

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	California State University, Fresno	Program	PRELIMINARY EDUCATION SPECIALIST: Mild/Moderate
Date of Review	December 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 responses 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	Program Standards 2, 4, 6, 7, 10, 13, 16 MM Standard 4
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design, Rationale and Coordination	Provide clarification or evidence of Intern joint provision of intensive supervision that consists of structured guidance and regular ongoing support throughout the program.	<p>Interns receive intensive support from the district and the university.</p> <ul style="list-style-type: none"> • Intern Memorandum of Understanding between University and District. Refer to page 2. • Copy of a Special Education University Supervisor log for interns documenting extra visits/contacts beyond those required for student teachers. • Copy of Intern Log with identifying information removed
Standard 3: Educating Diverse Learners	<p>1. Reviewers did not find evidence of Candidates are knowledgeable of and able to apply pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English in course (166) listed on the course matrix.</p> <p>2. Also no evidence of Candidates understanding and accept differences in religion, gender</p>	<p>Response to #1: LEE 158 page 8 & LEE 158 page 17: Literacy Teaching Candidates will plan, design, implement and monitor instruction and promote a range of communication strategies and activity modes between teacher and student and among students and provide access to the curriculum for all students, by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> • using knowledge about students, learning goals, and developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom;

	<p>identity/expression, or sexual orientation. Provide evidence.</p>	<ul style="list-style-type: none"> ● appropriate use of instructional technology, including assistive technology; ● use of community resources and services as applicable. <p>LEE 159 syllabus pages 5-7: Weeks 8, 10, 11, 14, 15. Weeks 8, 10, 11, 14 focused on Theories and Methods of Bilingual Education, Cultural Diversity in the United States, Culturally Responsive Schooling and Culturally and Linguistically Diverse Learners and Special Education. In week 15, candidates engage in the Teaching Strategy Group Work Assignment. Candidates select 2 comprehension, 2 vocabulary and 2 content subject matter area strategies. For each strategy selected, the candidate constructs a brief write-up that includes: (a) a description and/or definition of the strategy, and (b) a brief explanation of how the strategy connects to literacy and/or language acquisition. Actual strategy examples or teaching strategy videos can be included. Sources for the strategy must be cited. Candidates participate in readings, class activities and assignments, which are assessed, across these weeks.</p> <p>SPED 120 syllabus page 11: Week 6 and presentation Week 6 focused on creating inclusive, safe and healthy learning environments through understanding and accepting students' differences in religion, gender identity, gender expression, sexual orientation. Candidates discussed articles, engaged in class activities and completed a poster as their exit ticket.</p>
<p>Standard 5: Assessment of Students</p>	<p>Reviewers did not find clear activities or evidence of</p> <ol style="list-style-type: none"> 1. assessment for opportunities for using formal assessments, 2. knowledge and skills to assess students with varying language, communication and cognitive abilities, nor 3. demonstrate knowledge of required statewide assessments and local, state and federal accountability systems. Provide evidence. 4. Unclear how Standard 5 is Introduced, Assessed & Practiced in all three classes 159, 166 and 125. Provide clarification 	<p>Response to 1 & 2 SPED 130 syllabus pages 6-7: Sessions 4-6 and 9. Assessments and Canvas course description of assignment and screenshot of assessments Candidates learn and practice a variety of formal and informal assessments in class. Following each assessment, candidates complete an entry in their assessment guidebook that includes all of the following</p> <ul style="list-style-type: none"> ● Materials needed to administer and record responses ● Effective strategies for conducting the test and responses to students ● Interpretation of test results ● Strategies for presenting the information during the IEP meeting <p>Candidates are assessed through (1) weekly quizzes; (2) guided practice of assessments and interpretation of results; and (3) case studies.</p>

[SPED 145 syllabus page 11-12](#): **Week 6 Present Levels of Academic Achievement and Functional Performance** and [Canvas assignment decision with case study](#). Candidates are given raw data (see linked case study document for data) regarding a student with disabilities. Candidates analyze data and write the present levels for performance, recommend potential accommodations/modifications, and write five (5) annual goals. Candidates are assessed on (1) the accuracy of the information in the Present Levels based on the case study, and (2) the match of goals to the Present Levels.

[SPED 146 syllabus, page 6](#). **Formal and Informal Assessment Project** and [Canvas description of assignment with screenshot](#). Candidates learn to conduct ecological assessments and formal assessments in class. Candidates administer one informal assessment (e.g., Interview, observational field notes, ecological inventory, etc.) and one formal assessment with a student. Candidates write a review of the results (present level of performance), and provide recommendations for educational planning (suggested areas for goals). Candidates are assessed through (1) in-class practice of test administration and interpretation of test results; (2) discussion board; and (3) the review of results of the two assessments and the alignments of recommendations for educational planning to the test results.

Response to 3

[LEE 158 syllabus page 16](#). **Literacy Assessments**. Candidates conduct the all of the following literacy assessments with a child:

- Literacy motivation
- Phonemic awareness
- Concepts of Print
- Phonemic Awareness
- Words Their Way
- Early Names Test
- Miscue Analysis
- Fluency Measure
- Writing Samples
- Narrative Comprehension Task
- Vocabulary Assessment

[SPED 246 syllabus pages 9-10](#): **IEP Project** and [Canvas course description of project](#).

Candidates select a case study of a fictitious student and construct an IEP, based on the information provided in the case study. The IEP must align with

		<p>the data and information provided in the case study and be tailored to meet the unique needs of the student. Each case study contains detailed assessment information from a broad range of standardized, non-standardized, curriculum-based, statewide, and districtwide assessments. This project is graded per the rubric attached in the appendix of the syllabus on pages 19-20.</p> <p>Response to 4: SPED 125 syllabus, page 9. Functional Behavioral Assessment (FBA) and Behavior intervention Plan (BIP) Candidates conduct a FBA and BIP for one student identified as having challenging behaviors. Candidates engage in discussion, modules and in-class activities to understand complex behaviors, practice data collection, and to use the data collected to construct the BIP. Candidates are assessed on this project through a rubric.</p>
<p>Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning</p>	<p>Reviewers did not find evidence of candidates participating effectively as a team member and/or case manager for the IFSP planning process, from pre-referral interventions and requisite assessment processes, 2) developing appropriate IFSP/transition planning goals based on standards and following all legal requirements of the IFSP planning process. Provide evidence.</p>	<p>SPED 120 syllabus page 7: IEP or IFSP Visual Representation and description of the assignment Prior to beginning this assignment, candidates participated in an in-class carousel activity on the IEP and IFSP processes. Candidates rotate in small groups to each poster and provide a summary response of aspects of the IFSP and IEP. Following the poster sessions, candidates create a visual representation of the IEP or IFSP referral and identification process, the development and components, the roles of the student, the family, the case manager and other professionals on the team, and the team meeting process.</p> <p>SPED 130 syllabus page 9: Session 14: Adaptive Behavior and Transition Planning and Canvas description with screenshot Candidates are introduced to the topic of self-determination in Session 14. Self-determination refers to an individual's ability to identify and plan for their future outside of the classroom setting by setting and meeting goals based on independence and choice-making. In this class session, student teacher candidates discuss issues of self-determination and complete a formal assessment in self-determination, The Choice Maker Self-Determination Checklist, to better support their students with specific learning and behavioral needs.</p> <p>SPED 246 syllabus ages 11-12: Transition Group Presentation Candidates will form collaborative teams to research and address transitions for a selected grade level (PS-TK, K-1, 3-4, 6-7, 8-9, 12- out of program, out of program on) and disability. Candidates will collaborate to create</p>

		<p>a 45-60 minute multi-media presentation that integrates student self-advocacy, transition supports and resources from agencies, community, partner districts; the roles of the team members and (2) an activity or lesson to prepare the students for the transition that includes students' self-advocacy. Presentation must include all of the following:</p> <ul style="list-style-type: none"> ● Characteristics of the mild to moderate target learners including the special education supports and services typically received <ul style="list-style-type: none"> ○ Include health, medical, developmental and any other area to be considered ○ Typical supports, accommodations and services ● Essential skills needed by students to make the transition to the next grade successful ● Case management and collaboration with service providers, families, agencies and educational teams ● Transition activities teachers can do in the classroom to support a successful transition ● Websites and other resources that support the successful transition ● Supports and resources at school or provided by the district that support the transition ● Transition programs as appropriate through the community, agencies, etc. that are available to the student ● Recommendations for additional needed supports, programs, etc. that should be available to students ● Students' self-determination and self-advocacy skills needed and recommended strategies to increase their own advocacy <p>SPED 246 syllabus page 12, Weeks 6-7: IEP Best Practices & Facilitating the IEP and Canvas description of activity</p> <p>During these 2 sessions, candidates participate in the roles of various team members in one mock IFSP and one mock IEP. Candidates present information, respond in their assigned respective roles (as parent, special educator/case manager, student, related service providers, etc.) and develop draft goals, including transition for the IFSP and IEP.</p>
<p>Standard 9: Preparation to Teach Reading/Language Arts</p>	<p>Reviewers did not find clear evidence of how candidates are prepared to do the following in the areas of reading, writing, and listening/speaking: instructional planning/objectives/design, instructional delivery, and assessment. Provide evidence.</p>	<p>LEE 158 syllabus pages 16: Literacy Assessments Candidates conduct literacy assessments with one student and teach peers about one of the assessments in class.</p> <ul style="list-style-type: none"> ● Literacy motivation ● Phonemic awareness ● Concepts of Print ● Phonemic Awareness ● Words Their Way

- Early Names Test
- Miscue Analysis
- Fluency Measure
- Writing Samples
- Narrative Comprehension Task
- Vocabulary Assessment

LEE 158 syllabus page 17-18: Literacy Teaching. Candidates plan 3 lessons for the child with whom the literacy assessments were conducted and incorporate the child's funds of knowledge. One lesson is taught to the child. Lessons must incorporate one of more of the instructional strategies discussed in class:

- Read aloud, think aloud
- Shared read
- Fluency
- Comprehension: inference, visualization, summarization, questioning, connecting to text
- Vocabulary
- Word study
- Guided reading
- Inquiry-focus

LEE 159 syllabus page 11 weeks 6, 7, 9: Group Mini-Lesson. Throughout the course teacher candidates observe and model content area instruction strategies for English Language Learners. Students observe a lesson in their field placement, write a reflection on the observation and apply the strategies in their final lesson. Candidates create a content area lesson which includes the 8 SIOP components with an emphasis on standards-based instruction.

SPED 130 syllabus pages 6 & 8: Sessions 4, 5, 10, 13: Academic Assessments and Evidence-Based Practices and Canvas course information: Candidates engage with reading assessments in a variety of ways: through practice, case studies, quizzes, watching a video of an assessment being conducted, attending an IEP where test results are viewed and considered for educational planning, and/or conducting or co-conducting an assessment for a student in their placement. In SPED 130 session 4, candidates are introduced to standardized tests of achievement reading subtests including reading letter and word identification, fluency, reading comprehension, listening comprehension and oral expression in the following standardized assessments:

- Kaufmann Tests of Educational Achievement (Brief)

- Woodcock-Johnson Tests of Academic Achievement
- Wechsler Individual Achievement Test

In session 5, candidates are introduced to and practice formative reading assessments measuring phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension. Some of the formative assessments include:

- Oral reading fluency
- Maze Method (reading comprehension)
- San Diego Quick Assessment (phonics and word identification)
- Santa Clara Quick Academic Assessment (word identification and spelling)
- DIBELS (short tests for assessing the acquisition of K-8 literacy skills including phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension)

In session 10, candidates are introduced to a variety of evidence-based practices in reading and writing. Candidates engage in class discussion, case studies and quizzes. In session 13, candidates implement 2 of the evidence based practices with one or more students.

[SPED 146 syllabus page 6: Functional and Academic Instruction Plans](#) and **[Canvas assignment description](#)** Each candidate will develop two instructional lesson plans over the course of the semester, using the lesson plan template posted in our Canvas courses. The lessons may be written for one student or a group of students. One lesson plan will be functional-based (e.g, using a telephone, cooking an egg, buying a pair pants.) One lesson plan will be based on an academic curriculum (i.e. safety words, number sense, money skills). Include procedures (how you teach it) with embedded student supports in your lesson plan. Teach the lessons to your students, if you are a student teacher in a moderate/severe classroom or are an intern. If you do not have a classroom, please pair up with someone in our class who is teaching. Reflect on the experience of creating these two lesson plans. What do you think worked? What do you think needs to be changed?

[SPED 171 syllabus page 7](#) and **[SPED 172 syllabus page 6:](#)**In their initial clinical placements, candidates teach 2 formal English Language Arts lessons under the direction of the Mentor Teacher. Lessons are observed by the university clinical supervisor and feedback is provided at debrief meetings.

		<p>SPED 175 pages 7-8 and SPED 176 pages 7-8: In their final clinical placements, candidates teach 1 formal English Language Arts lesson, which is observed by the university clinical supervisor . Feedback is provided at debrief meetings.</p>
<p>Standard 11: Typical and Atypical Development</p>	<p>1. Reviewers did not find clear evidence of how candidates will recognize potential influence of varying cultural factors and practices on development.</p> <p>2. Reviewers did not find ample opportunities for candidates to practice and assess comprehensive knowledge of atypical development, resilience and protective factors, and their implications for learning. Provide evidence.</p>	<p>Response to 1: SPED 120 syllabus page 10: Week 4 and Canvas information with screenshots Week 4 addressed culturally and linguistically diverse children and families. Candidates discussed positive aspects of cultural and linguistic diversity, discussed ways that culture shapes our behaviors, attitudes and beliefs, reflected on barriers students and families may face and brainstorming strategies for supporting, partnering and communicating with families to construct deeper understanding of culture and language. Class discussion, activities, quizzes and a case study jigsaw.</p> <p>SPED 219 syllabus page 15, Weeks 1 & 2 & 15. Cultural and Linguistic Diversity and Collaboration with Parents. Canvas course description with screenshots and presentation. Candidates are introduced to the topic of Cultural and Linguistic Diversity in weeks 1 and 2. During these sessions candidates focus on supporting students from diverse cultural, linguistic, and socioeconomic backgrounds. Candidates discuss strategies to support diverse student learners and how to celebrate diversity as a way to construct deeper understandings of knowledge. In week 15, partnering with parents again looks at the influence of cultural diversity on practice. Candidates are assessed through activities, quizzes and class discussion.</p> <p>SPED 146 syllabus page 10, Week 8. Trauma Informed Practices presentation During this session, candidates learn about and discuss trauma-informed practices and the effects on the child (atypical vs typical). Candidates discussed information and engaged in activities in class.</p>
<p>Standard 12: Behavioral, Social, and Environmental Supports for Learning</p>	<p>Reviewers did not find clear evidence of when candidates demonstrate knowledge of and ability to support positive behavior in all students, including students who present complex social communication, behavioral, and emotional needs. Provide evidence.</p>	<p>SPED 125 syllabus page 9 and Canvas assignment description of Classroom Management Plan Candidates develop a management system with the goal of creating a meaningful, active instructional environment where rules, routines and expectations are clear, where more attention is given to desired behavior than to inappropriate behavior, and where inappropriate behavior is dealt with systematically, consistently, and equitably.</p>
<p>Standard 14: Creating Healthy Learning Environments</p>	<p>Reviewers did not find clear evidence that candidates know common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are</p>	<p>SPED 120 syllabus page 11: Week 6 and presentation This session focuses on creating inclusive, safe and healthy learning environments and addressed:</p> <ul style="list-style-type: none"> • understanding and accepting students' differences (religion, gender identity, gender expression, sexual orientation)

	<p>recognizable at school. Provide evidence.</p> <p>Reviewers also did not find evidence that candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Provide evidence.</p>	<ul style="list-style-type: none"> • understanding common diseases, homelessness, poverty, substance abuse, physical/sexual abuse and neglect • effects that alcohol, narcotics, drugs and tobacco abuse and homelessness have on the child • supports for all students including referrals • strategies for developing inclusive, safe and healthy learning environments. <p>Candidates discussed articles read prior to class and in class, engaged in class activities, and completed a poster.</p>
Mild/Moderate (M/M) Disabilities		
<p>M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities</p>	<p>Reviewers are unclear of how candidates are assessed in SPED 120. SPED 145 title on syllabus states "mod/severe disabilities". Provide clarification.</p>	<p>SPED 120 pages 7-8: Resource Guide and Final Project and Canvas course description. Candidates will develop an e- Resource Guide of strategies for supporting students with one or more of the thirteen disabilities. Each candidate will provide a 10 minute presentation or overview of effective strategies for supporting students with a specific disability area. Candidates are assessed on their presentation and the brochure. Candidates are also assessed on the final 'project' which is a comprehensive quiz or activity.</p> <p>SPED 145 was under revision at the time of the initial report. The syllabus was revised to include all students, however, the title change had not yet gone through the university approval process.</p>
<p>M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities</p>	<ol style="list-style-type: none"> 1. Reviewers did not find sufficient evidence of when candidates prepare to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments, and processes that are standards-based, curriculum based, and appropriate to the diverse needs of individual students. 2. Reviewers did not find clear evidence of when candidates demonstrate the assessment of communication and plan for and participate in state-mandated accountability measures. Provide further evidence. 	<p>SPED 246 syllabus pages 9-10: IEP Case Study and Canvas course description Candidates construct an IEP based on a given case study of a fictitious student. The case study provides detailed assessment information from a broad range of standardized and non-standardized instruments and processes that are appropriate to the needs of the student.</p> <p>SPED 246 syllabus pages 10-11: Intervention Project and Canvas course description and Rubric Candidates engage in an academic intervention project designed to increase academic success in a student receiving direct special education services.</p> <p>SPED 246 syllabus page 11, Weeks 6-7: IEP Best Practices & Facilitating the IEP and activity description. During these 2 sessions, candidates participate in the roles of various team members in one mock IFSP and one mock IEP. Candidates present information, respond in their assigned respective roles (as parent, special educator/case manager, student, related service providers, etc.) and develop draft goals, including transition for the IFSP and IEP.</p>

<p>M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction</p>	<ol style="list-style-type: none"> 1. The reviewers do not see evidence of preparing candidates to use standards-based assessment data to develop IEP goals in class 145. 2. Reviewers did not see evidence of when candidates are assessed in planning and implementing specifically-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. 3. Reviewers did not see assessment of this: Candidates are able to create instructional and behavior support partnerships with parents/families in SPED 125: While plans are created in class, no mention or collaboration with parents and families are addressed. Provide evidence. 	<p>Response to 1 SPED 145 syllabus page 11-12: Week 6 Present Levels of Academic Achievement and Functional Performance and Canvas assignment with case study. Candidates are given raw data (see linked case study document for data) regarding a student with disabilities. Candidates analyze data and write the present levels for performance, recommend potential accommodations/modifications, and write five (5) annual goals. Candidates are assessed on (1) the accuracy of the information in the Present Levels based on the case study, and (2) the match of goals to the Present Levels.</p> <p>Response to 2 SPED 246 syllabus pages 10-11: Intervention Project and Canvas course description and Rubric Candidates engage in an academic intervention project designed to increase academic success in a student receiving direct special education services.</p> <p>SPED 246 syllabus page 12: Week 8 Literacy instruction and assignment description and rubric Week 8 in class, candidates view and discuss evidence-based strategies from two efficacious websites. They select and use three evidence-based strategies: one each for reading, writing, speaking/listening strategy. Each strategy is implemented for a period of three weeks with a small group of students who need support in the area that the strategy addresses. Candidates reflect on the progress their students made and the effectiveness of each strategy in a five slide presentation in class.</p> <p>Response to 3 SPED 125: Classroom Management Plan & Rubric: Candidates specifically state the content and how often when communicating with parents as part of the FBA/BIP plan (step 9). Candidates describe how they will create meaningful relationships with parents in their classroom plans on page. 11.</p> <p>SPED 219: Case Study Assignment Candidates create a plan to support the family of a student with complex behavior issues.</p>
<p>M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities</p>	<p>Reviewers need clarification of how the evidence provides candidates with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and developmental reading.</p>	<p>SPED 136 syllabus page 9: Tech Tool or Website Review and Reflection. with assignment description and rubric Candidates locate an online tech tool or website that addresses reading, speaking, listening, or written language skill-building. Candidates interact with the tool and evaluate its efficacy. Candidates are evaluated on the content of the review and reflection by rubric.</p>

		<p>SPED 136 syllabus page 9: Universal Design for Learning Part 2. Assignment description and rubric Design a unit in ELA, math, social studies, or science that incorporates features of differentiated instruction and universal design. Plan and teach your unit, providing instruction that is accessible and differentiated based on student need. Your unit should include small group instruction and activities for students working independently and in small group(s). Reflect on the planning process and your ability to meet the needs of students. Candidates participate in activities, discuss UDL, and reflect on the learning.</p> <p>SPED 246 syllabus page 12: Week 8 Literacy instruction and assignment description and rubric Week 8 in class, candidates view and discuss evidence-based strategies from two efficacious websites. They select and use three evidence-based strategies: one each for reading, writing, speaking/listening strategy. Each strategy is implemented for a period of three weeks with a small group of students who need support in the area that the strategy addresses. Candidates reflect on the progress their students made and the effectiveness of each strategy in a five slide presentation in class.</p>
<p>M/M Standard 6: Case Management</p>	<p>Reviewers need clarification of when and how case management is introduced in SPED 145, and which assignments or class activities practice and assess candidates in specific case management practices and strategies.</p>	<p>SPED 246 syllabus page 12 Week 7: Best Practices and presentation Case management is introduced as part of the discussion of special education law in SPED 145. It is reviewed and practiced in SPED 246 in Week 7 as part of the content of the IFSP/IEP best practices. Candidates discuss the information presented, how they think case management is assigned and the case manager’s responsibilities they have. In jigsaw teams, candidates record all of the roles and responsibilities of the case manager they have held and then rotated into each group to compare notes. As their exit ticket, candidates brainstormed as a whole class, based on all the information they had, all the responsibilities of case management and the instructor clarified. The following session, candidates shared strategies they use for effective case management.</p>