Institution: Cal Poly Pomona

Program(s) and Pathway(s): Multiple Subject (traditional and intern)

Link to Submission: https://www.cpp.edu/ceis/about/cctc/index.shtml

Table 3.1 - 7.5/U7.5 Foundational Skills	Initial Review				Second Review Finding	Second Review Feedback
	Introduced The information provided in 3.1 indicates that the concepts are clearly introduced/included in coursework (Indicate Y or N)	**Practiced** The information provided in 3.1 indicates that the concepts are clearly practiced by candidates in coursework or clinical practice (Indicate Y or N)	**Assessed** 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	I: P: A:		I: P: A:
b. phonological awareness, including phonemic awareness	Yes	Yes	Yes	I: P: A:		I: P: A:
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences	Yes	Yes	Yes	I: P: A:		I: P: A:
d. decoding and encoding, including morphological awareness	Yes	Yes	No	I: P: A: Reviewers did not find evidence concerning where decoding and encoding, including morphological awareness are specifically assessed.	Yes	I: P: A:
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	Yes	Yes	Yes	I: P: A:		I: P: A:
f. instruction that is structured and organized as well as direct, systematic, and explicit	Yes	Yes	Yes	I: P: A:		I: P: A:
g. connected, decodable text	Yes	Yes	Yes	I: P:		I: P: A:
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.	Yes	Yes	No	I: P: A: Reviewers could not find clear evidence concerning where text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax are specifically assessed.	Yes	I: 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	I: P: A:		I: 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 7a as it relates to multilingual and English Learner students. (Indicate Y or N)	If the response in the previous column is no, please indicate 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 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.
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 ELA/ELD Framework, including knowledge of cross-language transfer between the home languages and English.	Yes					
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) Yes	General Comments: Specific assessments are not provided for several of the elements. It is recommended that the program provide specific links for assessments for each element, rather than a collection of assessment methods for all elements.				

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	Initial Review			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 3.3a 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 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.	Yes	Yes	Districts and PK-12 Partners:		Districts and PK-12 Partners:
			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.	**Consultant Review. Information Available for Reviewers, 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 reading skills to students and are being provided formative feedback to guide improvement.	Yes	Yes	Observation Tools/Assessments:		Observation Tools/Assessments:
			Candidates Provided Formative Feedback:		Candidates Provided Formative Feedback:
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)** Yes	General Comments:			

Section 4.1 Inclusion of Literature, Language, Comprehension	Initial Review				Second Review Finding	Second Review
	Introduced All concepts were clearly introduced/included in coursework (Indicate Y or N)	**Practiced** All concept are clearly practiced by candidates in coursework or clinical practice (Indicate Y or N)	**Assessed** Information in 4.1 indicate 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.
TPEs 7.6/U7.6 Meaning Making. Engage students in meaning making by 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, listening, and speaking across the disciplines.	Yes	Yes	Yes	I: P: A:		I: P: A:
Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	No	No	No	I: Evidence provided does not demonstrate how candidates learn how to engage their students specifically in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. P: Evidence provided does not demonstrate how candidates practice engaging their students specifically in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. A: Evidence provided does not demonstrate how candidates are assessed concerning how to engage their students specifically in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	Yes Yes Yes	I: P: A:
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 students read, listen, speak, and write with comprehension and effective expression.	Yes	Yes	No	I: P: A: Reviewers could not find specific evidence concerning how candidates are assessed in promoting students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.	Yes	I: P: A:
Create environments that foster students' oral and written language development, including discipline-specific academic language.	Yes	Yes	No	I: P: A: Reviewers could not find specific evidence concerning how candidates are assessed in creating environments that foster students' oral and written language development, including discipline-specific academic language.	Yes	I: P: A:
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	Yes	Yes	No	I: P: A: Reviewers could not find any evidence of candidates being assessed in the creation of diverse print, oral, digital, and multimedia texts. The links refer to text book pages, but there is not explanation of its contents.	Yes	I: P: A:
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging	Yes	Yes	No	I: P: A: Reviewers could not find evidence for assessment concerning how candidates' instruction leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging	Yes	I: P: A:
TPEs 7.8/U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.	Yes	Yes	No	I: P: A: Reviewers could not find specific evidence for assessment concerning the elements of this TPE.	Yes	I: P: A:
Teach students to plan, develop, provide feedback to peers, revise using peer 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.	Yes	Yes	No	I: P: A: Reviewers could not find any evidence of candidates being assessed concerning how to teach their students how to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and provide opportunities for their students to produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.	Yes	I: P: A:
Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.	No	No	No	I: The textbook chapters do not provide sufficient evidence concerning how candidates are introduced to developing their students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. P: The textbook chapters provided do not demonstrate evidence concerning how candidates practice how to develop their students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. A: The textbook chapters do not provide sufficient evidence concerning how candidates are assessed for these elements.	Yes Yes Yes	I: P: A:
Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	No	No	No	I: The textbook chapter number does not provide sufficient evidence that this element has been introduced. P: The textbook chapter number does not provide sufficient evidence that this element has been practiced. A: The textbook chapter number does not provide sufficient evidence that this element has been assessed.	Yes Yes Yes	I: P: A:

Standard 7c Language Development: English Learners Standard 7d Effective Expression: English Learners ***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..	The evidence contained in the literacy coursework indicates program is aligned to standard 7c and 7d as it relates to multilingual and English Learner students. (Indicate Y or N)	If the response in the previous column is no, please indicate 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. 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.
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 multilingualism and addresses multiliteracy in both English-medium and multilingual programs.	Yes					
7d. Effective Expression. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.	No. Please provide a brief narrative and supporting links to syllabi that address this element. Provide response on website between sections 4.1 and 4.2..	Reviewers could not find evidence that demonstrated the program's promoting 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 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
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	Initial 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)	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.
4.2a. 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 administrators and 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.	Yes	Yes	Districts/PK-12 Partners:		Districts/PK-12 Partners:
			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.	Consultant Review. Information is Available to Reviewers but no specific additional review is required.				
	Program documentation includes observation tools/assessments used in clinical practice settings related to TPE 7.6, 7.7, and 7.8. (Indicate Y or N)	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 formative feedback to guide improvement.	No	No	Observation Tools/Assessments: An observation tool specifically targetting literacy skills is absent.	Yes	Observation Tools/Assessments: Evidence found in MS Clinical Practice Mid/Final Evaluation, TPE 7 and Dyslexia Guidelines Coaching Checklist , and the Observation and Reflection form.
			Candidates Provided Formative Feedback: Candidates are provided feedback with the observation tool, however not specifically concerning literacy skills.	Yes	Candidates Provided Formative Feedback: Evidence found in TPE 7 and Dyslexia Guidelines Coaching Checklist and the Observation and Reflection form.
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) Yes	General Comments:			

	Initial Review				Second Review Finding	Second Review
	Introduced	**Practiced**	**Assessed**			
Section 5.1 Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques	All concepts were clearly introduced/included in coursework (Indicate Y or N)	All concept are clearly practiced by candidates in coursework or clinical practice. (Indicate Y or N)	Information provided in 5.1 indicates that candidate 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.
TPE 7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;	No	No	No	I: Reviewers could not find evidence that candidates are introduced on how to plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;	Yes	I:
				P:	Yes	P:
				A:	Yes	A:
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention)	Yes	Yes	No	I:		I:
				P:		P:
				A: Reviewers could not find evidence concerning how candidates are assessed in planning and implementing evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of MTSS.	Yes	A:
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 dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multi modal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	Yes	No	No	I:		I:
				P: Reviewers could not find evidence that candidates practice how to plan and implement evidence-based literacy instruction that is grounded in an understanding of the California Dyslexia Guidelines. CDG is not introduced.	Yes	P:
				A: Reviewers could not find evidence that candidates are assessed on how to plan and implement evidence-based literacy instruction that is grounded in an understanding of the California Dyslexia Guidelines. CDG is not introduced.	Yes	A:
TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	Yes	No	No	I:		I:
				P: Reviewers could not find evidence that candidates practice how to monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	Yes	P:
				A: Reviewers could not find evidence that candidates are assessed on how to monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	Yes	A:
Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.	Yes	Yes	Yes	I:		I:
				P:		P:
				A:		A:
Understand how to appropriately assess and interpret results for English learner students.	Yes	No	No	I:		I:
				P: Reviewers found no evidence that candidates practice their understanding of how to appropriately assess and interpret results for English learner students.	Yes	P:
				A: Reviewers found no evidence that candidates are assessed concerning their understanding of how to appropriately assess and interpret results for English learner students.	Yes	A:
If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.	Yes	No	No	I:		I:
				P: Reviewers could not find evidence of candidates' practicing how to collaborate with families and guardians as well as other professionals to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.	Yes	P:
				A: Reviewers could not find evidence of candidates being assessed concerning how to collaborate with families and guardians as well as other professionals to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.	Yes	A:
For MMSN and ESN Programs Only						
MM/EX 7.1 Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development				I:		I:
				P:		P:
				A:		A:
MM/EX 7.2 Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.				I:		I:
				P:		P:
				A:		A:
MM/EX 7.3 Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or no classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.				I:		I:
				P:		P:
				A:		A:
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) Yes					

	Initial Review		**Second Review Finding**	**Second Review**
Section 5.2 Clinical Practice and Diagnostic/Early Intervention Techniques	Documentation includes explicit reference to efforts that the program makes to provide opportunities for candidates, as practicable, to observe how schools are using screening and diagnostic techniques pursuant to 5.2 a. (Indicate Y or N)	If the response in the previous column is no, please indicate 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.
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 schools/teachers are using screening and diagnostic techniques, as appropriate to the credential and as identified in the TPEs and standard.	Yes			
5.2b Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.	Consultant Review. Information is available to Reviewers but no official review is required.			
	Program documentation indicates that candidate are provided 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. (Indicate Y or N)	If the response in the previous column is no, please indicate 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.
5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.	Yes			
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) Yes			

	Initial Review		Second Review Finding	Second Review
Section 5.3 Incorporation of CA Dyslexia Guidelines in Coursework	**Using information in both 5.3a and 5.3b, it is clear that the CA Dyslexia Guidelines are incorporated into the coursework of the program. (Indicate Y or N)**	If the response is no in the previous column, 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 E 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.
5.3a Coursework narrative on how CA Dyslexia Guidelines are incorporated into the program for all candidates. (Please see 5.3b)	Yes			
5.3b Direct links to specific locations in course syllabi where the content of the CA Dyslexia Guidelines is clearly identified.	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.			
Section 5.3c Clinical Practice: CA Dyslexia Guidelines	**Program documentation indicates that candidates have opportunities to observe and practice concepts and strategies included in the CA Dyslexia Guidelines during clinical practice or steps are taken to provide alternative opportunities for these experiences. (Indicate Y or N)**	If the response is no in the previous column, 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 E 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.
5.3c Clinical Practice. Narrative - Explain how the program provides, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines. Given that not every candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to provide other opportunities for these candidates to practice strategies identified in the California Dyslexia Guidelines. (See 5.3f below)	Yes			
	Program provided documentation for districts addressing requirements of 5.3d (Indicate Y or N)	If the response is no in the previous column, 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 E 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.
5.3d Communication/Agreement with Districts. Direct link to sample MOUs or other documentation describing expectations for clinical practice settings related to providing, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice concepts and strategies included in the California Dyslexia Guidelines	Yes			
5.3e Candidate Information. Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the California Dyslexia Guidelines	Consultant Review. Information is Available for Reviewers, but no additional response necessary			
	Program documentation includes evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use skills described in the CA Dyslexia Guidelines. (Indicate Y or N)	If no is indicated in the previous column, please provide 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 E 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.
5.3f Opportunities to Observe/Use Skills in CDG. Provide direct links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use the skills described in California Dyslexia Guidelines (may be combined with 5.3c above).	Yes			
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)** Yes			