language issues in reading to make a comprehensive review of the literature from this course, including readings, experiences, and observations. This paper also focuses on the role of family and community involvement within linguistically and culturally diverse communities that reflect a "culture of literacy." LEE 254 Literacy Program Evaluation Report: Candidates develop and submit an evaluation report of the culture of literacy within their school site's literacy program. The report provides the strengths, weaknesses, and recommendations for the literacy program and for future teacher professional learning experiences. Candidates use tools and guidelines from course modules to collect and analyze school-wide assessment data in order to propose changes in instructional practices.
Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction	Provide further evidence of "systematic instruction around integrating digital and media resources" (Model School LIbrary Standards for California Public Schools, K-12, 2010).	LEE 278 - Digital Literacies (pps. 4-5): – Group Project Presentation: Candidates participate in a presentation of Digital Literacies from an analysis of assigned group articles

and Appropriate Intervention		
Standard 5: Planning, Organizing, and Providing Literacy Instruction	Provide evidence regarding how "Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development."	**LEE 254 Literacy Program Evaluation Report** (P. 8) A major assignment for this course is for students to develop and submit an evaluation report (8-10 pages, including references) of their school site's literacy program. The report provides the strengths, weaknesses, and recommendations for the literacy program and for future teacher professional learning experiences. Students use tools and guidelines from course modules to collect and analyze school-wide assessment data in order to propose changes in instructional practices. This is accomplished through grade and school level discussions and professional development. The report components are written and submitted as assignments throughout the course modules. The final paper synthesizes all of these assignments.
	Provide evidence of working with parents in the context of summarizing the results of the assessments and reporting the results in meaningful ways to the parents.	LEE 230 Case Study Report (page 8): The culminating activity of LEE 230 is the preparation of a formal report detailing the overall progress of the students under each candidate's tutelage. Throughout the eight weeks of the course, candidates reflect on the progress each student is making and keep notes on their progress. At the end of the semester, candidates write a professional report suitable for distributing to parents and appropriate school personnel summarizing the progress each student made during the 12 hours of small-group instruction.
Reading and Literacy Leadership Specialist		
Standard 6: Program Design, Rationale and Coordination	Evidence is needed of candidate supervision with feedback while working with K-12 students. All supervision courses are contact-only with candidates.	**IHE Feedback:** In LEE 224 and LEE 254, faculty view videos of candidates working in their field placements and provide feedback; feedback is also provided by other candidates. In LEE 230 and LEE 234, faculty view lesson plans and logs of candidates' interventions with K-12 students and provide feedback. **District Feedback:** Beginning Spring 2022, using the site field-placement evaluation tool, the site-based supervisor provides structured feedback to the candidate three times during the semester.

Standard 7: Research and Evaluation Methodology	It is not clear if candidates have an opportunity to discuss large scale data collection and analysis. Provide clarification.	**LEE 224: Validity and Reliability** of data are discussed within the context of selecting research-based, valid and reliable assessments for use with learners **LEE 254 Literacy Program Evaluation Report** (P. 8): As part of this assignment, candidates use tools and guidelines from course modules to collect and analyze school-wide assessment data in order to propose changes in instructional practices.
Standard 8: Advanced Professional Competencies	Additional evidence is needed for addressing the content areas of morphology, phonology, and syntax, fluency, and the connection to linguistics. Please provide.	**LEE 213**: Students investigate the components of literacy learning, including morphology, phonology, syntax, fluency, and the connection to linguistics; theories that undergird literacy; and the requirements listed in the CA Literacy Framework (See week 2 of Course Schedule on p. 9 of course **Syllabus**)
Standard 9: Integrating the Curriculum through Clinical Experiences	It is unclear whether candidates receive ongoing feedback from district and IHE faculty regarding direct observations of implemented reading instruction. Provide clarification.	**IHE Feedback:** In LEE 224 and LEE 254, faculty view videos of candidates working in their field placements and provide feedback; feedback is also provided by other candidates. In LEE 230 and LEE 234, faculty view lesson plans and logs of candidates' interventions with K-12 students and provide feedback. **District Feedback:** Beginning Spring 2022, using the site field-placement evaluation tool, the site-based supervisor provides structured feedback to the candidate three times during the semester.
Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction	Candidates participate in a variety of onsite K-12 experiences to develop and further knowledge in reading instruction. It is less clear the types of feedback the candidates receive to improve their development of skills with K-12 students during their reading instruction implementation. Provide clarification.	**IHE Feedback:** In LEE 224 and LEE 254, faculty view videos of candidates working in their field placements and provide feedback; feedback is also provided by other candidates. In LEE 230 and LEE 234, faculty view lesson plans and logs of candidates' interventions with K-12 students and provide feedback. **District Feedback:** Beginning Spring 2022, using the site field-placement evaluation tool, the site-based supervisor provides structured feedback to the candidate three times during the semester.