Institution: Cal Poly Pomona						
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Program(s) and Pathway(s): Education Specialis MMSN (traditional and intern) and ESN (traditional, integrated, and intern) Link to Submission: https://www.cop.edu/ceis/about/cctc/index.shtml				1		
Link to Submission: https://www.cbb.edu/ceis/about/ccto	/Index.sntml		Initial Review			
	Introduced	Practiced	Assessed		Second Review Finding	Second Review Feedback
Table 3.1 - 7.5/U7.5 Foundational Skills	The information provided in 3.1 indicates that the concepts are clearly introduced/included in coursework (Indicate Y or N)	The information provided in 3.1 indicates that the concepts are clearly practiced by candidates in <u>coursework or clinical practice</u> (Indicate Y or N)	The information provided in 3.1 indicates that candidates are assessed on these concepts (Indicate Y or N)	If no is indicated on any of the previous three columns, please comment on what is missing or unclear.	Reviewer Instructions For any element that was not addressed in the initial review, review institution's response. Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback. If the response addresses the feedback, no additional feedback is needed.
a. print concepts, including letters of the alphabet	Yes	Yes	Yes	l: P: A:		t: p: A:
b. phonological awareness, including phonemic awareness	Yes	Yes	Yes	t: P: &		t: P: &
c. phonics, spelling, and word recognition, including letter- sound, spelling-sound, and sound-symbol correspondences	Yes	Yes	Yes	l: P: A:		l: P: A:
d. decoding and encoding, including morphological awareness	Yes	Yes	Yes	E P: A:		E: P: A:
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	Yes	Yes	Yes	1: P: A:		l: P: A:
f. instruction that is structured and organized as well as direct, systematic, and explicit	Yes	Yes	Yes	1: P: A:		1: P: A:
g. connected, decodable text	Yes	Yes	Yes	1: P: A:		l: P: A:
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.	Yes	Yes	Yes	I: P: A:		l: P: A:
i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	Yes	Yes	Yes	P: A:		t: P: A:
Standard 7a. Foundational Skills: English Learners Reviewers can find information on 7a in Section 3.2 of the institution's submission.	The evidence contained in the literacy coursework indicates program is aligned to standard 7 a as it relates to multilingual and English Learner students. (Indicate Y or N)	If the response in the pr	evious column is no, please indical	te what is missing or unclear related to this aspect of standard 7a.	Reviewer Instructions For any element that was not addressed in the initial review, review institution's regionse. Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback. If the response addresses the feedback, no additional feedback is needed.
Standard 7a: The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language. The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the LLYELD Framework, including knowledge of cross-language transfer between the home languages and English.	Yes	Yes (Practiced and Assessed)				
The feedback on this sheet is provided for all programs and pathways listed on Row 2 of this sheet.	The feedback above is for all programs and pathways (Indicate Y or N)	General Comments:				

Institution: Cal Poly Pomona					
Program(s) and Pathway(s): Education Specialis MMSN (traditional and inter	n) and ESN (traditional, integrated, and intern				
Link to Submission: https://www.cpp.edu/ceis/about/cctc/index.shtml					
		Second Review Finding	Second Review Feedback		
Section 3.3 Clinical Practice: Foundational Skills	Program has documentation to districts/PK- 12 partners outlining opportunities that must be provided for clinical practice settings re: Literacy Instruction including foundational skills (Indicate Y or N)	Program's documentation includes information indicated in 3.3 a specifically for mentors/cooperating teachers. (Indicate Y or N)	If the response in either column is no, please comment on what is missing or unclear.	Reviewer Instructions For any element that was not addressed in the initial review, review institution's response. Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column F to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback. If the response addresses the feedback, no additional feedback is needed.
3.3a. Communication/Agreement with Districts regarding clinical practice —Direct link(s) to locations in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (appropriate setting, information about expectations made available to administrators and	Yes	Yes	Districts and PK-12 Partners:		Districts and PK-12 Partners:
mentors at the school site, etc.). This documentation must include information for mentor/cooperating teachers about the expectations for candidates to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.			Mentors/Cooperating Teachers:		Mentors/Cooperating Teachers:
3.3b Candidate Information - Direct links to location(s) in candidate handbooks or materials explaining new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.	Consulta	nt Review. Information Available for Review	vers, but no specific additional review required		
	Program documentation includes observation tools/ assessments used in clinical practice settings related to foundational skills. (Indicate Y or N)	Program documentation indicates that candidates are provided formative feedback on their practice of teaching foundational reading skills in clinical practice. (Indicate Y or N)	If the response in either column is no, please comment on what is missing or unclear.	Reviewer Instructions Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column F to provide additional feedback.	Review Instructions If the response is not sufficient, please provide additional feedback. If the response addresses the feedback, no additional feedback is needed.
3.3c. Candidate Clinical Practice Opportunities – Direct link(s) to locations in any clinical practice observation tools/assessments, if available, that document where candidates are practicing teaching these foundational	Yes	Yes	Observation Tools/Assessments:		Observation Tools/Assessments:
reading skills to students and are being provided formative feedback to guide improvement.			Candidates Provided Formative Feedback:		Candidates Provided Formative Feedback:
The feedback on this sheet is provided for all programs and pathway listed on Row 2 of this sheet.	The feedback above is for all programs and	·			
	pathways (Indicate Y or N) Yes	General Comments:			

Institution: Cal Poly Pomona						
Program(s) and Pathway(s): Education Specialis MMSN (traditional and intern) and ESN (traditional, integrated, and intern) Link to Submission: https://www.cpo.edu/ceis/about/cstc/index.shtml						
Link to Submission: https://www.cpp.edu/cels/about/cctc/index.shtml			Initial Revi	ew		
	Introduced Practiced Assessed			ew	Second Review Finding	Second Review
	All concepts were clearly	All concept are clearly	Information in 4.1 indicate	If no is indicated on any of the previous three columns, please comment on what	Reviewer Instructions	Second neview
Section 4.1 Inclusion of Literature, Language, Comprehension	introduced/included in coursework (Indicate Y or N)	practiced by candidates in coursework or clinical practice (Indicate Y or N)	that candidates are assessed on these concepts. (Indicate Y or N)	is missing or unclear.	For any element that was not addressed in the initial review, review institution's response. Select Yes or No from the drop down menu: If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback. If the response addresses the feedback, no additional feedback is needed.
TPEs 7.6/U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using compiler literary and informational				E.		l:
building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing.	Yes	Yes	Yes	n.		
cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.	NS	NS.	res	r.		r.
				A:		A:
Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis,				lt.		i:
reflection, and research.	Yes	Yes	Yes	P:		P:
TPEs 7.7/U7.7 Language Development. Promote students' oral and written				l.		r.
TPEs 7.7/U7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as	Yes	Yes	Yes	P:		P:
students read, listen, speak, and write with comprehension and effective expression.				A:		A:
Create environments that foster students' oral and written language development, including discipline-specific academic language.				E		l:
development, including discipline-specific academic ranguage.	Yes	Yes	Yes	P:		P:
				A:		A:
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.				E .		li .
	Yes	Yes	Yes	P:		PC .
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages				A: I: (Note: Table 4.1 evidence links to self-assessment; evidence was found in Week 12		Pr-
including home languages and dialects, and that accepts and encourages translanguaging				Hyperdoc.) P: (Note: Table 4.1 evidence links to self-assessment; evidence was found in Week 12		0-
				Hyperdoc.)		A: (Note: Website Part 4 *Institutional Response evidence links to
	Yes	Yes	No	A: No evidence was found in how candidates are assessed in conducting instruction that leverages students' existing linguistic reportories, including home languages and dialects, and that accepts and encourages translanguaging. Clinical Practice assessments do not specifically address this specific aspect of the IPE.	Yes	A (Note: Website Part 4" Institutional Response evidence files is assessing candidates conducting instruction that lever ages students easing injunctic registrates, including including horizon because in gaugages and section of the control of the
TPEs 7.8/U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage				E.		l:
students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied	Yes	Yes	Yes	P:		P:
purposes, audiences, and contexts.				A:		A:
Teach students to plan, develop, provide feedback to peers, revise using peer				I: (Note: Table 4.1 evidence links to self-assessment; evidence was found in Week 12		l:
and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation. Information. and narration.				ryperdoc.] P: (Note: Table 4.1 evidence links to self-assessment; evidence was found in Week 12 Hyperdoc.)		P:
	Yes	Yes	No	A: Not evers found no evidence in how candidates are assessed to plan, develop, provide feedback to peer, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genese, drawing on the modes of opinion/argumentation, information, and narration.	Yes	Ribota Wibsite Park 4 Tristrational Response address clinics to suscept candidate pain to provide feedback to peore, york review string speer and teacher feedback, edit, and produce their own writing and oid presentations in various genere, develope on the mode of spoint on Argumentation, information, and narration. Evidence found to IDU3126 - Course ancher assessment review general (Missing 1945) 345 - Clinical Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - Conrice) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 - CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 -CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 -CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 -CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 -CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 -CONRICE) Practice Evaluation related to U.7.8 (EQI (DIU 5347 -CONRICE
Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language				E.		l:
conventions to support writing and presentations.	Yes	Yes	No	P. A thirdence provided was to Clinical Practice assuments and materials, however, these assuments do not specifically address this specific aspect of the TPE.	Yes	P. A. Ripote: Website Part 4 "Institutional Response evidence links to assessing candidates development of students' use of alspoarding technology, and suntimeda, as appropriate, and funcery in particular technology, and suntimeda, as appropriate, and funcery in particular particular technology and suntimeda, as appropriate, and funcery in particular
Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with				l:		l:
applicable decoding skills.	Yes	Yes	No	P: A. Evidence provided was to Clinical Practice assessments and materials; however, these assessments do not specifically address this specific aspect of the TPE.	Yes	P. A (Dote: Website Part 4 "Institutional Response evidence links to assessing candidates teaching young children letter formation/printing and related language conventions, such as capital zalization and punctuation, in conjunction with applicable assessment revised ground profit [MSM 50] USA5 - Clinical Practice Evaluation or latest to U.7.8 (DX) EDU 5347 - Clinical Practice Evaluation related to U.7.8 (DX) EDU 5347 - Clinical P
Standard 7c Language Development: English Learners Standard 7d Effective Expression: English Learners	The evidence contained in the literacy coursework indicates	If the response in the p	revious column is no, please ind	icate what is missing or unclear related to this aspect of standard 7c and 7d	Reviewer Instructions For any element that was not addressed in the initial review, review institution's response.	Reviewer Instructions If the response is not sufficient, please provide additional feedback.
*Reviewers: A direct response to the standard elements below is not included in the submission. Please respond below and/or provide feedback based on your review of the elements in Tables 3.1, 4.1 and 5.1.	literacy coursework indicates program is aligned to standard 7c and 7d as it relates to multilingual and English Learner students. (Indicate Y or N)				review institution's reagonss. Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column G to provide additional feedback.	If the response addresses the feedback, no additional feedback is needed.
7c. Language Development. The program focuses on instruction that values and leverages students' existing linguistic repertoires, including home						
languages and dialects, and that accepts and encourages translanguaging. The program promotes multillingualism and addresses multilliteracy in both finglish-medium and multilingual programs.	Yes					
7.6. Effective Expression. The program focuses or candidate instruction and supervised support that values and leverages students' existing languages and dislatest, including translanguage, and that promote effective expression in languages other than English in both English-medium and multilingual programs.	Yes					
The feedback on this sheet is provided for all programs and pathways	The feedback above is for all programs and pathways (Indicate Y or N)	General Comments:				
listed on Row 2 of this sheet.	Yes					
	1	L				

Institution: Cal Poly Pomona					
Program(s) and Pathway(s): Education Specialis MMSN (traditional and i		tern)			
Link to Submission: https://www.cpp.edu/ceis/about/cctc/index.shtm	ni e	Initial Re	Casand Bayley, Finding	Second Review	
				Second Review Finding	Second Review
Section 4.2 Clinical Practice and Literature, Language, Comprehension	Program has documentation to districts/PK- 12 partners outlining opportunities that must be provided for clinical practice settings re TPE 7.6, 7.7, 7.8 (Indicate Y or N)	Program's documentation includes information specifically for administrators and mentors/cooperating teachers. (Indicate Y or N)		Reviewer Instructions For any element that was not addressed in the initial review, review institution's response. Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column F to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback. If the response addresses the feedback, no additional feedback is needed.
4.2a. Communication/Agreement with Districts - Direct link(s) to specific location(s) in sample MoU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to a deministrators and	Yes	Yes	Districts/PK-12 Partners:		Districts/PK-12 Partners:
mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.	mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the		Administrators and Mentors/Cooperating Teachers:		Administrators and Mentors/Cooperating Teachers:
4.2b. Candidate Information-Direct links(s) to specific location in candidate handbooks or other materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to the TPEs listed in 4.1.	Consultan	t Review. Information is Available to Review	ers but no specific additional review is required.		
		Program documentation indicates that candidates are provided formative feedback on their practice of teaching related to TPE 7.6, 7.7, and 7.8. (Indicate Y or N)	If either of the previous two columns is no, please comment on what is missing or unclear.	Reviewer instructions For any element that was not addressed in the initial review, review institution's response. Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column F to provide additional feedback.	Reviewer Instructions If the response is not sufficient, please provide additional feedback. If the response addresses the feedback, no additional feedback is needed.
4.2c. Candidate Clinical Practice Opportunities – Direct link(s) to specific location(s) in clinical practice observation tools that ensure candidates are practicing teaching these skills and are provided	Yes	Yes	Observation Tools/Assessments:		Observation Tools/Assessments:
formative feedback to guide improvement.			Candidates Provided Formative Feedback:		Candidates Provided Formative Feedback:
The feedback on this sheet is provided for all programs and	The feedback above is for all programs and pathways (Indicate Y or N)	General Comments:			
pathways listed on Row 2 of this sheet.	Yes	ocircus comments.			

And Transfer and Comment of the Comment of C	Institution: Cal Poly Pomona						
Montange digitable to beings the later make the particular of the particular control program of the partic	Program(s) and Pathway(s): Education Specialis MMSN (traditional and inter- Link to Submission: https://www.cpp.edu/ceis/about/cctc/index.shtml	n) and ESN (traditional, integrates	d, and intern)				
Section 1. Output dispetitic belongs the belongs that features states are provided to be the section of the sec				Initial Review			
Part							Second Review
The second control and in the control and in the control and in a control	Section S.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques	introduced/included in coursework	practiced by candidates in coursework or clinical practice	indicates that candidate are assessed on these concepts.		For any element that was not addressed in the initial review, review institution's response. Select Ves or No from the drop down menu. If feedback is fully addressed, select Ves. If additional information is needed, select No	If the response is not sufficient, please provide additional feedback. If the response addresses the feedback, no additional feedback is
This work of the first of the production product state of the control of the cont	TPE 7.2 Plan and implement evidence-based literacy instruction (and				t:		t:
The and employee and employee and employee and an employee of the control of the	integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning	Yes	Yes	Yes	P:		P:
The continues of the continues interviewing grounds on the motivation of the continues of t					A:		A:
The Advanced for the control production production and search and	content and literacy instruction) grounded in an understanding of an understanding of California's Multi Tiered System of Support (Tier 1-Best	Yes	Yes	Yes	P:		l: P:
Section and foreign printed challenge printed and an understanding of the section	3-Referrals for intensive intervention)				A:		A:
with dysidest and but comprehensive, speaking, the principle, prin	Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of				Ŀ		t:
The State Absolution students or programs in literary development using the continues of th	with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics,	Yes	Yes	Yes	P:		P:
throative accounter practices, copiego group consolation good and the part of the properties of the pr	morphology, syntax, and semantics).				Ac		A:
Table of the configuration of the following state and the configuration of the configuration	TPE7.10 Monitor students' progress in literacy development using				E		Ŀ
and destined preparation and good writing glid coulding in characteristic production and group of the country of the destination of the country of the destination of the country of the c	diagnostic techniques that inform instructional decision making.	Yes	Yes	Yes	P:		P:
and destined preparation and good writing glid coulding in characteristic production and group of the country of the destination of the country of the destination of the country of the c	Hadard and how to use recognize to determine students' literacy profiles				A:		A:
The feedback on this charge of specimens and grant and production and grant and production and grant and production and grant and production and grant and g	and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.	Yes	Yes	Yes	P:		P:
The feedback on this charge of specimens and grant and production and grant and production and grant and production and grant and production and grant and g					A:		A:
specialistic des projectionarie, and administration from the school on t	Understand how to appropriately assess and interpret results for English learner students.	Yes	Yes	Yes	t e		t:
specialistic des projectionarie, and administration from the school on t					A:		A:
A MANUES 2.1 Properties assument results, and plan rescuery adjustations and format possible and other sections of the section	specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and				Ŀ		Ŀ
For MANORS 2.1 A stephy to National Age of forus desired country and starting seeds used to the stephy of the Manorships of forus desired country and starting seeds used to the starting seeds used used used to the starting seeds used used used to the starting seeds used used used used used used use	instruction in inclusive settings; and initiate referrals for students who need	Yes	Yes	Yes	P:		P:
MAYER 1 Apply the howeverlage of industric source and learning reads and use of the control of a second source of the control of t	more intensive support.				A:		A:
use the results of committing and format, and algebraic assument that the support supporters from Jillian 2018 and supporters from Jillian 20	For MMSN and ESN Programs Only						
res recovered in the contract of the contract	use the results of screenings and informal, formal, and diagnostic assessment				t.		E .
MANUTEZ 3 interpret assumement results, and grian recessary adoptations and model calcard for the calculation and model calculation and model calcard for the calculation and model calculation and model calculation and model calculation and model calculation and calcul	implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy	Yes	Yes	Yes	P:		Р:
The foreign on this collection of the position and modestation of position and of the position and modestation of position and of the position and modestation of position and modestation of the position and modestation and position and of the position and modestation and modestation and position and modestation a					A:		A:
MANYET 3 Previole day to skey purplemental interactions and/or interaction in Interacy within a classroom on roc Gazzono maniforminet by a class support, confessing frontions, and contraded special discussion of contraded special and contraded special discussion of contraded special and contraded contrade	(accommodations and modifications) for students with dyslexia and other				t.		t:
The feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the feedback on this cheet is provided for all programs and gathways plated on Roy 2 of the Roy 2 of th	disabilities that impact literacy development.	res	res	res	A:		r: A:
The feedback on this cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection on the cheek it provided for all programs and pathways projection of the cheek it provided for all programs and pathways projection of the cheek it provided for all programs and pathways projection of the cheek it provided for all programs and pathways projection of the cheek it provided for all programs and pathways projection of the cheek it provided for all programs and pathways projection of the cheek it provided for all programs and pathways projection of the cheek it provided for all programs and pathways projection of the cheek it provided for all programs and pathways provided for all prog	MM/EX 7.3 Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or no classroom environment				E		l:
The feedback on this cheet is provided for all programs and pathways plated on flow 2 of this sheet. The feedback on this cheet is provided for all programs and pathways plated on flow 2 of this sheet.	education classrooms, small-group instruction specialized settings) that	Yes	Yes	Yes	P:		P:
The feedback on this cheek is provided for all programs and pathways [indicate Ye w] [indicate Ye w] [indicate Ye w]	Guidelines, and addresses individual IEP goals.				A:		A:
	The feedback on this sheet is provided for all programs and pathways listed on Row 2 of this sheet.	programs and pathways					
		Yes					

Institution: Cal Poly Pomona Program(s) and Pathway(s): Education Specialis MMSN (traditional and intern) and ESN (traditional, integrated, and intern) Second Review Finding Second Review **Initial Review** If the response in the previous column is no, please indicate what is missing or unclear. Documentation includes explicit reference to efforts that the eviewer Instructions program makes to provide opportunities for candidates, as or any element that was not addressed in the initial review, review institution's practicable, to observe how schools are using screening and If the response is not sufficient, please provide additional feedback. Section 5.2 Clinical Practice and diagnostic techniques pursuant to 5.2 a. Diagnostic/Early Intervention Techniques (Indicate Y or N) Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If If the response addresses the feedback, no additional feedback is additional information is needed, select No and use Column F to provide additional 5.2 a. Clinical practice - Link to MOUs or other documentation provided to LEAs that include explicit reference to efforts that will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe how Yes schools/teachers are using screening and diagnostic techniques, as appropriate to the credential and as identified in the TPEs and standard.

5.2b Links to specific location(s) in candidate handbooks or materials that describe for candidate Consultant Review. Information is available to Reviewers but no official review is required. what is expected of them with respect to learning about diagnostic techniques as well as early ntervention techniques. Program documentation indicates that candidate are provided If the response in the previous column is no, please indicate what is missing or unclear. Reviewer Instructions Reviewer Instructions For any element that was not addressed in the initial review, review institution's If the response is not sufficient, please provide additional feedback. opportunities to learn about and, where possible, observe how schools/teacher are using screening and diagnostic to inform teaching and assessment as indicated in 5.2c. If the response addresses the feedback, no additional feedback is Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If (Indicate Y or N) needed. additional information is needed, select No and use Column F to provide additional feedback. 5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how chools/teachers are using screening and diagnostic techniques to inform teaching and assessment and Yes early intervention techniques, as appropriate to the credential and as identified in the TPEs and The feedback above is for all programs and pathways (Indicate Y o The feedback on this sheet is provided for all programs and pathways listed on Row 2 of this

Yes

nstitution: Cal Poly Pomona rogram(s) and Pathway(s): Education Specialis MMSN (traditional and intern) and ESN (traditional, integrated, and intern) **Initial Review** Second Review Finding Second Review Using information in both 5.3a and 5.3b, it is clear that lifthe response is no in the previous column, please comment on what is missing or unclear Reviewer Instructions the CA Dyslexia Guidelines are incorporated into the coursework of the program. eviewer Instructions (Indicate Y or N) Section 5.3 Incorporation of CA Dyslexia Guidelines in the response is not sufficient, please provide additional feedback. additional information is needed, select No and use Column E to provide additional feedbac Coursework the response addresses the feedback, no additional feedback is needed. 5.3a Coursework narrative on how CA Dyslexia Guidelines ar ncorporated into the program for all candidates. (Please see Consultant preliminary review to ensure CA Dyslexia Guidelines are explicitly identified in program coursework. Reviewers to use the information submitted in this section to determine if the CDG are fully incorporated into the program. 5.3b Direct links to specific locations in course syllabi where the content of the CA Dyslexia Guidelines is clearly identified. Section 5.3c Clinical Practice: CA Dyslexia Guidelines Program documentation indicates that candidates If the response is no in the previous column, please comment on what is missing or unclear have opportunities to observe and practice concepts rany element that was not addressed in the initial review, review institution's response. eviewer Instructions and strategies included in the CA Dyslexia Guideline the response is not sufficient, please provide additional feedback. Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes, If during clinical practice or steps are taken to provide alternative opportunities for these experiences. additional information is needed, select No and use Column E to provide additional feedback the response addresses the feedback, no additional feedback is needed. (Indicate Y or N) 5.3c Clinical Practice. Narrative - Explain how the program ovides, to the extent practicable, opportunities for andidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Suidelines. Given that not every candidate will have a child rith dyslexia in their clinical practice setting, describe steps aken to provide other opportunities for these candidates to ractice strategies identified in the California Dyslexia uidelines. (See 5.3f below) Program provided documentation for districts f the response is no in the previous column, please comment on what is missing or unclea addressing requirements of 5.3d or any element that was not addressed in the initial review, review institution's response. (Indicate Y or N) the response is not sufficient, please provide additional feedback. elect Yes or No from the drop down menu. If feedback is fully addressed, select Yes. If additional information is needed, select No and use Column E to provide additional feedback f the response addresses the feedback, no additional feedback is needed. 5.3d Communication/Agreement with Districts. Direct link to mple MOUs or other documentation describing expectation or clinical practice settings related to providing, to the extent rracticable, opportunities for candidates in clinical practice settings to observe and practice concepts and strategies ncluded in the California Dyslexia Guidelines candidate handbooks or other candidate material that explain: Consultant Review. Information is Available for Reviewers, but no additional response necessary e program expectations around the California Dyslexia Program documentation includes evidence showing If no is indicated in the previous column, please provide comment on what is missing or or any element that was not addressed in the initial review, review institution's response. how candidates are provided opportunities to lear oviower Instructions about and, where possible, observe how the response is not sufficient, please provide additional feedback. schools/teachers use skills described in the CA Select Yes or No from the drop down menu. If feedback is fully addressed, select Yes, If Dyslexia Guidelines. dditional information is needed, select No and use Column E to provide additional feedbac the response addresses the feedback, no additional feedback is needed. (Indicate Y or N) 5.3f Opportunities to Observe/Use Skills in CDG. Provide dire links to specific evidence showing how candidates are provided pportunities to learn about and, where possible, observe how Yes schools/teachers use the skills described in California Dyslexia uidelines (may be combined with 5.3c above).

The feedback above is for all programs and pathways

(Indicate Y or N)

The feedback on this sheet is provided for all programs

and pathways listed on Row 2 of this sheet.