

**Preliminary Report of Findings
Commission on Teacher Credentialing
Initial Program Review Feedback**

Clear Education Specialist Induction Standards

Institution	California State University, Fresno
Date of initial review	December 2013
Subsequent dates of review	March 5, 2014
Date Preconditions Complete	December 2013
Date Common Standard Aligned	February 2014
Date Program Standards Aligned	March 5, 2014

General Comments: *The readers appreciated the organization of the website. It would be helpful to the readers if the course syllabi were linked when referenced in the document.*

Status	Standard
<p style="text-align: center;">More information needed</p> <p style="text-align: center;">Aligned</p>	<p>Induction Standard 1: Program Rationale and Design</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> • <i>The narrative states SPs are “selected from those trained.” Readers are unable to determine how and when the SPs are trained.</i> • <i>How will collaboration with special education services, agency organizations and P-12 occur?</i> • <i>How are the options for professional development determined?</i>
<p style="text-align: center;">More information needed</p> <p style="text-align: center;">Aligned</p>	<p>Induction Standard 2: Communication and Collaboration</p> <p>Questions, Comments, Additional Information Needed:</p> <p><i>How do you ensure and/or document that general education and special education collaboration takes place?</i></p>
<p style="text-align: center;">More information needed</p> <p style="text-align: center;">Aligned</p>	<p>Induction Standard 3: Support and Professional Development Providers</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> • <i>Readers are unable to determine what/how formative assessment is provided to support providers.</i> • <i>How does the program “retain only those who meet established criteria” (support providers)?</i>
<p style="text-align: center;">Aligned</p>	<p>Induction Standard 4: Formative Assessment</p> <p>Questions, Comments, Additional Information Needed:</p>
<p style="text-align: center;">More information needed</p>	<p>Induction Standard 5: Pedagogy</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> • <i>The standard states “’The Individual Induction Plan’ includes a menu of options</i>

Status	Standard
<p>Aligned</p>	<p>...” Readers are unable to locate the menu of options. The Non-University Activity Form does not include the guidelines for the menu as listed in the standard.</p> <ul style="list-style-type: none"> • Under the standard section which reads “Participating teachers use and interpret student assessment data...” the link leads to teacher assessment data. Readers were able to find student assessment in another section, but please consider repairing the link.
<p>More information needed</p> <p>Aligned</p>	<p>Induction Standard 6: Universal Access: Equity for all Students</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> • Readers are unable to determine how the equitable and inclusive learning environment is implemented after it is designed. • What documentation is collected that specifically shows that PTs “maximize academic achievement” for the diverse groups listed in the standard. • How do participating teachers appropriately identify factors that could affect the determination of an English Learner’s language/learning disability?
<p>More information needed</p> <p>Aligned</p>	<p>Induction Standard 7: Education Specialist Induction Program Menu</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> • As stated in standard 5, readers do not see the “Menu of Options” on the Non-University Activity Form. • How do candidates who do not enroll in the Masters’ Program receive support in the depth and breadth of experience? • Note: the color scheme of standard and response is reversed in this standard.