

**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 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	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.	
Standard 3: Educating Diverse Learners	Reviewers did not find evidence of Candidates are knowledgeable of and able to apply pedagogical theories, development of academic language and	

	<p>principles/practices for English language usage leading to comprehensive literacy in English in course (166) listed on the course matrix. Also no evidence of Candidates understanding and accept differences in religion, gender identity/expression, or sexual orientation. Provide evidence.</p>	
<p>Standard 5: Assessment of Students</p>	<p>Reviewers did not find clear activities or evidence of (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.</p> <p>Unclear how Standard 5 is Introduced, Assessed & Practiced in all three classes 159, 166 and 125. Provide clarification.</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</p>	

	goals based on standards and following all legal requirements of the IFSP planning process. Provide evidence.	
Standard 9: Preparation to Teach Reading/Language Arts	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.	
Standard 11: Typical and Atypical Development	Reviewers did not find clear evidence of how candidates will recognize potential influence of varying cultural factors and practices on development. 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.	
Standard 12: Behavioral, Social, and Environmental Supports for Learning	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>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 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>	
<p>Standard 15: Field Experience in a Broad Range of Service Delivery Options</p>	<p>Reviewers were unable to locate practicum experience for candidates in moderate to severe classroom settings. Both practicum experiences (SPED 171 and SPED 175) were practical experiences in mild to moderate settings. Provide evidence.</p>	
<p>Mild/Moderate (M/M) Disabilities</p>		
<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>M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities</p>	<p>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. 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>	
<p>M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction</p>	<p>The reviewers do not see evidence of preparing candidates to use standards-based assessment data to develop IEP goals in class 145. 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. Reviewers did not see assessment of this: Candidates are able to create instructional and behavior support partnerships with parents/families in SPED 425: While plans are created in</p>	

	class, no mention or collaboration with parents and families are address. Provide evidence.	
M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities	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.	
M/M Standard 6: Case Management	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.	