



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov
Professional Services Division

December 6, 2012

Dr. Jim Marshall
Associate Dean
CSU Fresno
5005 N. Maple Avenue
Fresno, CA 93740

Dear Dr. Marshall:

Thank you for the resubmission of your Program Assessment Document for the Preliminary Education Specialist – Deaf and Hard of Hearing program. You will find an attachment containing the Preliminary Report of Findings from the subsequent review of your document with feedback and the standards' status shown in **green**.

For assistance in understanding what Program Assessment requires, please see Chapter six of the Accreditation Handbook which is posted at <http://www.ctc.ca.gov/educator-prep/accred-handbook.html>. In addition, the Program Assessment webpage has updated guidance posted at <http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html>.

For each program standard, the readers have identified whether the narrative and documentation provided adequate information for the readers to determine whether program standards are preliminarily aligned or if additional information is needed. Reviewers attempted to provide as much guidance as possible on how the program might respond to the request for more information. It is important to note that the Preliminary Report of Findings does not imply that any of the Commission's Program Standards are met. The decision whether each standard is met or not is the responsibility of the site visit team.

The process of Program Assessment allows each program to respond to questions asked by the readers and provide additional information. Review [PSA 10-12](#) for the *required* method of submitting new information by amending your original document. We ask that you not submit additional information outside of the document, as all of the new information and documentation will need to be included in your final document for the site review team. Additionally, please keep in mind resubmissions are emailed out to the readers. Please make every effort possible to send your resubmission in via email. If you are unable to email it to us please mail in two flash drives with the document so they can be mailed out to the readers (keep in mind this second option will delay the turnaround time for feedback from the readers).

You will find the attached Preliminary Report of Findings with each program standard listed. Below each standard is the status the readers have selected at this time. In this first review, the options for standard status are "Preliminarily Aligned" or "More Information Needed." Readers have provided you with specifics in the Questions, Comments, Additional Information Needed section. If there is additional information needed, you may submit the

information and readers will review it. If the additional information provided addresses the questions or concern noted, then the standard will be deemed Preliminarily Aligned through the Program Assessment process. The site visit will gather evidence to confirm the preliminary findings from the Program Assessment process.

To facilitate a timely review process, and to keep the information fresh in the readers' minds, you must submit the requested information within the next month. *(If you anticipate it taking longer than one month please provide us with an approximate date of your response.)* This information will be forwarded to the original readers for their review. After the review, you will be notified again whether the additional information was sufficient to respond to all outstanding questions.

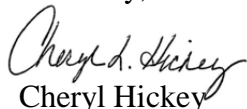
The Committee on Accreditation (COA) will need to receive a report from the Program Assessment readers to configure the site team and to determine whether there are any programs that require an in-depth review during the site visit. The Preliminary Report of Findings for each program will be provided to the institution and shared with the Site Visit team as they prepare for your site visit. It is expected that all Preliminary Reports of Findings will be finalized at least six months before your scheduled site visit. Programs that have not been determined to be preliminarily aligned by readers may end up with an [in-depth site visit review, rather than program sampling](#).

Please return your amended document electronically as a word or PDF document in an e-mail attachment to ProgramAssessment@ctc.ca.gov within four weeks from receipt of the readers' feedback. Please note that we cannot accept email attachments that are zipped or larger than 10MB. **You will receive a confirmation email when your resubmission has been received. If you do not receive a confirmation within 5 business days, then your resubmission has not been received. Please contact us directly at the email above if this happens.**

Please note that some of the information needed to determine that Program Standards are met will be reviewed at the site visit and is indicated as such on the Preliminary Report of Findings form. There is no need to send that information, but have it available at the site visit.

Should you have questions about the information contained in this report, the Program Assessment process, or how to submit additional information, please send an e-mail to ProgramAssessment@ctc.ca.gov and a staff member will respond to you promptly.

Sincerely,



Cheryl Hickey
Administrator of Accreditation

cc: Dr. Paul Beare, Dean
Dr. Dana Powell
Dr. Nan Barker

**Commission on Teacher Credentialing
Program Assessment Feedback**

Education Specialist Teaching Credential Programs (2008)

Institution	CSU Fresno
Date of initial review	July 2012
Subsequent dates of review	November 2012

General Comments: It is helpful to readers to have each sentence in the standard addressed individually, see how standard 10 was explained in your document for an example. Show exactly where in syllabi standard is covered, suggest use of matrix or chart.

Education Specialist Program Design Standards (1-16)	
*Status	Standard
Preliminarily Aligned	<p>Standard 1: Program Design, Rationale and Coordination <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
More Information Needed Preliminarily Aligned	<p>Standard 2: Professional, Legal and Ethical Practices <i>Questions, Comments, Additional Information Needed:</i> Please supply a response to each sentence in the standard. Linking to the syllabus is not enough, need to know how each part is met. How is the history of special education addressed? Provide evidence for how legal requirements are addressed. Describe how candidates participate in the development, and planning of the Individualized Education Program (IEP), the Individualized Family Service Program (IFSP), etc. Describe how candidates learn to promote ethical behavior. Evidence to be reviewed at the site visit:</p>
More Information Needed Preliminarily Aligned	<p>Standard 3: Educating Diverse Learners <i>Questions, Comments, Additional Information Needed:</i> Provide evidence of how understanding and acceptance of differences is taught. ESL is covered but what about other differences? How is candidate knowledge demonstrated? Describe how religion, gender identity/expression, and sexual orientation are addressed in the program. Evidence to be reviewed at the site visit: Observe that candidates demonstrate understanding and acceptance of differences in student teaching placements in CDDS 258 Student Teaching: Deaf and Hard of Hearing and CDDS 268 Externship with Deaf Children and Youth.</p>
More Information Needed Preliminarily Aligned	<p>Standard 4: Effective Communication and Collaborative Partnerships <i>Questions, Comments, Additional Information Needed:</i> Describe how multi-tiered intervention strategies and 504 are addressed. Describe how candidates learn to communicate with the business community, and public/non-public agencies. Tell strategies for working with general education teachers and school administrators. Show exactly where standard is covered in course syllabi. Evidence to be reviewed at the site visit: Verify that collaboration skills with general</p>

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Education Specialist Program Design Standards (1-16)

*Status	Standard
	education teachers and principals are acquired through multiple general education field work experiences with the Introduction to teaching course, EHD 50, the fieldwork of EHD 174 Field Study A/Grades 4-8 and EHD 178 Study B/Grades K-3
More Information Needed Preliminarily Aligned	<p>Standard 5: Assessment of Students <i>Questions, Comments, Additional Information Needed:</i> Describe how candidates acquire background knowledge of assessment. Describe assessments and multiple sources of information candidates use in order to participate in progress monitoring and in decision making regarding eligibility and services. What are the opportunities student teaching placements provide for demonstrating knowledge of assessments? Please list all instructors.</p> <p>Evidence to be reviewed at the site visit:</p>
More Information Needed Preliminarily Aligned	<p>Standard 6: Using Educational and Assistive Technology <i>Questions, Comments, Additional Information Needed:</i> The reader does not see where candidates demonstrate knowledge of assistive technology in CDDS 114.</p> <p>Evidence to be reviewed at the site visit: Visit assistive technology lab at UCP , verify candidates have the opportunity to use communication assistive devices and computers accessible to individuals with severe and multiple disabilities.</p>
Preliminarily Aligned	<p>Standard 7: Transition and Transitional Planning <i>Questions, Comments, Additional Information Needed:</i></p> <p>Evidence to be reviewed at the site visit:</p>
More Information Needed Preliminarily Aligned	<p>Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning <i>Questions, Comments, Additional Information Needed:</i> Describe how CDDS 114 specifically addresses IFSP/IEP planning. Describe how transition and transitional planning are addressed.</p> <p>Evidence to be reviewed at the site visit: Verify candidate participation in goal setting and IEP planning in student teaching. Verify partnership with the local service provider, Deaf and Hard of Hearing Service Center (DHHSC).</p>
More Information Needed Preliminarily Aligned	<p>Standard 9: Preparation to Teach Reading/Language Arts <i>Questions, Comments, Additional Information Needed:</i> Breakdown where in syllabi the items in the matrix are covered.</p> <p>Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 10: Preparation to Teach English Language Learners <i>Questions, Comments, Additional Information Needed:</i></p> <p>Evidence to be reviewed at the site visit:</p>
More Information Needed Preliminarily Aligned	<p>Standard 11 : Typical and Atypical Development <i>Questions, Comments, Additional Information Needed:</i> Describe in further detail where candidates are exposed to the items in the standard. How do candidates will demonstrate skills required to provide information to family members. Show where candidates demonstrate skills appropriate to the student’s chronological age, developmental differences, and disability-specific needs for all disabilities.</p>

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Education Specialist Program Design Standards (1-16)

*Status	Standard
	Evidence to be reviewed at the site visit: Look for evidence candidates experience providing information to family members.
More Information Needed Preliminarily Aligned	Standard 12: Behavioral, Social, and Environmental Supports for Learning <i>Questions, Comments, Additional Information Needed:</i> Explain further how candidates will assess behavior of students, including students with complex behavioral and emotional needs.
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 13: Curriculum and Instruction of Students with Disabilities <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
More Information Needed Preliminarily Aligned	Standard 14: Creating Healthy Learning Environments <i>Questions, Comments, Additional Information Needed:</i> Please provide evidence that candidates attend the Conference of Character and Civic Education. It states that it is required...under which course is it required? What happens if a candidate does not attend, how is learning assessed for each candidate? Provide more explanation on how student health and its impact on learning are explored in CI 171. The reader did not see evidence in course syllabus (in readings or assignments).
	Evidence to be reviewed at the site visit: Attendance requirements, sign-in sheets.
More Information Needed Preliminarily Aligned	Standard 15: Field Experiences in a Broad Range of Service Delivery Options <i>Questions, Comments, Additional Information Needed:</i> Please address how fieldwork experiences in birth to five settings is required of candidates?
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 16: Assessment of Candidate Performance <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:

Deaf and Hard-of-Hearing Level I

More Information Needed Preliminarily Aligned	D/HH Standard 1: Characteristics of Learners <i>Questions, Comments, Additional Information Needed:</i> Please provide evidence that current research on deaf-blind and deaf children with additional disabilities is addressed in CDDS 200. The syllabus does not provide enough evidence.
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	D/HH Standard 2: Development of Professional Perspectives <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:

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More Information Needed Preliminarily Aligned	D/HH Standard 3: Candidate Communication Skills <i>Questions, Comments, Additional Information Needed:</i> Please provide further evidence that candidates demonstrate communication skills with students who are deaf-blind, and/or those with additional disabilities.
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	D/HH Standard 4: Language and Cognitive Development Strategies <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	D/HH Standard 5: Specialized Assessment <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	D/HH Standard 6: Instructional Techniques <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	D/HH Standard 7: Early Childhood Intervention and Education <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
More Information Needed Preliminarily Aligned	D/HH Standard 8: Hearing Loss and Additional Disabilities <i>Questions, Comments, Additional Information Needed:</i> Please provide content to be discussed (and course readings) in CDDS 263 that specifically covers hearing loss and additional disabilities. The reader did not see where the candidates were required to address “considerations of specialized adaptations and/or modifications in the learning process”. While CDDS 201 addresses challenging behaviors in young children, please provide evidence that additional disabilities is discussed in the course.
	Evidence to be reviewed at the site visit:
More Information Needed Preliminarily Aligned	D/HH Standard 9: Managing Student Behavior and Social Interaction Skills <i>Questions, Comments, Additional Information Needed:</i> Please explain how candidates are assessed in their ability to foster appropriate social behavior/ social skills/ self-advocacy skills.
	Evidence to be reviewed at the site visit:
More Information Needed More Information Needed	D/HH Standard 10: Transition and Transitional Planning <i>Questions, Comments, Additional Information Needed:</i> Please provide evidence that candidates demonstrate skills related to transition from Part C to Part B of IDEA, that candidates demonstrate skills in writing transition plans for high-school aged students (adult transitions) who are deaf or hard-of-hearing, including those who are deaf-blind and those with additional disabilities. Are those skills demonstrated in fieldwork and if so, please provide evidence.
	Evidence is not clear that candidates demonstrate skills in the transition to Part C to Part B. It was not evident that the IFSP was discussed or IFSP outcomes generated..
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	D/HH Standard 11: Collaborative Partnerships <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:

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