

**Commission on Teacher Credentialing
Program Assessment Feedback**

Reading and Literacy Leadership Specialist Credential and Added Authorization

Institution	California State University Fresno
Date of initial review	February 2015
Subsequent dates of review	

List the 4-6 key assessments identified in the Biennial Report for this credential program:
<ol style="list-style-type: none"> 1. Theory to Practice Paper and Project 2. Reading/Language Arts Specialist Instructional Portfolio 3. Matrix of Experience 4. Reading/Language Arts Specialist Credential Self-Assessment Exit Survey

General Comments:

*Status	Standard
More Information Needed	1: Program Design, Rationale, and Coordination <i>Questions, Comments, Additional Information Needed:</i> Reviewers did not find documentation regarding “coordination and communication with the PreK-12 public schools for field experiences.” Evidence to be reviewed at the site visit:
Preliminarily Aligned	2: Promoting a Culture of Literacy <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:
Preliminarily Aligned	3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:
Preliminarily Aligned	4: Integrating Curriculum through Fieldwork <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:
More Information Needed	5: Planning, Organizing, and Providing Literacy Instruction <i>Questions, Comments, Additional Information Needed:</i> Reviewers could not find documentation that “Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students’ literacy development.” Evidence to be reviewed at the site visit:

Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met. The decision if each standard is met or not is the responsibility of the site visit team.

*Status	Standard
More Information Needed	6: Program Design, Rationale and Coordination Questions, Comments, Additional Information Needed: Reviewers could not find documentation regarding “coordination and communication with the PreK-12 public schools for field experiences.”
	Evidence to be reviewed at the site visit:
More Information Needed	7: Research and Evaluation Methodology Questions, Comments, Additional Information Needed: Reviewers could not find documentation regarding “analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.” analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.” Or “large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks. The program provides opportunities for candidates to understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.”
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	8: Advanced Professional Perspective Questions, Comments, Additional Information Needed: Evidence to be reviewed at the site visit:
Preliminarily Aligned	9: Integrating Curriculum through Fieldwork/Clinical Experiences Questions, Comments, Additional Information Needed: Evidence to be reviewed at the site visit:
More Information Needed	10: Planning, Organizing, Providing and Leading Literacy Instruction Questions, Comments, Additional Information Needed: 10 B: Reviewers could not find documentation regarding: “Candidates know and use theories and research related to adult learning theory as it informs professional development on literacy acquisition at the school or district level” Evidence to be reviewed at the site visit:

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