Commission on Teacher Credentialing

Initial Program Review:
PRELIMINARY MULTIPLE SUBJECT Program Standards

Institution	Riverside County Office of Education
Submission Link	Riverside COE's Preliminary Multiple Subject Intern IPR Proposal Website Link
Date of Review	May 2023
Dates of Subsequent Reviews	December 2023

Reviewer Instructions:

Use the column labeled *Reviewer Comments* to provide feedback to the institution.

- You will be providing feedback standard-by-standard. Please reference the Preliminary Multiple/ Single Subject Program Standards as you review.
- If the standard **is aligned**, feedback is not required. Use the drop-down menu in the column labeled *Aligned* to select ***Yes***.
- If the standard **is not aligned**, please provide specific feedback, and identify the part(s) of the standard 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 such as using **bold** and highlighting/ different colored text, and identifying the response to feedback (i.e., "Response to Initial 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 1.2, then provide a link to Element 1.2 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 a standard is aligned, no additional information or link is necessary.

General Comments (from first round of review):

- The reviewers enjoyed reviewing this program. We feel that there are a number of smaller improvements to be made, but overall, we think the TPE mapping and content are mostly aligned. It is important to complete Part B of the RCOE TPE MS MATRIX so we can assess how subject-specific pedagogy for each content area (I,P,A) will be addressed.
- Reviewers found the process for admitting interns to be unclear. A visual map of how a candidate applies to the program/school, is verified in their pre-service hours and testing requirements, their pathway in the program, and then their final graduation/applying for a preliminary credential in Multiple Subjects would be useful for this review and also for potential candidates.
- From our experience with the CalTPA, reviewers feel that the further along these seminars occur in the program, the more the content will align with their coursework learning and the more successful the candidates will be, so we suggest holding these until the final two semesters after the majority of the content courses have been completed.
- Although training materials were documented in Table 6.3, reviewers were unclear about the process you will use to orient and support program and district-employed supervisors.

Part 1: Multiple Subject Program Standards

Standard	Reviewer Comments	Institution Resubmission Link	Aligned

1. Program Design and Curriculum	**Initial Review:** While the program's introduction introduces the program's four research and evidence-based components, it is unclear how these foundations are clearly reflected in the scope and sequence of the curriculum. Please link the Mission and Vision to the program summary. The program needs to clarify the process for admitting interns, determining intern eligibility and recommending for the intern credential. Also, is there a policy for candidates who do not make satisfactory progress in their positions and/or in coursework? Table 3.2 - complete final column to clarify who will be teaching courses and/or supervise interns. **Second Review:** Met.	Research and evidence-based components updated Link to Mission and Vision https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.pui1ix88uqr6 Process for admitting, determining eligibility and recommending https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.3tiukkg0imu3 Determining Intern Eligibility: https://docs.google.com/document/d/1NSnCqqe0wL24wWAVI1uKnA6MDGZdKBAKdz0jBnwOVXA/edit#heading=h.2mz2ysmrqwic Recommending for the Intern Credential: Intern Program Completion https://docs.google.com/document/d/100cBMX9WOGugERWAXLWQS7WwowyOp7jlumNmD5zGDgc/edit#bookmark=id.hhu10z8u7hzk Policy for unsatisfactory progress https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.nc3eiwpdom6o	More Information Needed **Second Review:** Yes.

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
		Handbook Update https://docs.google.com/document/d/1DSIifItQnwoFjpXW7cVZ2kPnNX7tXDhe2YfSpZx7qbg/edit#bookmark=id.6kqd7jjyj9w1 3.2 Final Column Completed https://docs.google.com/document/d/1FnXwE5FjDTRe-c1JI-nclU2rueLWLjSDt2Q7D9a8vsU/edit#bookmark=id.5iz4vulzmqh2	
2. Preparing Candidates Toward Mastery of the Teaching Performance Expectations (TPEs)	**Initial Review:** Although the matrix provides evidence for each of the TPEs, the items listed in **Part 2: Multiple Subject Teaching Performance Expectations** in the next table need further clarification: It is unclear how the program determines candidates have mastered the TPEs. The reviewers recommend a summative assessment on the TPEs beyond the observations, TPA and Individual Development Plan. **Second Review:** Met.	Part 2 has been completed https://docs.google.com/document/d/1-_SpaU4l3LvyWmRwF8JxBZu9bID49yYe_5eh9t9p7Ds/edit#bookmark=id.jukqwx17512p Link to Formal Observation Document to be filled out by the Practicum Supervisor https://docs.google.com/document/d/1n2b41MbY0usJWLXyieYreg5oad-2NptkGlyKNXvzPjw/edit#bookmark=id.7ih365rsv8d0 Link to Intern TPE tracking document filled out by Practicum Supervisor https://docs.google.com/document/d/1GKOkm1HU9NGlkFbj-Py3KnuymZLi-6nwr_UB-lRt0OM/edit	More Information Needed **Second Review:** Yes.
3. Clinical Practice			

a. Organization of Clinical Practice Experiences	**Initial Review:** It is unclear how the program ensures the minimum requirement of 6 observations during the 4th semester of clinical practice (this chart lists only 5). The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week for internships. The MOU and orientation evidence provided indicates the practicum supervisor will provide weekly individualized support averaging no less than three hours per week), Further information is needed on how the program will ensure interns receive the minimum hours per week from both the program provided support AND the district-employed supervisor.	Chart has been updated with the 4th semester of clinical practice consisting of 6 observations for each of the 4 semesters totaling 24 total observations. https://docs.google.com/document/d/1m0LKd5EDtMjWVndx0fvC4Yy5tftfpXdlukO2P9c1rBQ/edit#bookmark=id.61mzoqy2n4yw The MOU has been updated to reflect the 5 hours per week of supervisor's support: https://docs.google.com/document/d/1AyQgLd77ReNiiP4cvi6Ye71Xh9nkD-kcR6uCP5ZAlZU/edit#bookmark=id.k64bvanhmk5k Orientation presentation slide 5 has been updated to show the correct hours per week. https://docs.google.com/presentation/d/1voicwo9XHOmcu0lQklejYtCtF4C8TfkXe5K1g_o8Pb0/edit?usp=sharing Site Mentor Responsibilities Document has been updated to reflect the 5 hours per week of supervisor's support: https://docs.google.com/document/d/1-GBdoYM8jcSaK7Sq4JWdYdRl5DmydqeUSbyCcIuxeNk/edit?usp=sharing Support Provider (Site Mentors) has been updated to reflect the 5 hours per week of supervisor's support:	More Information Needed **Second Review:** Yes.

	More information is needed on how the program will ensure 1) interns have the minimum 120 hours (or the semester/quarter unit equivalent) of pre-service before issuing the intern credential, and 2) interns receive the required 144 hours per year of general support, including 45 hours per year of English Learner support. Please update this table and/or provide further explanation. (Note: the hours 120 and 144 hours listed in the program summary do not align with hours listed at the bottom of the table above. Please clarify how the courses and experiences meet the hour requirements.)	https://docs.google.com/forms/d/e/1FAIpQLScGyxWWn4MDQshp-pyStGsnSN_fj4VCfrhHx5yap4zIORzthQ/viewform?usp=sf_link Program Standards have been updated: https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.qe46p9ez9gup The120 hours for preservice have been updated. https://docs.google.com/document/d/1m0LKd5EDtMjWVndx0fvC4Yy5tftfpXdlukO2P9c1rBQ/edit#bookmark=id.p9hicgxs2gcr The required 144 hours per year of general support, including 45 hours per year of English Learner support have been updated. https://docs.google.com/document/d/1m0LKd5EDtMjWVndx0fvC4Yy5tftfpXdlukO2P9c1rBQ/edit#bookmark=id.6nvekrkyz0xm https://docs.google.com/document/d/1m0LKd5EDtMjWVndx0fvC4Yy5tftfpXdlukO2P9c1rBQ/edit#bookmark=id.9ej5j3ydvj87	

	Early field experiences for interns must take place in an experienced mentor's classroom. Further information is needed regarding the process to select and pair interns with experienced mentors and how pre-intern hours and experiences are verified. Further information is needed to clarify whether observations will be in-person and/or through video capture/ synchronous video observation and how they will produce data that can be aggregated and disaggregated to help ensure candidates are making progress in their TPE performance.	Program Standards have been updated to show the process to select and pair interns with experienced mentors. https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.mnbg9sa3h6vn How pre-intern hours and experiences are verified has been updated https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.ws6k5cf4jsmo Observations will be recorded in a video annotation platform. https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.hrye3ynl8w0d Interns will submit their lesson via an Intern Video Observation Submission. https://docs.google.com/document/d/1T2Lhvz4FpRLSh1qJS4wPbxPMuAQiZgJ1AdxYWjq44dA/edit?usp=sharing	

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
	Second Review: Met.	Practicum supervisors will produce data that can be aggregated and disaggregated to help ensure candidates are making progress in their TPE performance through the use of the following tools. Through the following tools there are ample opportunities to ensure candidates are making progress. https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.an1bm2f11vwk Pre and Post Formal Observation Conversation Guide Formal Observation Guide Practicum Supervisor Annotation Section Evidence and Reflection for each of the identified TPEs in the lesson Reflection after Mentor Feedback: Next steps	

b. Criteria for School Placements	**Initial Review:** It is unclear the order in which candidates apply for jobs, are accepted into the program, and MOUs are signed. Because of this, it's difficult to assess whether "Clinical sites (schools) … demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator." Are prospective students informed of the types of schools to which they should be seeking their internship positions? Further information is needed to ensure appropriate placements. The reviewers recommend adding these criteria to Table 6.4 to ensure all areas, including those specified in the MOUs, are appropriately covered. Is there any student handbook/ website/	Process for eligibility, program enrollment, and criteria for placement guidelines link in program standards https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.7i99n6l6rxve Handbook Update https://docs.google.com/document/d/1NSnCqqe0wL24wWAVI1uKnA6MDGZdKBAKdz0jBnwOVXA/edit#bookmark=id.ahv8rguerjnb Updated 6.4 table https://docs.google.com/document/d/1qswW_xL59XdEuGTTAJqeT4uv1tnxz5ryWvshhT_EAF4/edit#bookmark=id.bqr346gxhguy Updated MOU with clinical site guidelines https://docs.google.com/document/d/1AyQgLd77ReNiiP4cvi6Ye71Xh9nkD-kcR6uCP5ZAlZU/edit#bookmark=id.5ctpod6b0ump Handbook Criteria for Selected Clinical Sites Advisement Meeting (slide 24)	More Information Needed **Second Review:** Yes.

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
	communications in advance of hiring to verify if their school placement site will meet the program requirements? **Second Review:** Met.		

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
c. Criteria for the Selection of Program Supervisors	**Initial Review:** The final column in Table 3.2 needs to be completed so the reviewers can assess if proposed faculty are qualified to teach the courses and ensure supervisors are expert in the content area of candidate being supervised and have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. Table 6.3 provides links to materials that will be used "to train veteran practitioners serving in support and/or supervisory roles." It is unclear if these materials are all included in the orientation. Further information is needed about the planned orientation, training process, how the program will ensure all supervisors are appropriately trained, and how you will ensure supervisors maintain current knowledge of effective supervision approaches, such as current content-specific pedagogy and instructional approaches. **Second Review:** Met.	Table 3.2 has been updated. https://docs.google.com/document/d/1FnXwE5FjDTRe-c1JI-nclU2rueLWLjSDt2Q7D9a8vsU/edit?usp=drive_link Program Supervisor description has been updated https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.v2ht6nodrvg5 Clarification on support materials linked below https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.pdnox4rw2mtn Quarterly program supervisor meetings https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.pdnox4rw2mtn	More Information Needed **Second Review:** Yes.

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
d. Criteria for the Selection of District-Employed Supervisors	**Initial Review:** The district supervisor must have demonstrated "exemplary teaching practices as determined by the employer and the preparation program." Per the draft MOU, the EMPLOYING AGENCY will carefully select and assign a highly qualified and exemplary experienced teacher as a Site Mentor. Further information is needed on how highly qualified and experienced site mentors will be hired and work in a collaborative manner between the school district and program. Table 6.3 provides links to materials that will be used to train veteran practitioners serving in support and/or supervisory roles. However, it is unclear which, if any, of these materials will be provided at the initial orientation. Please clarify how the program will provide the minimum 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. **Second Review:** Met.	Hiring of Site Mentors Program Standards Update https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.ti32c8l4eqn8 Evidence for Collaboration between the LEA and program https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.lfbcbratlywn Table 6.3 information, resources, and materials clarification https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.pdnox4rw2mtn 10 hour of initial orientation clarification https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.v2ht6nodrvg5	More Information Needed **Second Review:** Yes.

4. Monitoring, Supporting, Assessing Candidate Progress Towards Meeting Credential Requirements	**Initial Review:** Further information is needed to explain how the program will determine that each candidate has mastered the TPEs. The reviewers recommend adding a final evaluation instrument beyond the observations, TPA and IDP to ensure each of the TPE elements are met. Further information is needed to explain how the program will communicate and provide assistance to ensure candidates meet the program, intern credential and preliminary multiple subject credential requirements.	Program Standard Updates https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.nrz9ptkfk9pw Formal Observation Update New Semester TPE Tracking Log Evidence New End of Program Observed TPE's Final Evaluation Instrument Communication and assistance update https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.5y3zognazkni Interns suited for advanced update https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.3td6i5sjz8a5	More Information Needed **Second Review:** Yes.

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
	Further information is needed to explain how the program will only retain candidates who are suited for advancement into teaching. **Second Review:** Met.		
5. Implementation of a Teaching Performance Assessment	**Initial Review:** Met.		Yes

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
a. Administration of the Teaching Performance Assessment (TPA)	**Initial Review:** It is not clear from the job description whether "the program maintains program level and candidate level TPA data" nor how that data will be utilized for continued programmatic review and improvement. Also, in some locations the role is called "TPA Coordinator" and in others "BCLAD Coordinator" and it is not clear if these are two separate positions or one. Further information is needed on how the program plans for candidates to affirm that they have followed all applicable video policies for the TPA task requiring a video, and will maintain records of this affirmation for a full accreditation cycle. Although the program has an appeal policy for candidates and informs candidates about the policy, further information is needed on whether the program limits the number of times a candidate can retake CalTPA Cycles. **Second Review:** Met.	Updated job description https://docs.google.com/document/d/1hz-0yGi0CGsoaHoo-_dZN_MnDjhv40Vu7wNK6p5t23A/edit?usp=sharing Photo and video release form https://docs.google.com/document/d/1B-knepjalCWeoQHgAurW3EfkqWDXcBZOsSzv85iALXM/edit?usp=drive_link Photo/Video updated on program standards https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.spph2l5gilwa CalTPA retake updated on program standards https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.wchnz9y0oibs CalTPA retake 7.6 appeal process https://docs.google.com/document/d/14yiPZMd-DUU5VrWf74JfjCVHDNtk3E22JjIVwAt1QGY/edit?usp=sharing	More Information Needed **Second Review:** Yes.

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
b. Candidate Preparation and Support	**Initial Review:** While direct links to the CTC site for details such as CalTPA guidebooks, rubrics, the retake/appeals process, and scoring rubrics are provided, it is not evident how this information is provided to students. It would be stronger evidence to link to where this policy is stated in a student-facing handbook or website. Some of these documents are linked within the syllabi for EDU 200 and EDU 300, but not all are. EDU 200 and EDU 300 provide course-based instruction on the TPA, but it is not clear whether they provide with "clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment" or whether the program provides "appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines." Also, as the CalTPA for Multiple Subjects requires one cycle in Literacy and one cycle in Mathematics, how will this be addressed within EDU 200 and EDU 300? **Second Review:** Met.	Link to Handbook which includes information on the CalTPA process, design, and additional resources. Link also gives information on overall TPA design and the remediation support and guidance on resubmission task components Link all of the documents that show the process into the TPA classes. EDU 200 TPA Cycle 1 Math Specific EDU 300 TPA Cycle 2 Literacy Specific	More Information Needed **Second Review:** Yes.

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
c. Assessor Qualifications, Training, and Scoring Reliability	**Initial Review:** n/a- using model sponsored assessors		Yes
6. Induction Individual Development Plan	**Initial Review:** While the IDP document is linked (under Individual Learning Plan), it is stated as for the PK-3 program, not Multiple Subjects, so please review alignment and with the 6 Multiple Subject TPEs. Further, it is not evident how this document will be completed as a "collaborative process" between the "candidates, district-employed supervisors, and program supervisors" who should all sign off on/collaborate on this document. **Second Review:** Met.	Updated link to reflect multiple subject IDP https://docs.google.com/document/d/104DmGIZ-N4SeLU3ZKz8kPWwnez_wXGR_HaEzUVDV-ow/edit#bookmark=id.u6nhrcxj01t5 Program standards have been updated to reflect the collaborative process of IDP https://docs.google.com/document/d/1GlcofaNBk0NDsyipBBrRdNCv5Nqa4mswLgzqe5WqTGc/edit#bookmark=id.o3k6bcabk6rx	More Information Needed **Second Review:** Yes.

Part 2: Multiple Subject Teaching Performance Expectations

TPE Domain	Reviewer Comments	Institution Submission Link	Aligned
1. Engaging and Supporting All Students in Learning	**Initial Review:** TPE 1.8 – it is unclear how the program **assesses** interns' abilities to adjust instruction while teaching so that students continue to be actively engaged in learning. The linked assignments (conferencing with a student over a standardized test score in EDU 340 and the post conference protocol steps 7 – 10 used in EDU 160) do not address adjusting instruction in the moment of teaching so students continue to be actively engaged in learning. **Second Review:** Met.	1.8 Assessment of Interns adjustments made in a lesson	More Information Needed **Second Review:** Yes.
2. Creating and Maintaining Effective Environments for Student Learning	**Initial Review:** While it appears students are being introduced and have opportunities in coursework to practice and be assessed in TPE 2, it is not currently linked how this TPE is being assessed during the practicum/observation requirements of the candidates' day-to-day teaching to assess whether/to what extent candidates are using a "variety of strategies and approaches to create and maintain a supportive learning environment for all students." Might this be assessed within observation protocols for the practicums? **Second Review:** Met.	Link to TPE 2 elements to be checked mark when observed by practicum supervisor	More Information Needed **Second Review:** Yes.

TPE Domain	Reviewer Comments	Institution Submission Link	Aligned
3. Understanding and Organizing Subject Matter for Student Learning	**Initial Review:** TPE 3.3: The response provides evidence of how the program will prepare candidates to plan, design, implement and monitor instruction consistent with current subject specific pedagogy in math and literacy and integrate visual and performing arts. Please map the other content areas per EDU 260. Also clarify if/how the program prepares candidates for planning and implementing cross-disciplinary learning sequences, beyond visual and performing arts. It is suggested to complete part 2 of the course matrix to show how the program supports the development of subject-specific pedagogy for each content area. **Second Review:** Met.	EDU 260 Thematic Science Unit EDU 260 Cross-disciplinary History lessons	More Information Needed **Second Review:** Yes.
4. Planning Instruction and Designing Learning Experiences for All Students	**Initial Review:** TPE 4.3: Clarify how the program prepares candidates to implement instruction and assessment that reflects the interconnectedness of academic content areas (across disciplines). **Second Review:** Met.	EDU 220 Clarification that reflects the interconnectedness of academic content areas.	More Information Needed **Second Review:** Yes.

TPE Domain	Reviewer Comments	Institution Submission Link	Aligned
5. Assessing Student Learning	**Initial Review:** TPE 5.2: Clarify how the program provides candidates with opportunities to analyze assessment data from multiple measures (beyond a student's standardized score report) to plan and modify instruction and document students' learning over time. TPE 5.4: Provide evidence of how you prepare candidates to use technology to conduct data analysis. **Second Review:** Met.	340 Updated assignment to analyze assessment data from multiple measures. 5.2 340 Updated introduction on analysis of students' online data and using technology to conduct data analysis. 5.4 340 Updated practice on creating an online assessment where they would analyze the data for their students. 5.4 340 Updated assignment where there is an analysis of students' data from a self-created assessment. 5.4	More Information Needed **Second Review:** Yes.

TPE Domain	Reviewer Comments	Institution Submission Link	Aligned
6. Developing as a Professional Educator	**Initial Review:** TPE 6.6: While the candidates in this program "will already be hired as teachers of record and therefore will be trained in our school's professional roles and responsibilities prior to beginning in the Teacher Intern Program," it would be wise for the program to provide space to discuss and assess the understanding of these Intern teachers' knowledge of these responsibilities. TPE 6.7: The linked assessment does not seem to dive enough into the context of California-based public education or how the country-level laws "influence state, district, and school governance as well as state and local education finance." It may be worthwhile to add to this assignment a national contextual section as well as a detailed discussion of how the law impacts their local California public district, or to add a second assignment related to this specific detail. **Second Review:** Met.	Practicum 150: Week 1 TPE 6.6 discussion of professional roles and responsibilities EDU 210 Updated 6.7 in Introduction, Practice, and Assessment	More Information Needed **Second Review:** Yes.

Part 3: Subject Specific Pedagogy for Multiple Subject Teaching Assignments

Standard	Reviewer Comments	Institutional Submission Link	Aligned
1. Teaching English Language Arts in a Multiple Subject Assignment	**Initial Review:** The location of this assignment is not currently linked to a syllabus within the course matrix document (I,P,A RCOE TPE MS MATRIX). Therefore, alignment to this requirement cannot be assessed. **Second Review:** Met.	https://docs.google.com/document/d/1-_SpaU4l3LvyWmRwF8JxBZu9bID49yYe_5eh9t9p7Ds/edit#bookmark=id.89x6bzjh94w1	More Information Needed **Second Review:** Yes.
2. Teaching Mathematics in a Multiple Subject Assignment	**Initial Review:** The location of this assignment is not currently linked to a syllabus within the course matrix document (I,P,A RCOE TPE MS MATRIX). Therefore, alignment to this requirement cannot be assessed. **Second Review:** Met.	https://docs.google.com/document/d/1-_SpaU4l3LvyWmRwF8JxBZu9bID49yYe_5eh9t9p7Ds/edit#bookmark=id.sjyuefcicj	More Information Needed **Second Review:** Yes.
3. Teaching History-Social Science in a Multiple Subject Assignment	**Initial Review:** The location of this assignment is not currently linked to a syllabus within the course matrix document (I,P,A RCOE TPE MS MATRIX). Therefore, alignment to this requirement cannot be assessed. **Second Review:** Met.	https://docs.google.com/document/d/1-_SpaU4l3LvyWmRwF8JxBZu9bID49yYe_5eh9t9p7Ds/edit#bookmark=id.b54feogako1p	More Information Needed **Second Review:** Yes.
4. Teaching Science in a Multiple Subject Assignment	**Initial Review:** The location of this assignment is not currently linked to a syllabus within the course matrix document (I,P,A RCOE TPE MS MATRIX). Therefore, alignment to this requirement cannot be assessed. **Second Review:** Met.	https://docs.google.com/document/d/1-_SpaU4l3LvyWmRwF8JxBZu9bID49yYe_5eh9t9p7Ds/edit#bookmark=id.ussdr4hsnqls	More Information Needed **Second Review:** Yes.

Standard	Reviewer Comments	Institutional Submission Link	Aligned
5. Teaching Physical Education in a Multiple Subject Assignment	**Initial Review:** The location of this assignment is not currently linked to a syllabus within the course matrix document (I,P,A RCOE TPE MS MATRIX). Therefore, alignment to this requirement cannot be assessed. **Second Review:** Met.	https://docs.google.com/document/d/1-_SpaU4l3LvyWmRwF8JxBZu9bID49yYe_5eh9t9p7Ds/edit#bookmark=id.4td0aitvqdc5	More Information Needed **Second Review:** Yes.
6. Teaching Health Education in a Multiple Subject Assignment	**Initial Review:** The location of this assignment is not currently linked to a syllabus within the course matrix document (I,P,A RCOE TPE MS MATRIX). Therefore, alignment to this requirement cannot be assessed. **Second Review:** Met.	https://docs.google.com/document/d/1-_SpaU4l3LvyWmRwF8JxBZu9bID49yYe_5eh9t9p7Ds/edit#bookmark=id.vjrevfag4680	More Information Needed **Second Review:** Yes.
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment	**Initial Review:** The location of this assignment is not currently linked to a syllabus within the course matrix document (I,P,A RCOE TPE MS MATRIX). Therefore, alignment to this requirement cannot be assessed. **Second Review:** Met.	https://docs.google.com/document/d/1-_SpaU4l3LvyWmRwF8JxBZu9bID49yYe_5eh9t9p7Ds/edit#bookmark=id.mozb6ffe42n	More Information Needed **Second Review:** Yes.