

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

Institution	Fresno State	Program	PRELIMINARY EDUCATION SPECIALIST: Moderate to Severe
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	2, 4, 6, 7, 10, 13, 16
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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	Provide evidence that 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.	

	Provide evidence of candidates understanding and accepting differences in religion, gender identity/expression, or sexual orientation.	
Standard 5: Assessment of Students	<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>	
Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning	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.	
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 clarification/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	

	<p>candidates to practice and assess comprehensive knowledge of atypical development, resilience and protective factors, and their implications for learning. Provide clarification/evidence.</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 clarification/evidence.</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 recognizable at school. Provide clarification/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>Moderate/Severe (M/S) Disabilities</p>		
<p>M/S Standard 1: Learning Characteristics of Individuals with</p>	<p>Based on an initial review of course syllabi identified in the M/S matrices, there is limited evidence that</p>	

Moderate/Severe Disabilities	candidates demonstrate the knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery. Provide further evidence.	
M/S Standard 2: Communication Skills	The following course syllabi were reviewed and based on syllabi identified in the M/S matrices, there is limited evidence that supports the notion that candidates in the program would be able to demonstrate the ability to assess their students' verbal and non-verbal communication abilities. Furthermore, the majority of courses reviewed were labeled as mild to moderate, not moderate to severe. Provide further evidence.	
M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context.	Reviewers did not find clear evidence of how candidates collaborate with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings. Provide clarification/evidence.	
M/S Standard 4: Assessment, Program Planning and Instruction	Reviewers did find evidence that the program ensures that candidates demonstrate the ability to demonstrate the ability to utilize person-centered/family centered planning and strengths-	

	<p>based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. Provide evidence.</p> <p>Reviewers were unable to locate how the program prepares candidates to develop and implement systematic, evidence based instructional strategies to teach skills within community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Provide evidence.</p>	
<p>M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care</p>	<p>Reviewers were not able to locate information that clarified how the program ensures that candidates demonstrate the skills to facilitate individual student initiation of and generalized use of mobility and other functional motor movements to promote maximum participation and involvement in activities. Provide evidence.</p> <p>Reviewers were unable to locate information regarding how the program ensures that candidates demonstrate an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning. Provide evidence.</p> <p>Reviewers did not locate information on how the program ensures that candidates demonstrate</p>	

	<p>knowledge of current assistive and adaptive devices as well as knowledge of and a facility with the state adopted modifications and accommodations. Provide evidence.</p> <p>Reviewers did not locate information on how the program ensures that candidates demonstrate the ability to share information regarding sensory, movement, mobility, and specialized health care needs and procedures with general educators, students, parents and others to increase the level of understanding and sensitivity. Provide evidence.</p>	
<p>M/S Standard 6: Positive Behavioral Support</p>	<p>Reviewers did not locate information on how candidates are prepared to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Provide evidence.</p> <p>Reviewers did not locate evidence that candidates demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. Provide evidence.</p> <p>Reviewers did not locate information on how candidates are able to demonstrate the ability to participate effectively in school wide behavior support processes. Provide evidence.</p>	
<p>M/S Standard 7: Transition and Transitional Planning</p>	<p>Reviewers were unable to identify how candidates are prepared to demonstrate knowledge and advocacy</p>	

	<p>skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood. Provide clarification.</p>	
<p>M/S Standard 8: Augmentative and Alternative Communication</p>	<p>Reviewers were unable to identify how candidates are prepared to candidates demonstrate an understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities. Provide clarification.</p> <p>Reviewers were unable to identify how candidates are prepared to demonstrate knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development. Provide clarification.</p>	