

**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 must 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:
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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		

<p>Standard 1: Program Design, Rationale, and Coordination</p>	<p>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 evidence provided. Provide further evidence.</p>	
<p>Standard 2: Promoting a Culture of Literacy</p>	<p>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.</p>	
<p>Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention</p>	<p>Provide further evidence of “systematic instruction around integrating digital and media resources” (Model School Library Standards for California Public Schools, K-12, 2010).</p>	
<p>Standard 5: Planning, Organizing, and Providing Literacy Instruction</p>	<p>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.”</p> <p>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.</p>	
<p>Reading and Literacy Leadership Specialist</p>		

<p>Standard 6: Program Design, Rationale and Coordination</p>	<p>Evidence is needed of candidate supervision with feedback while working with K-12 students. All supervision courses are contact-only with candidates.</p>	
<p>Standard 7: Research and Evaluation Methodology</p>	<p>It is not clear if candidates have an opportunity to discuss large scale data collection and analysis. Provide clarification.</p>	
<p>Standard 8: Advanced Professional Competencies</p>	<p>Additional evidence is needed for addressing the content areas of morphology, phonology, and syntax, fluency, and the connection to linguistics. Please provide.</p>	
<p>Standard 9: Integrating the Curriculum through Clinical Experiences</p>	<p>It is unclear whether candidates receive ongoing feedback from district and IHE faculty regarding direct observations of implemented reading instruction. Provide clarification.</p>	
<p>Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction</p>	<p>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.</p>	