

**Initial Program Review:
Preliminary Education Specialist Credential:
Extensive Support Needs (ESN) Credential**

Program Standard 7 and TPE 7: Effective Literacy Instruction for Students with Disabilities Feedback

Institution	University of La Verne
Submission Link	• Standard-7-Literacy-Evidence • ESN MMSN Matrix Standard 7 • ESN Program Review Document IPR Submission for ESN proposal
Date of Initial Review	8.29.2023
Dates of Subsequent Reviews	May 6, 2024

Reviewer Instructions:

- You will be providing feedback for Education Specialist Program Standard and Teaching Performance Expectations Domain 7.
- Please reference the program standard and the TPE on the [Education Specialist Literacy Standard - TPE webpage](#) and the [Standard 7 Evidence Guide for Preliminary Education Specialist Programs](#) as you review. There are three categories of TPEs for Preliminary Education Specialist: Extensive Support Needs (ESN):
 - Universal (U) –must be met by all Education Specialist candidates.
 - Extensive Support Needs (EX) must be met by candidates pursuing the Extensive Support Needs credential.
- If the element of the standard/TPE Domain **is aligned**, please write “Met” in the respective *Reviewers’ (First, etc.) Review* row. Then, use the drop-down menu in the column labeled *Aligned* to select **Yes**.
- If the element of the standard/TPE Domain **is not aligned**, please provide specific feedback, and identify the specific element that is not aligned. Then, use the drop-down menu in the column labeled *Aligned* to select **More Information Needed**.

Institution Instructions:

- Amend the original submission in an easily identifiable manner either **bold**, **highlighting** and/or **different colored text**. Also, identify the response to feedback (i.e., “Response to First Review,” “Response to Second Review, etc.”).
- Provide the **direct link** to the updated submission in the *Link(s) to Institution’s Response* row for each standard that the reviewers identified as needing more information. The link must take the reviewers to the **exact location** of the amended evidence on the IPR proposal website. For example, if the response to feedback was updated in Element 7a, then provide a link to Element 7a in the *Link(s) to Institution’s Response* row.
- Any accompanying narrative addressing the feedback should be noted on the amended evidence— not on this feedback form.
- If an element is aligned, no additional information or link is necessary.

- **General Comments**

- Please ensure that all links are operational and that all evidence is accessible. Several syllabi were not accessible.
- In the feedback where specific portions of the TPE/standard are underlined, that is the portion for which additional evidence is required. Bullet points with no underlining require evidence to address that full portion of the TPE/standard.
- Reviewers suggest the faculty review/revise the Lesson Plan template to include more elements (see specific feedback) since it is used as evidence across the preparation program.
- Explicitly stating which literacy elements and literacy strategies the lesson will address will be helpful for candidates.
- Information found in the TPE section response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix.

Part 1: Program Standard 7 for Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN)

Program Standard 7: Effective Literacy Instruction for Students with Disabilities

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Reviewers unable to access • EDUC 443 – please check hyperlink in the matrix • EDUC 491 (History) syllabus not available • EDUC 441 or 443 Advanced Teaching Practices – This link takes reviewers to the school website so reviewers not able to view how culturally responsive pedagogy is addressed There is additional emphasis on English Language Development Standards and supporting multilingualism in EDUC 428, Introductory Teaching Practices. This course teaches about bilingual development; <i>reviewers unable to find content related to multilingual development.</i> Reviewers did not find sufficient evidence of <i>how the program will support and promote multiliteracy in both English-medium and multilingual programs as well as development of digital and multimedia products.</i> Each course has specified focus for lessons, and candidates create a multi lesson unit in EDUC 441/443. <i>Reviewers unable to access EDUC 443 Syllabus; EDUC 441 not found in matrix.</i> Reviewers unable to find evidence of where/how candidates learn the <i>value of guided self-assessment and goal setting for student independence, motivation, and learning.</i> It is suggested for the faculty to review/revise the Lesson Plan template since it is used across the preparation program. Explicitly stating which literacy elements and literacy strategies the lesson will address will be helpful for candidates.	More Information is Needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to First Review: Hyperlinks to all supporting materials have been double-checked. Candidates in this program are enrolled in the following courses: SPED 420, SPED 430, EDUC 425, SPED 421, EDUC 426, EDUC 440, SPED 422, EDUC 443, EDUC 491, EDUC 492, SPED 450, SPED 497E, and SPED 498E. Candidates in this program take EDUC 426. Emphasis on ELD standards and multilingual development is introduced in this class through an in-class activity "Multilingual Development: Promoting Multiliteracy". The program supports and promotes multiliteracy in English-medium and multilingual programs through an online module "Linguistics" that introduces concepts of phonology, morphology, syntax, semantics, and pragmatics within the context of language learning. Translanguaging is also addressed through an in-class discussion "Translanguaging and Cross-Language Transfer". Development of digital and multimedia products is introduced in EDUC 426 through the picture file assignment and carried throughout the program as students are required to specify meaningful technology tools used in their lesson plans. The value of guided self-assessment and goal setting for student independence, motivation, and learning is introduced and discussed in EDUC 492. The linked lesson plan template has been corrected to include ELD standards, literacy elements, and literacy strategies. Culturally relevant pedagogy is addressed at several points throughout the program. In EDUC 443, candidates participate in an online module about cultural and linguistic differences through the IRIS Center. Candidates also learn about funds of knowledge and asset-based language in EDUC 443 through in-class discussion. They further practice examining culturally relevant practices through the Socratic Seminar in EDUC 443. In EDUC 492, candidates participate in the culture in the classroom jigsaw activity, a common beliefs survey, and a written reflection based on the common beliefs survey and consideration of implicit biases. Previously, the program has used various versions of the lesson template to scaffold the process of instructional design for candidates. This led to some confusion in our original submission as the incorrect templates were connected in some areas of the document. We have instead combined the different versions into one master lesson template with notes about ways it is differentiated for candidates at different points of the program. There are still some unique lesson templates used in isolated assignments. SPED 420 has a Universal Design for Learning (UDL) focused lesson assignment, SPED 450 has a collaborative lesson plan that is focused on collaborating with service providers and focusing on assistive technology and augmentative and alternative communication, and SPED 421 and SPED 422 each have a lesson plan specific to their intensive individualized tutoring with SPED 421 focused on foundational skills and SPED 422 focused on comprehension. Those lesson plan formats are linked in our response where applicable.	
Reviewers' Second Review: Met.	YES

7a) Foundational Skills

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Reviewers unable to find evidence of where/how 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 in the EDU 425 AND 440 SYLLABI. Reviewers unable to access EDUC 426 AND 428. Please provide evidence of how 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 <i>ELA/ELD Framework</i>, including knowledge of cross- language transfer between the home languages and English.	More information needed
Link(s) to Institution's Response to First Review: Candidates in the ESN program take EDUC 426 in which they are introduced to developing English proficiency and literacy skills of multilingual and English learner students through a scavenger hunt. Candidates also have exposure to evidence-based means of teaching foundational skills in EDUC 425 where they apply their learning of these means by writing word recognition lesson plans designed to address foundational skills instruction. Cross-language transfer is addressed in EDUC 426 in within the context of a learning activity about translanguaging. Candidates also learn about the guidance provided by the ELA/ELD framework through selected readings and reflections in EDUC 426.	
Reviewers' Second Review: Met.	YES

7b) Meaning Making

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence of how the program: - addresses literal and inferential comprehension <u>with all students at all grades and in all disciplines</u>, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to a range of higher-order cognitive skills at all grades appropriate to students' development, such as reasoning, inferencing, perspective taking, transfer/generalization, and critical reading, writing, listening, and speaking across disciplines. - highlights the importance of <u>providing students opportunities to interact with a range of print and digital, high-quality literary and informational texts</u> that are developmentally appropriate, fully inclusive, culturally and linguistically relevant, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses in collaboration with others. (Reviewers could not find evidence addressing the underlined portions of this element.)	More information needed
Link(s) to Institution's Response to First Review: Literal and inferential comprehension are introduced in EDUC 440 where candidates write a reading comprehension lesson plan that integrates common text structures. This lesson plan is required to be written for fourth through eighth grade. Candidates expand on supporting comprehension in the content areas through lesson plan assignments in the content area pedagogy courses. In EDUC 443, candidates design an instructional unit that incorporates lessons focused on comprehension of content area/discipline-specific text for seventh through twelfth grade. In EDUC 491 and EDUC 492, candidates design inquiry-based lessons for a variety of disciplines (math, science, physical education, art and social science) that include the requirement to specify literacy elements addressed and literacy or comprehension strategies used. These lessons cover TK through sixth grade. Candidates practice providing access to a range of literary and informational texts through the critical literacy book presentation in EDUC 440, the study of children's literature in EDUC 491, and through the activity related to culturally responsive pedagogy in EDUC 492. Candidates also explore the use of assistive technology and augmentative and alternative communication as strategies for engaging students with text through responsive notes in SPED 420. They practice the integration of AT and AAC through the collaborative lesson plan written for SPED 420. Engaging students in creating diverse oral, print, digital and multimodal texts is modeled and addressed through activities including the picture file assignment in EDUC 426, the Socratic seminar activity in EDUC 443, the Reading Rope assignment in EDUC 440, and the engaging students in multimodal projects activity in EDUC 491. Candidates learn the importance of facilitating students' engagement with rich content across the disciplines through their instructional unit presentation and discussion on cross-disciplinary planning in EDUC 443.	

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' Second Review: In EDUC 440 -the reading comprehension lesson (for grades 4-8) does not address: “ literal and inferential comprehension <u>with all students at all grades and in all disciplines</u>, including making connections with prior knowledge and experiences.” Instead, it teaches text structures. In EDUC 443 - the instructional unit does not explicitly state how this task “addresses literal and inferential comprehension <u>with all students at all grades and in all disciplines</u>, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to a range of higher-order cognitive skills at all grades appropriate to students’ development, such as reasoning, inferencing, perspective taking, transfer/generalization, and critical reading, writing, listening, and speaking across disciplines.” More information is needed on the study of <u>children’s literature</u> in EDUC 491.	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: In addition to the above components, candidates practice literal and inferential comprehension with all students in all grades and in all disciplines through the following course activities, discussions, and assignments: • EDUC 440 reading comprehension lesson: expository (candidates write a lesson plan on literal comprehension for a grade level within 4th-8th grade and describe how to adapt it for all other grade level bands K-8) • EDUC 440 reading comprehension lesson: narrative (candidates write a lesson plan on inferential comprehension for a grade level within 4th-8th grade and describe how to adapt it for all other grade level bands K-8) • EDUC 443 instructional unit (candidates write a series of lessons integrating history with ELA and ELD with a focus on supporting students' literal and inferential comprehension of discipline specific text, followed with a presentation of alterations to the unit to support literal and inferential comprehension in all disciplines not addressed) • Classroom resource project in EDUC 443, EDUC 491, and EDUC 492 (candidates gather resources and strategies for teaching the content area standards and specify resources and strategies for supporting literal and inferential comprehension in each discipline) In EDUC 491, candidates practice using children's literature within the context of social-emotional learning to support students' meaning making and literal and inferential comprehension. The powerpoint slide attached is used as part of an in-class activity that involves candidates reviewing various children's literature selections and analyzing them to present the components listed on the slide. Candidates present their literature selections to the class and address the components listed on the slide as part of a facilitated discussion.	

7c) Language development

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence of: • where coursework and supervised field experiences <u>emphasize language development</u> as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. • where/how the program presents ways to create environments and frame interactions that foster oral and written language development for all students, including discipline-specific academic language. • where/how the program addresses the underlined portion of this element of the standard: ...ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, speak, and listen; interact with one another; learn about language; <u>create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines.</u> • where/how candidates learn to plan instruction based on the <u>analysis of instructional materials and tasks; the assessment(formal and informal) of students' speaking, writing, or other communications; understanding of students' English language proficiency; and the integration of language development with other themes.</u> (Reviewers could not find evidence addressing the underlined portion of this element.)	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to First Review: Candidates practice setting language development as the cornerstone of learning through the program's lesson plan template, used in all courses and fieldwork experiences, through the requirement that candidates list ELA standards, ELD standards, content standards, literacy elements addressed, and literacy/comprehension strategies used for each lesson plan. Engaging students in creating diverse oral, print, digital and multimodal texts is modeled and addressed through activities including the picture file assignment in EDUC 426, the Socratic seminar activity in EDUC 443, the Reading Rope assignment in EDUC 440, and the engaging students in multimodal projects activity in EDUC 491. Candidates learn the importance of facilitating students' engagement with rich content across the disciplines through their instructional unit presentation and discussion on cross-disciplinary planning in EDUC 443. Analysis of instructional materials and tasks is also addressed in EDUC 443 in learning about different lesson types and the associated Padlet activity. They also practice analysis of instructional materials through the curriculum analysis assignment in EDUC 443. Assessment of students' literacy skills is introduced in a variety of courses. In EDUC 425, candidates are introduced to tools for assessing auditory skills, phonological awareness, phonics, and reading fluency. Candidates then practice assessing and addressing these literacy skills through their case study assignment. In EDUC 426, candidates are introduced to assessments for English language learners through an in-class discussion of ELPAC results. They practice their understanding of English learners' language proficiency through assignments including the picture file, designated ELD lesson plan, and integrated ELD lesson plan. Candidates continue practicing assessing literacy skills in EDUC 440 through the case study assignment. Candidates build understanding about students' English language proficiency and the integration of language development with the other themes of the ELA/ELD framework in EDUC 426 through assigned reading and reflection prompts.	
Reviewers' Second Review: Need more information on informal assessment of speaking, writing, and other communication.	More Information is Needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: Informal assessment of speaking, writing, and other communication is addressed at various points in the program. The picture file assignment in EDUC 426 asks candidates to reflect on the informal assessment opportunities in presentation projects. In EDUC 440, candidates use the IES practice guide to learn about teaching writing in elementary school, including opportunities for informal assessment of writing. In EDUC 443, candidates write an instructional unit which requires them to design a rubric to measure students' speaking and presentation skills as well as a self-assessment for students focused on speaking and presentation skills. In EDUC 491 when learning about visual and performing arts, candidates learn about theatre strategies to support and informally assess students' listening and speaking skills.	

7d) Effective Expression

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence of • how the program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, <u>including translanguaging</u>, and that promotes effective expression in languages other than English in both English-medium and <u>multilingual programs</u>. • candidates learn to teach students to plan, develop, provide <u>feedback to peers</u>, <u>revise using peer and teacher feedback</u>, <u>edit</u>, and <u>produce their own writing and oral presentations</u> in increasingly sophisticated genres, <u>drawing on the modes of opinion/argumentation, information, and narration</u>. • candidates learn to engage students in <u>self- and peer-assessment using a range of tools</u> and to <u>allocate sufficient time for creation, reflection, and revision</u>. (Reviewers could not find evidence addressing the underlined portion of this element.)	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to First Review: Translanguaging is addressed in EDUC 426 through assigned readings and in-class discussion. Multilingual programs are addressed through EDUC 426 through an in-class activity based on readings. Candidates practice the concept of foundational skills instruction for multilingual and English language learners through revising a word recognition lesson to target multilingual and English language learners. Concepts of providing feedback to peers, revising work using peer and teacher feedback, editing, and producing their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration are addressed through a scavenger hunt with presentation in EDUC 426. Candidates also practice building foundational literacy skills with multilingual and English language learners through reading of and reflection on the IES practice guide on this topic in EDUC 426 and EDUC 440. Self- and peer-assessment using a range of tools is addressed in class in EDUC 492. Allocating time for creation, reflection, and revision of student work is also addressed in the scavenger hunt assignment in EDUC 426.	
Reviewers' Second Review: More information is needed on how 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. The in-class activities and revising a word recognition lesson do not address how and when candidates implement/apply their knowledge of translanguaging.	More information is needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: 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 is primarily addressed through clinical practice/fieldwork in EDUC 426. The clinical practice experience engages candidates in viewing examples of classroom practice related to leveraging students' existing languages and dialects, including translanguaging, and that promoting effective expression in languages other than English, reflecting on those observations, and applying what they've learned to creating their own lesson plans. Candidates are provided supervised support in this process through in-class discussions of what they are learning with peers and faculty, as well as meeting with their University Supervisor to discuss lesson design and receive formative feedback. Part 1 of the fieldwork focuses on classroom environment and comprehensible input, Part 2 focuses on translanguaging, and Part 3 focuses on integrated and designated ELD instruction. Candidates also apply their knowledge of translanguaging in student teaching where they are engaged in regular instructional planning, delivery, and reflection. In a series of required reflections, candidates are asked to reflect on their classroom environment and teaching relative to multilingual and English language learners through a ML EL journal assignment. This journal provides an assessment opportunity for candidates' ability to leverage students' existing languages and dialects and translanguaging in their classroom. They are further assessed on this standard through the effective expression journal assignment in student teaching which asks candidates to reflect on how they promote effective expression and leverage students' funds of knowledge and cultural and linguistic assets.	

7e) Content Knowledge

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: The lesson plan used for evidence of this element does not include a space for ELA or ELD standards. Please clarify how the integration of literacy is ensured across disciplines.	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to First Review: The program lesson template includes space for candidates to indicate ELA and ELD standards and highlight literacy elements addressed and strategies used. The expectation is that these elements are addressed in all lesson plans across the disciplines, demonstrating candidates' ability to integrate literacy consistently. This lesson plan template is used for all courses and fieldwork experiences.	
Reviewers' Second Review: Met	YES

7f) Literacy Instruction for Students with Disabilities

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence of • where/how the program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. • candidates learn the importance of accurate identification (neither over- nor under- identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.	More information needed
Link(s) to Institution's Response to First Review: Candidates are introduced to the characteristics of emerging multilingualism and learning disabilities through readings and discussion in EDUC 426. Through this discussion, they also learn about the importance of accurate identification and ways to explore and access available supports. Candidates continue to practice their knowledge related to common supports for students with disabilities and dual language learners with disabilities through IRIS modules in SPED 420.	

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' Second Review: Need more information on where/how the program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities .	More Information is Needed
Link(s) to Institution's Response to Second Review: Candidates are introduced to the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities in EDUC 426 through completion of a variety of reading tasks and in-class discussion. Candidates read a range of articles and resources along with participation in an in-class lecture and discussion . Candidates also practice differentiating between emerging multilingualism and learning disabilities through an IRIS module in SPED 420 focused on the topic. Through these activities, candidates engage in in-depth exploration and discussion related to the characteristics of emerging bi/multilingualism and learning disabilities.	

7g) Integrated and Designated English Language Development

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Reviewers unable to find evidence • where/how through coursework and supervised field experiences, candidates learn to provide integrated <u>ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines</u>. • where/how candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. • If using the lesson plan template to provide evidence in support of this element of the standard, please elaborate on how the lesson template helps candidates create lessons for students who are English Language Learners.	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to First Review: Candidates write both a designated ELD lesson plan and an integrated ELD lesson in EDUC 426. The integrated ELD lesson is focused on teaching students to understand and use English to access and make meaning of academic content across disciplines. The designated ELD lesson is focused on developing students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. The program's lesson plan template asks students to designate content standards, ELA standards, ELD standards, and literacy elements and strategies being addressed for both lessons. Candidates are expected to integrate the methods and strategies discussed in class in their lesson plans.	
Reviewers' Second Review: More information is needed on where/how through coursework and supervised field experiences, candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. Where/how candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works.	More information is needed
Link(s) to Institution's Response to Second Review: Candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines in EDUC 426. Candidates are introduced to integrated ELD and its components and strategies through in-class lecture and jigsaw. They participate in discussion on academic vocabulary. They practice designing integrated ELD learning activities with their picture file assignment and are assessed through the integrated ELD lesson plan assignment. Candidates also focus on integrated ELD through their clinical practice assignments (specifically Part 3) in EDUC 426. Candidates learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works through an in-class lecture and an activity focused on strategies and applying those strategies in different scenarios in EDUC 426. They are assessed through the designated ELD lesson plan assignment as well as through a journal assignment in SPED 497/student teaching that asks them to reflect on how they provide integrated ELD, how they teach multilingual and English language learners to use English to access and make meaning of academic content, and how they design instruction that develops students' abilities to use English purposefully.	

7h) Literacy Teaching Performance Expectations and Supervised Clinical Practice

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence of how candidates are prepared to teach ELD.	Select Status
Link(s) to Institution's Response to First Review: Candidates are expected to practice and be assessed on the literacy teaching performance expectations through their clinical practice experiences. Candidates utilize the program's lesson template , which is aligned to the literacy teaching performance expectations. They receive formative feedback from their university supervisors through clinical practice, and this feedback is focused on the teacher performance expectations, including TPE 7 focused on literacy. Clinical practice in EDUC 425 is focused on analyzing videos and observations of literacy instruction and creating lesson plans with guidance and feedback from their university supervisor. Clinical practice in EDUC 426 also utilizes video analysis designed to help candidates recognize effective designated and integrated ELD instruction. Candidates continue to practice integrated ELD instruction through the duration of their clinical practice experiences through use of the lesson template that requires them to indicate ELD standards and areas of literacy focus for each lesson plan.	
Reviewers' Second Review: Need more information of how candidates are prepared to teach ELD.	More Information Needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: Candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines in EDUC 426. Candidates are introduced to integrated ELD and its components and strategies through in-class lecture and jigsaw. They participate in discussion on academic vocabulary. They practice designing integrated ELD learning activities with their picture file assignment and are assessed through the integrated ELD lesson plan assignment. Candidates also focus on integrated ELD through their clinical practice assignments (specifically Part 3) in EDUC 426. Candidates learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works through an in-class lecture and an activity focused on strategies and applying those strategies in different scenarios in EDUC 426. They are assessed through the designated ELD lesson plan assignment as well as through a journal assignment in SPED 497/student teaching that asks them to reflect on how they provide integrated ELD, how they teach multilingual and English language learners to use English to access and make meaning of academic content, and how they design instruction that develops students' abilities to use English purposefully.	

Part 2: Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN)
Literacy Teaching Performance Expectation (TPE)

The following TPEs must be met by candidates for all Education Specialist Credentials

TPE Domain 7: Effective Literacy Instruction for Students with Disabilities –

U7.1: Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence for where this element of the TPE is practiced. Unable to access syllabus for • EDUC 443 link broken • EDUC 491 (HISTORY) missing hyperlink	More Information Needed
Link(s) to Institution's Response to First Review: All hyperlinks were double-checked and references to courses not part of the program have been removed (EDUC 441). Evidence-based literacy instruction is primarily addressed through EDUC 425. Candidates are taught evidence-based literacy instruction in EDUC 425 where they apply their learning by writing word recognition lesson plans designed to address foundational skills instruction. Integrated content and literacy instruction grounded in an understanding of applicable literacy-related academic standards is practiced through the IES Practice Guide which candidates read and reflect on in EDUC 426 and EDUC 440. In EDUC 426 candidates learn about integrated content and literacy instruction, which is practiced through use of the lesson plan template initially in EDUC 426. Candidates continue the practice of designing lessons with integrated content and literacy instruction through the instructional unit in EDUC 443, the lesson plans assigned in EDUC 491, and the lesson plans assigned in EDUC 492. The five themes of the ELA/ELD framework are also introduced and practiced through reading assignments in EDUC 426.	

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' Second Review: Additional information provided meets the Introduced element of this TPE. Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how integrating literacy to history. EDUC 491 does not include History. More information is needed on the <u>implementation (Practice)</u> of evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration. More information is needed on how candidate are <u>Assessed</u> on the implementation of this TPE.	More information is needed.

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. ESN candidates are enrolled in EDUC 443 in their second term. This is a course in our single subject program which gives ESN candidates exposure to the secondary range of grade levels. In this course, candidates complete a range of assignments based on their targeted grade level and content area. ESN candidates are instructed to focus on the content area of history for all assignments in this course and are provided practice in integrating literacy to history through assignments including analysis of instructional tasks, cooperative learning strategy presentations, cross disciplinary discussions, curriculum analysis, and the instructional unit. Candidates practice evidence-based literacy instruction grounded in literacy-related academic standards and the five themes of the ELA/ELD framework through several avenues. Candidates practice understanding the guidance provided by the ELA/ELD framework, as well as linguistics within the context of multilingual and English language learners in EDUC 426. In EDUC 425, candidates write two lessons (word recognition and phonics). Candidates further practice evidence-based literacy instruction through their reading comprehension and morphology lessons in EDUC 440. Candidates practice integrated content and literacy instruction grounded in literacy-related academic standards and the five themes of the ELA/ELD framework through several courses. In EDUC 426, candidates practice identifying integrated ELD strategies through clinical practice and writing integrated and designated ELD lesson plans. They also write an instructional unit in EDUC 443 focused on integrating history with ELA and ELD. Candidates are assessed on implementation of this TPE through the lesson plans they write in EDUC 491 and EDUC 492, as well as through their clinical practice in EDUC 425, EDUC 440, EDUC 443, EDUC 491, and EDUC 492. They are assessed in the area of evidenced-based literacy instruction and integrated content and literacy instruction through their student teaching observations and journal.	

U7.2: *Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and 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 multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).*

Reviewers’ Feedback & Institution’s Response	Aligned
Reviewers’ First Review: Please provide evidence as to how the program prepares candidates to <i>plan and implement evidence-based literacy instruction (and integrated content and literacy instruction)</i>. Reviewers were unable to access syllabi provided as evidence for this TPE element.	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to First Review: All hyperlinks were double-checked. Evidence-based literacy instruction is primarily addressed through EDUC 425. Candidates are taught evidence-based literacy instruction in EDUC 425 where they apply their learning by writing word recognition lesson plans designed to address foundational skills instruction. Integrated content and literacy instruction grounded in an understanding of applicable literacy-related academic standards is practiced through the IES Practice Guide which candidates read and reflect on in EDUC 426 and EDUC 440. In EDUC 426 candidates learn about integrated content and literacy instruction, which is practiced through use of the lesson plan template initially in EDUC 426. Candidates continue the practice of designing lessons with integrated content and literacy instruction through the instructional unit in EDUC 443, the lesson plans assigned in EDUC 491, and the lesson plans assigned in EDUC 492. We introduce and practice Universal Design for Learning in several courses. In EDUC 426, candidates are introduced to UDL and explore the guidelines to practice implementing UDL. In SPED 420, candidates write a UDL lesson plan. Candidates continue to practice their understanding of UDL in integrated literacy and content instruction with the completion of an IRIS module. For the duration of the program, candidates practice integrated literacy and content instruction grounded in UDL through the use of the program lesson template. Evidence-based literacy instruction grounded in Multi-tiered Systems of Support (MTSS) is integrated in the EDUC 425 word recognition lesson and the EDUC 440 comprehension lesson which emphasize effective Tier 1 instruction based on grade level standards. EDUC 425 & EDUC 440 integrate case study 1 and case study 2, focused on assessment of individual learner's needs. In our SPED 421 Literacy Practicum 1 and SPED 422 Literacy Practicum 2 our candidates provide intensive intervention for individuals who benefit from supplemental support and create a literacy profile that includes recommendations for Tier 3 instruction. Candidates also practice integrated literacy and content instruction grounded in MTSS through the assessment project in EDUC 492 that asks them to design instruction for whole or small group (Tier 1 or 2) based on assessment data. Evidence-based literacy instruction grounded in the California Dyslexia Guidelines is integrated in EDUC 425. Candidates go beyond these guidelines and take a deep dive into dyslexia with completion of an online dyslexia module. Candidates revisit CA's dyslexia guidelines in EDUC 440 and discuss the potential impact of language-based reading disabilities (including dyslexia) on literacy and integrated content and literacy instruction within the context of the Scarborough Reading Rope presentation.	

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' Second Review: More information is needed on how candidates plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support. Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are Assessed on the implementation of this TPE.	More information needed

Link(s) to Institution's Response to Second Review:

The matrix has been updated to reflect the changes made in our last resubmission.

Throughout the program, candidates practice planning and implementing evidence-based literacy instruction and integrated content and literacy instruction. The program's [lesson template](#) identifies focus students. For those students, candidates are asked to apply a universal design for learning (UDL) approach to describe how the lesson design utilizes the strengths and addresses the needs of the student. Universal Design for Learning is also practiced and expected to be integrated in the following lesson plans:

- [EDUC 426 designated ELD lesson](#)
- [EDUC 426 integrated ELD lesson](#)
- [EDUC 440 reading comprehension lesson](#)
- [EDUC 440 morphology lesson](#)
- [EDUC 443 instructional unit](#)
- [SPED 420 UDL lesson plan](#)

California's MTSS is also addressed across the program. In all classes, candidates are practicing Tier 1 best instruction through the lesson plan assignments linked above. Planning Tier 2, targeted supplemental instruction, is practiced through the EDUC 425 [case study](#) and [clinical practice](#), and the EDUC 440 [case study](#). Tier 3, referrals for intensive intervention, is practiced through the SPED 420 [IRIS module](#), the SPED 420 [collaborative lesson plan](#), and the SPED 450 [plan for collaboration](#).

Candidates are assessed on the implementation of this TPE through the following:

- [EDUC 491 lesson plans](#)
- [EDUC 492 lesson plans](#)
- [EDUC 492 assessment project](#)
- clinical practice in [EDUC 425](#), [EDUC 440](#), [EDUC 443](#), [EDUC 491](#), and [EDUC 492](#)
- [student teaching observations](#)

Reviewers' Feedback & Institution's Response	Aligned
Student teaching assessment journal on IEP and 504	

U7.3: Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence how the program promotes students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	More information needed
Link(s) to Institution's Response to First Review: The program supports and promotes multiliteracy in English-medium and multilingual programs in EDUC 426. Candidates practice this concept through an activity on Multilingual Development: Promoting Literacy . They also complete an online module on Linguistics connected to supporting multilingual and English language learners, and an activity regarding Translanguaging & Cross-Language Transfer . Candidates build their understanding of affirming and sustaining practices through a class discussion regarding funds of knowledge in EDUC 443. In EDUC 443 they also practice incorporating culturally and linguistically affirming and sustaining practices through completion of an online module related to cultural and linguistic differences . Candidates also explore the intersection between culturally responsive pedagogy and promoting literacy development in languages other than English through a jigsaw activity in EDUC 492.	
Reviewers' Second Review: Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are Assessed on the implementation of this TPE.	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. Candidates are assessed on the implementation of this TPE through their student teaching observations and their student teaching assessment journal. Candidates have a journal assignment related to effective expression that asks them to reflect on how they support and leverage students' cultural and linguistic assets in their instruction and classroom environment. Finally, candidates participate in a variety of vignette responses throughout the program focused on assessing topics such as inclusive approaches, culturally and linguistically affirming practices, and recognizing and incorporating the diversity of students' cultures, languages, dialects, home communities, and identities. These vignettes are completed in EDUC 425, EDUC 440, and EDUC 491.	

U7.4: Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence of integrated content and literacy instruction inclusive of literacy goals.	More information needed
Link(s) to Institution's Response to First Review: Integrated content and literacy instruction inclusive of literacy goals is introduced in EDUC 426. Candidates learn to develop lessons that integrate literacy goals and content goals through integrated ELD. This is monitored through use of the program's lesson plan template that asks candidates to specify content standards, ELA standards, and ELD standards as the basis for their lesson objectives. This is continually practiced through writing an instructional unit in EDUC 443, content area lesson plans that integrate literacy goals in EDUC 491, and content area lesson plans that integrate literacy goals in EDUC 492. Candidates also practice providing literacy instruction responsive to students' age, language and literacy development, and literacy goals based on students' assessed learning strengths and needs through the case study assignment in SPED 422. Candidates learn about the importance of integrating family engagement in SPED 450 through an IRIS module. They also learn about social-emotional learning and trauma-informed practice in EDUC 491 with a focus on providing literacy instruction that is integrated with those topics.	

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' Second Review: Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are <u>Assessed</u> on the implementation of this TPE.	More information needed
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. Candidates are assessed on the implementation of this TPE through several program points. They complete a <u>literacy profile</u> in both SPED 421 and SPED 422 that documents their ability to plan active, motivating, and engaging instruction that is responsive to students. They are also assessed through their <u>student teaching</u> observations and their student teaching assessment journal. Candidates have a journal assessment related to <u>family engagement</u> that asks them to reflect on how they support and leverage students' families and community-based assets in instruction while also addressing trauma-informed practice. They also have a journal assessment on the topic of <u>social emotional learning</u> that addresses responsiveness to students' SEL and experiences.	

U7.5: Foundational Skills. *Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. 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.*

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Met	Yes

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. 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.

Reviewers’ Feedback & Institution’s Response	Aligned
Reviewers’ First Review: Reviewers were not able to find evidence of this TPE element.	More information needed
Link(s) to Institution’s Response to First Review: Building on prior knowledge is a cornerstone of our program’s lesson plan template used across courses and fieldwork experiences. Literal and inferential comprehension are introduced in EDUC 440 where candidates write a reading comprehension lesson plan that integrates common text structures including complex literary and informational texts. Candidates also integrate literary and informational texts in their designated and integrated ELD lesson plans for EDUC 426. Candidates expand on supporting comprehension in the content areas through lesson plan assignments in the content area pedagogy courses. In EDUC 443, candidates design an instructional unit that incorporates lessons focused on comprehension of content area/discipline-specific text. In EDUC 491 and EDUC 492, candidates design inquiry-based lessons in SEL, PE, VAPA and Math & Science that include the requirement to specify literacy elements addressed and literacy or comprehension strategies used. These content area lesson plans emphasize the use of questioning and higher-order cognitive skills through the use of inquiry approaches. Candidates practice providing access to a range of literary and informational texts through the critical literacy book presentation in EDUC 440, the study of children’s literature in EDUC 491, and through the activity related to culturally responsive pedagogy in EDUC 492. Candidates practice questioning and discussion to build comprehension through the critical literacy book presentation activity in EDUC 440. This assignment allows candidates to practice text analysis and selection while also practicing the integration of higher-order cognitive skills. Higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening and speaking are integrated in the inquiry-based lessons in SEL, PE, VAPA and Math & Science required in EDUC 491 and EDUC 492. Candidates practice developing students higher-order cognitive skills across the disciplines through these inquiry-based lessons.	

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' Second Review: Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are <u>Assessed</u> on the implementation of this TPE.	More information needed
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. Candidates are assessed on the implementation of this TPE through several program points. In EDUC 440, candidates are assessed in the areas of literal and inferential comprehension and other elements of this TPE through their <u>midterm</u> and <u>final</u> exams. They are also assessed through their <u>clinical practice</u> in EDUC 440, their <u>observations</u> in SPED 422, and their <u>case study</u> in EDUC 440.	

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. Create environments that foster students’ oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.*

Reviewers’ Feedback & Institution’s Response	Aligned
Reviewers’ First Review: Please provide evidence of: • how coursework and supervised field experiences <u>emphasize language development</u> as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. <i>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.</i> • candidates learn to create environments that foster students’ oral and written language development, including <u>discipline-specific academic language</u>. • the program addresses ways to facilitate students’ learning about <u>create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines</u>. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. • candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students’ speaking, writing, or other communications; understanding of students’ English language proficiency; and the integration of language development with other themes. • candidates learn to conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to First Review: Candidates practice setting language development as the cornerstone of learning through the program's lesson plan template, used in all courses and fieldwork experiences, through the requirement that candidates list ELA standards, ELD standards, content standards, literacy elements addressed, and literacy/comprehension strategies used for each lesson plan. Candidates are introduced to academic language and creating environments that foster students' development of academic language in EDUC 426. They practice these skills through the picture file assignment and an in-class discussion regarding discipline-specific academic vocabulary. Engaging students in creating diverse oral, print, digital and multimodal texts is modeled and addressed through activities including the picture file assignment in EDUC 426, the Socratic seminar activity in EDUC 443, the Reading Rope assignment in EDUC 440, and the engaging students in multimodal projects activity in EDUC 491. Candidates learn the importance of facilitating students' engagement with rich content across the disciplines through their instructional unit presentation and discussion on cross-disciplinary planning in EDUC 443.	
Reviewers' Second Review: Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are Assessed on the implementation of this TPE.	More information needed
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. Candidates are assessed on the implementation of this TPE through their clinical practice experiences in EDUC 443, EDUC 491, and EDUC 492. They are also assessed through an assessment journal on language development during student teaching.	

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. 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. Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.*

Reviewers’ Feedback & Institution’s Response	Aligned
Reviewers’ First Review: Please provide evidence of how/where candidates learn to: • <i>develop</i> 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. • to teach students to plan, develop, provide <u>feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations</u> in increasingly sophisticated genres, <u>drawing on the modes of opinion/argumentation, information, and narration.</u> In addition, candidates learn to engage students in <u>self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision.</u> • Develop children’s fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to First Review: Developing students' effective expression as they write, discuss, present, and use language conventions is introduced and practiced at several points throughout the program. Candidates in EDUC 426 write integrated and designated ELD lessons focused on developing the literacy skills of multilingual and English language learners. Candidates practice assessing students' effective expression and language mechanics through the case study in EDUC 440. In that same course, candidates also practice developing effective expression through the Scarborough Reading Rope presentation. Candidates practice engaging students in collaborative discussions through the Socratic seminar activity in EDUC 443. Collaborative discussions are also practiced through the cooperative learning strategy presentations in EDUC 443. Concepts of providing feedback to peers, revising work using peer and teacher feedback, editing, and producing their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration are addressed through a scavenger hunt with presentation in EDUC 426. Self- and peer-assessment using a range of tools is introduced through a self-assessment activity in EDUC 443 and practiced in class in EDUC 492. Allocating time for creation, reflection, and revision of student work is also addressed in the scavenger hunt assignment in EDUC 426. Candidates practice developing students' effective expression, fluency in spelling, and fluency in other language mechanics based on a case study assignment in EDUC 440. Candidates also address letter formation/printing, letter recognition, and capitalization through an online module about print concepts in EDUC 425. Decoding strategies and skills are practiced in EDUC 425 through the word recognition lesson assignment.	
Reviewers' Second Review: Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are Assessed on the implementation of this TPE.	More information needed
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. Candidates are assessed on the implementation of this TPE through their midterm and final exam in EDUC 440, as well as their clinical practice experiences in EDUC 440, EDUC 443, EDUC 491, and EDUC 492. They are also assessed through an assessment journal on effective expression during student teaching.	

U7.9: Content Knowledge. Promote students’ content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

Reviewers’ Feedback & Institution’s Response	Aligned
Reviewers’ First Review: Please provide evidence of where/how candidates learn to: • promote students’ content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. (Some discipline specific syllabi were not accessible to reviewers.) • teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. (Some discipline specific syllabi were not accessible to reviewers.) • promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.	More information needed
Link(s) to Institution’s Response to First Review: Candidates practice promoting students’ content knowledge through literacy instruction in a variety of ways. Candidates practice integrated content and literacy instruction in EDUC 426 through the integrated ELD lesson plan assignment. They continue practicing building discipline-specific literacy skills through the instructional unit assignment in EDUC 443 that asks them to integrate ELA and ELD standards in each lesson along with an emphasis on supporting students’ comprehension of content-area text. In EDUC 491, candidates write lesson plans that integrate ELA, ELD, and specified content areas with a focus on selecting appropriate literary and informational text and integrating reading, writing, listening and speaking in discipline-specific ways. In EDUC 492, candidates write lesson plans that integrate ELA, ELD and specified content areas with a focus on support for academic language development and reading, writing, listening and speaking in discipline-specific ways. Students also learn about discourse moves and discipline-specific writing in EDUC 492. Candidates practice promoting digital literacy and the use of educational technology through the classroom resource project assignments in EDUC 491 and EDUC 492. They also practice digital citizenship through an in-class activity in EDUC 492.	

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' Second Review: Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are <u>Assessed</u> on the implementation of this TPE.	More information needed
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. Candidates are assessed on the implementation of this TPE through their EDUC 491 lesson plans and EDUC 492 lesson plans, as well as their clinical practice experiences in EDUC 440, EDUC 443, EDUC 491, and EDUC 492. They are also assessed through an assessment journal on content knowledge development during student teaching.	

U7.10: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. 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. Understand how to appropriately assess and interpret results for English learner students. 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.

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Met	Yes

U7.11: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence of where/how candidates: • understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. • provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines. SDAIE lesson plan template provided as evidence for how candidates use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences differs from the Universal Lesson Plan Template. The Universal lesson plan template does not include the same elements. <i>Please provide clarification.</i>	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to First Review: Candidates are introduced to designated and integrated ELD in EDUC 426 first through an in-class group activity comparing designated and integrated approaches that asks them to read an article about how designated ELD should be designed in conjunction with academic content. Candidates then practice their understanding of both approaches through the process of designing their own designated ELD and integrated ELD lesson plans. Specifically, candidates in EDUC 426 are asked to reflect on how their designated ELD lesson connected to or was informed by content area topics. Additionally, the version of the lesson plan they complete for their designated and integrated ELD lessons has a "Rationale" section that asks them to reflect on students' cultural and linguistic assets as part of the instructional planning process. As candidates continue through the program, they use the lesson plan template in scaffolded ways for coursework and clinical teaching experiences. As they progress, the "Class Background" section of the lesson asks them to reflect on students' literacy profiles, levels of English language proficiency, and prior educational experiences as part of the lesson planning process. Previously, the program has used various versions of the lesson template to scaffold the process of instructional design for candidates. This led to some confusion in our original submission as the incorrect templates were connected in some areas of the document. We have instead combined the different versions into one master lesson template with notes about ways it is differentiated for candidates at different points of the program.	
Reviewers' Second Review: Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are Assessed on the implementation of this TPE.	More information needed
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. Candidates are assessed on the implementation of this TPE through their clinical practice in EDUC 426. They also participate in program interim assessments at the end of term 1 and term 2 that measure their ability to meet the needs of all learners based on their background experiences and knowledge. Finally, candidates are assessed on this TPE through an assessment journal in SPED 497.	

The following TPEs must be met by candidates for the Extensive Support Needs (ESN) Education Specialist Credential.

TPE Domain 7: Effective Literacy Instruction for Students with Disabilities

EX7.1: Apply the knowledge of student’s 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.

Reviewers’ Feedback & Institution’s Response	Aligned
Reviewers’ First Review: Met.	Met

EX7.2: Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, DHH and VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

Reviewers’ Feedback & Institution’s Response	Aligned
Reviewers’ First Review: Met.	Met

EX7.3: Collaborate with other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that aligns with state adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.

Reviewers’ Feedback & Institution’s Response	ALIGNED
Reviewers’ First Review: Please provide evidence of how the program ensures candidates learn to collaborate with other service providers to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment in early and/or functional literacy.	More information needed

Reviewers' Feedback & Institution's Response	ALIGNED
Link(s) to Institution's Response to First Review: Candidates practice collaborating with other service providers to provide supplemental instruction/intensive intervention in literacy through the case study assignment in SPED 422. This assignment asks candidates to analyze student assessment data and determine other service providers for collaboration in providing literacy instruction. Additionally, candidates create a plan for collaboration in SPED 450 that asks them to identify opportunities for collaboration with other service providers related to literacy instruction.	
Reviewers' Second Review: Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are Assessed on the implementation of this TPE.	More information needed
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. Candidates are assessed on the implementation of this TPE through the classroom toolkit which asks about collaborating with service providers, the case study in SPED 422, their plan for collaboration in SPED 450, and their assessment journal in SPED 497.	

EX7.4: Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Met.	Met

EX7.5: Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence of this TPE in <i>discipline-specific ways</i> .	More information needed
Link(s) to Institution's Response to First Review: Candidates are introduced to using assistive technology (AT) and augmentative and alternative communication (AAC) in discipline-specific ways in SPED 450 through responsive notes . They practice the use of AT/AAC further through completion of the IRIS module addressing inclusion of students with significant cognitive disabilities in SPED 420. Candidates continue to practice this concept in their collaborative lesson plan in SPED 420 where they indicate a specific discipline and associated content standards and discuss the use of AT/AAC to support student learning. Candidates further practice utilizing AT/AAC in their case study assignment in SPED 422.	
Reviewers' Second Review: Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are Assessed on the implementation of this TPE.	More information needed
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. Candidates are assessed on the implementation of this TPE through their case study in SPED 422 and their assessment journal in SPED 497. They also include AT/AAC in their UDL lesson for SPED 420 and reflect on AT/AAC through their interactive notes in SPED 450.	

EX7.6: Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Met.	Met

EX7.7: Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Please provide evidence of how candidates learn to “facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities.”	More information needed
Link(s) to Institution's Response to First Review: Candidates learn and practice the use of multiple communication strategies to support the teaching of literacy, including American Sign Language, eye gaze, vocalizations, or other modes through an IRIS module in SPED 420 focused on the inclusion of students with significant cognitive disabilities. They practice this again through the case study assignment in SPED 422 where they are asked to develop any needed augmentative and alternative communication systems as needed to support the student. Candidates also learn how to develop high-quality individualized education plans (IEPs) around students' needs, including students who utilize multiple communication strategies such as American Sign Language, Braille, and other modalities in SPED 430.	
Reviewers' Second Review: Information found in the response to the initial feedback provides reviewers with new evidence to review for I, P, A. However, this does not match with the links provided Matrix. More information is needed on how candidate are Assessed on the implementation of this TPE.	More information needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: The matrix has been updated to reflect the changes made in our last resubmission. Candidates are assessed on the implementation of this TPE through their case study in SPED 422 and their IRIS module in SPED 430.	