Initial Program Review:
Preliminary Multiple Subject
Program Standard 7 and TPE 7: Effective Literacy Instruction for All Students Feedback

Institution	Riverside County Office of Education
Submission Link	These two items will be the primary evidence you will be reviewing: Riverside COE Program Standard 7 Literacy Response (Please note that the response to this standard begins on page 45 of 65) and Riverside COE MS TPE Course Matrix (Please note that TPE 7 begins on page 11 of 21) The items below provide additional context for the proposed program that you may find helpful to reference for the review: Riverside COE Prelim MS Program Summary Riverside COE Prelim MS Course Sequence
Date of Initial Review	July 2023
Dates of Subsequent Reviews	December 2023

Reviewer Instructions:

- You will be providing feedback for Multiple Subject/Single Subject Program Standard and Teaching Performance Expectations Domain 7: Effective Literacy Instruction for All Students.
    - Please note, portions of standard and TPEs may require slightly different evidence depending on the program (Multiple Subject, Single Subject English, and Single Subject other than English)
- Please reference the program standard and the TPE on the MS-SS Literacy Standard - TPE webpage as you review.
- You may use the Preliminary MS-SS Program Standard 7 Literacy evidence guide for this standard as well.
- 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. 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.t. Also, identify the response to feedback (i.e., "Response to First Review," "Response to Second Review, etc.").
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- 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:

- **Feedback includes the language of the standards to provide context, the highlighted portions are the areas where reviewers are requesting more information.**
- **Please provide evidence that all standard elements are being implemented during supervised field experiences.**
- **Reviewers did not find evidence regarding:**
    - **the integration of literacy standards and discipline specific pedagogy and content knowledge**
    - **oral language development and effective expression**
    - **Meaning making and higher order thinking skills**
    - **Candidates engaging in supporting student peer-assessment development**

Part 1: Preliminary Multiple Subject and Single Subject Credential Program Standard 7

Program Standard 7: Effective Literacy Instruction for All Students

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Reviewers did not find evidence regarding how: ● "The credential program's coursework and supervised field experiences encompass the study of effective means of teaching literacy across all disciplines." ● Program coursework and supervised field experiences are aligned with the current, SBE-adopted English Language Arts/English Language Development (ELA/ELD) Framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. ● Candidates learn the power of language (both oral and written) to understand and transform the world and to create and support socially just learning environments. ● The program also builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers. ● The program makes clear the importance of creating environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates learn that instructional practices vary according to students' learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates also learn the value of guided self-assessment and goal setting for student independence, motivation, and learning	More Information Needed
Link(s) to Institution's Response to First Review: **Program Standard 7: Effective Literacy instruction for All Student**	
Reviewers' Second Review: Although general narrative was provided within the response, reviewers did not find explicit connections to each of the elements of the standards indicated above through revised course assignments and field experience documents.	More Information Needed

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

EDU 260 Week 2: Thematic Science Unit
EDU 260 Week 3 History/Social Science-Assignment
EDU 260 Week 4 VAPA Lesson
EDU 260 Week 5: Physical Education Lesson Plan
PRAC 155 Week 16 Science and Unit Planning
PRAC 155 Week 17 History/Social Science
PRAC 155 Week 18 Visual and Performing Arts
PRAC 155 Week 19 Physical and Health Education
PRAC 160 Week 4 Foundations of Teaching Math and Assessment
PRAC 160 Week 5 Number Sense, Operational Understanding, Basic Fact Fluency, and Place Value
PRAC 160 Week 6 Addition, Subtraction, Multiplication, Division, and Foundations of Algebra
PRAC 160 Week 7 Fractions, Decimals, Percent, and Ratios
PRAC 160 Week 8 Measurement, Geometric Thinking, Data, Statistics, Probability, Exponents, Integers, and Real Numbers
EDU 230 Week 5 Lesson Plan-Alignment to ELA/ELD Framework-Text Structure
EDU 230 Week 5 Interactivity
EDU 240 Week 5 Discussion Forum
EDU 250 Week 2 ELA/ELD Framework Reading
EDU 250 Week 2 ELA/ELD Framework Reading
EDU 250 Week 5 Vocabulary Development Strategies
PRAC 165 Week 10 Culturally and Linguistically Diverse Students
PRAC 165 Week 12 Differentiation
EDU 220 Week 2 Building a Community of Learners
EDU 260 Week 5 Health Education Lesson Plan
EDU 340 Week 1 Chapter 3 Case Study "Which Assessment Should Keona Use?"
EDU 340 Week 6 Chapter 14 Case Study -"Why Make These Specific Adaptations?"
EDU 340 Week 6 Chapter 15 Case Study "What are the Strengths and Weaknesses of This Grading Plan?"
EDU 230 Week 5 Lesson Plan-Alignment to ELA/ELD Framework-Text Structure
EDU 230 Week 5 Interactivity
EDU 240 Week 5 Discussion Forum
EDU 260 Week 2: Thematic Science Unit
EDU 260 Week 3 History/Social Science-Assignment

Reviewers' Feedback & Institution's Response	Aligned
EDU 260 Week 4 VAPA Lesson EDU 260 Week 5: Physical Education Lesson PlanEDU 220 Week 4 Instructional Models-Reading Direct and Concept Attainment Models EDU 220 Week 4 Instructional Models Instructional Model-Based Lesson Plan EDU 220 Week 6 Reading: Cooperative Models, Collaborative Conversations, Reading Rockets-Cooperative Learning EDU 220 Week 6 Additional Reading-The Value of Peer Assessment and How to Teach Peer Feedback EDU 220 Week 6 Part 1, Day 3: Share Your Experience with Cooperative Learning EDU 220 Week 6 Putting it All Together - Self Assessment EDU 220 Week 6 Putting it All Together - Peer Assessment EDU 220 Week 6 Student Self-Reflective Learning and Goal Setting EDU 320 Week 5 Multiliteracy Lesson Plan-Student Created	

7a) Foundational Skills

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Reviewers did not find evidence regarding how: The program provides supervised, guided practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., before children have typically developed fluency in decoding).	More Information Needed
Link(s) to Institution's Response to First Review: **7a. Foundation Skills**	
Reviewers' Second Review: Although general narrative was provided within the response and syllabi were revised, reviewers did not find explicit connections to each of the elements of the standards indicated above within the revised clinical experience documents.	More Information Needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: PRAC 150: Week 12 PRAC 150: Week 13 PRAC 150: Week 14 PRAC 150 Week 15 PRAC 150 Week 16 PRAC 150 Week 17 PRAC 155 Week 10 PRAC 155: Week 13	

7b) Meaning Making

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Reviewers did not find evidence regarding how: ● Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussions, speaking with others, and listening to, viewing, and giving presentations. ● Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. ● The program addresses literal and inferential comprehension with all students at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to higher-order cognitive skills at all grades, such as reasoning, inferencing, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. ● Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.	More Information Needed
Link(s) to Institution's Response to First Review: **7b. Meaning Making**	

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' Second Review: Although general narrative was provided within the response and syllabi were revised, reviewers did not find clear evidence of how literacy is taught within the content areas.	More Information Needed
Link(s) to Institution's Response to Second Review: EDU 260 Week 2: Thematic Science Unit PRAC 155 Week 16 EDU 260 Week 5: Physical Education Lesson Plan PRAC 155 Week 17 EDU 230 Week 4 Teaching and Learning: Literacy and Reading-Assignment EDU 230 Week 5 Teaching and Learning: Literacy and Reading: Group Assignment EDU 230 Week 5 How to Teach Expository Text Structures - Reading EDU 230 Week 5 Implementing the Text Structure Strategy in Your Classroom - Reading	

7c) Language Development

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Reviewers did not find evidence regarding how: ● Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. ● 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. ● Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses 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; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines.	More Information Needed
Link(s) to Institution's Response to First Review: **7c. Language Development**	

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' Second Review: Although a syllabus was revised, reviewers did not find explicit connections to each of the elements of the standards indicated above within the course assignments. More evidence is needed, for example, providing the four frameworks for scaffolding reading, to enable reviewers to determine if standards are met.	More Information Needed
Link(s) to Institution's Response to Second Review: EDU 320 Week 4: Literacy and Reading: Taking a Deeper Dive-Discussion PRAC 155 Week 10 PRAC 150 Week 12 EDU 230 Week 5 Teaching and Learning: Literacy and Reading: Group Assignment EDU 230 Week 5 How to Teach Expository Text Structures - Reading ED 230 Week 5 Teaching and Learning: Literacy and Reading -Interactivity EDU 260 Week 2 Science Unit	

7d) Effective Expression

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Reviewers did not find evidence regarding how: ● Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program address effective oral and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and visual displays to enhance their expression. ● Through coursework and supervised field experiences, candidates learn to engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines. ● Candidates learn the importance of supporting students to use keyboarding, technology, and multimedia, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. How will candidates learn how to... ● engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts ● help students identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structures of written, oral, or visual texts ● teach students to discuss, orally present, and write so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. ● help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English ● teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, ● engage students in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. Reviewers need access to EDU 230 Week 1 Assignment/Assessed *Concepts of Print Assessment* In order to determine whether "Candidates also learn to provide explicit instruction in letter formation/printing and related language conventions, such as capitalization, punctuation, in conjunction with applicable decoding skills."	More Information Needed
Link(s) to Institution's Response to First Review: **7d. Effective Expression**	

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' Second Review: Although general narrative was provided within the response and syllabi were revised, reviewers did not find explicit connections to each of the elements of the standards indicated above through the revised course assignments. For example, reviewers cannot find explicit connections to oral language, peer-teacher feedback, and daily writing.	More Information Needed
Link(s) to Institution's Response to Second Review: EDU 230 Week 1 Assignment/Concepts of Print Assessment/Letter Formation EDU 260 Week 2 Science and Unit Planning-Assignment PRAC 155 Week 16 EDU 230 Week 5 Content Specific Lesson Plan PRAC 150 Week 17 EDU 320 Week 3 Assignment- Part 2 of IRI- Promote Digital Literacy PRAC 160 Week 11 Becoming a Teacher With the Diagnostic Mindset & Early Literacy EDU 260 Physical and Health Education - Assignment Lesson Plans PRAC 155 Week 17 EDU 220 Week 1 Planning for Instruction EDU 230 Week 1 Assignment/Concepts of Print Assessment/Letter Formation EDU 260 Week 3 History-Social Science Strategies in the Digital Era EDU 260 Week 2 Science Unit Lesson Planning EDU 260 Week 2 Science Unit Lesson Planning EDU 310 Mathematics Lesson EDU 220 Week 6 Putting it All Together-Assignment: 3 Lesson Plans EDU 220 Week 6 Collaborative Conversations-Article #1 EDU 220 Week 6 Cooperative Learning Article #2 EDU 220 Week 6 Share Your Experience of Cooperative Learning Part 1: Day 3 EDU 220 Week 5 Instructional Models-Assignment Part 2 EDU 230 Week 5 Interactivity EDU 240 Week 5 Part 1 (Day 3) EDU 310 Week 5 Math Station/Center Project EDU 230 Week 4 Teaching and Learning: Literacy and Reading: Activity EDU 260 Week 2 Science and Unit Planning-Assignment	

7e) Content Knowledge

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Reviewers did not find evidence regarding how: ● Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. ● the program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. ● collaboration of educators across disciplines to plan and implement instruction that maximizes students' development of literacy skills and content knowledge. ● The program helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists). ● The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers. ● the program provides multiple opportunities for candidates to learn how to 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 to foster digital citizenship. ● The program teaches candidates to plan instruction based on .... the integration of content knowledge with other themes. Reviewers need more evidence about how discipline-specific pedagogy in EDU 260: Multiple Subject Methods is integrated with the literacy standards addressed across coursework	More Information Needed
Link(s) to Institution's Response to First Review: **7e. Content Knowledge**	
Reviewers' Second Review: Although syllabi were revised, reviewers did not find clear evidence of how literacy is taught within the science methods course. In addition, the standard requires that literacy is integrated "across the disciplines."	More Information Needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: EDU 260 Week 2 Science and Unit Planning-Assignment PRAC 155 Week 16 EDU 260 Week 4 VAPA Lesson PRAC 155 Week 18 EDU 220 Week 1 Planning for Instruction-Assignment EDU 260 Technology Integration-Discussion and Activity EDU 260 Week 3 History/Social Science-Assignment EDU 310 Mathematics Lesson (Academic Vocabulary) EDU 260 Week 2 Science and Unit Planning-Discussion EDU 240 Week 3 Additional Resources EDU 240 Week 3 Chapter 3: Communicating and Collaborating with Other Professionals and Families EDU 220 Week 1 Planning for Instruction-Assignment EDU 260 Technology Integration-Discussion and Activity EDU 260 Week 3 History/Social Science-Assignment EDU 260 Week 2 Science and Unit Planning-Assignment EDU 260 Week 3 History/Social Science-Assignment EDU 260 Week 5: Physical Education Lesson Plan DU 260 Week 2 Science and Unit Planning Reading: CA Digital Learning Integration & Standards Guidance EDU 260 Science Unit and Lesson Planning: Assignment EDU 220 Week 1: Planning for Instruction EDU 310 Math Lesson-Integrating Technology EDU 260 Week 2: Thematic Science Unit EDU 260 Week 3 History/Social Science-Assignment EDU 260 Week 4 VAPA Lesson EDU 260 Week 5: Physical Education Lesson Plan EDU 260 Week 2: Thematic Science Unit EDU 260 Week 3 History/Social Science: Assignment EDU 260 Week 4 Visual and Performing Arts-Assignment EDU 260 Week 5 Physical and Health Education	

7f) Literacy Instruction for Students with Disabilities

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: Reviewers did not find evidence regarding how: ● Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program provide candidates an understanding of how various disabilities can impact literacy instruction ● 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. ● The Multiple Subject or Single Subject English credential program incorporates the California Dyslexia Guidelines through literacy coursework and, where practicable, supervised field experiences	More Information Needed
Link(s) to Institution's Response to First Review: **7f. Literacy Instruction for Students with Disabilities** **Fieldwork Focus: SCAFFOLDING STUDENTS' READING DEVELOPMENT**	
Reviewers' Second Review: Although general narrative was provided within the response and syllabi were revised, reviewers did not find evidence of the following standard element: ● 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

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: EDU 220 Week 1 Reading EDU 220 Week 1 Planning for Instruction EDU 230 Week 2 Lesson Planning PRAC 150 Week 16 Scaffolding Students' Reading Development EDU 250 Week 6 Sheltered Lesson Plan EDU 250 Week 6 CA Guide for Education ELs with Disabilities, pg. 27-28 PRAC 155 Week 9 Who are our Multilingual Learners and how can I get to know them? EDU 320 CA Dyslexia Guidelines EDU 320 Week 1 Interactivity-Understanding Dyslexia Video EDU 320 Week1 Summary of Proficient and Less Proficient Reading Behaviors EDU 320 Week 1 Student Centered Assessment that Informs Instruction PRAC 150 Week 16 Scaffolding Students' Reading Development	

7g) Integrated and Designated English Language Development

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: No evidence was provided for this portion of the standard	More Information Needed
Link(s) to Institution's Response to First Review: **7g. Integrated and Designated English Language Development**	
Reviewers' Second Review: Met.	Yes
Link(s) to Institution's Response to Second Review:	

7h) Literacy Teaching Performance Expectations and Supervised Clinical Practice

Reviewers' Feedback & Institution's Response	Aligned
Reviewers' First Review: No evidence was provided for this portion of the standard	More Information Needed
Link(s) to Institution's Response to First Review: **7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice**	
Reviewers' Second Review: Reviewers did not find evidence within clinical documents that candidates have the opportunity to apply elements of the Literacy Teaching Performance Expectations during supervision within clinical settings.	More Information Needed
Link(s) to Institution's Response to Second Review: EDU 300 Literacy Focus EDU 300 Week 1 Step 1: Plan Literacy EDU 300 Week 1 Cycle 2-Literacy PRAC 150 Week 12 Fieldwork Focus: Becoming an Effective Literacy Teacher & Examining Students' Literacy Development PRAC 150 Week 13 Fieldwork Focus Assessing Students' Literacy Development & Cracking the Alphabetic Code PRAC 150 Week 14 Developing Fluent Readers and Writers & Learning to Spell PRAC 150 Week 15 Expanding Academic Vocabulary & Teaching Comprehension: Reader Factors	

Part 2: Preliminary Multiple Subject/Single Subject Credential Literacy Teaching Performance Expectation (TPE)

TPE Domain 7: Effective Literacy Instruction for All Students

TPE 7.1: *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: Met.	Yes

TPE 7.2: *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: Met.	Yes

TPE 7.3: *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: Met.	Yes

***TPE 7.4**: 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: Met.	Yes

TPE 7.5: Foundational Skills.

***Multiple Subject and Single Subject English Candidates**: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.*

***Multiple Subject and Single Subject Candidates:** 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: Reviewers did not find evidence regarding how the program: 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.	More Information Needed
Link(s) to Institution's Response to First Review: Standard 7.5 Foundational Skills	
Reviewers' Second Review: Met. MS-SS IPR Literacy Review Addendum.docx	Yes

TPE 7.6: 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 did not find evidence regarding how the program: 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.	More Information Needed
Link(s) to Institution's Response to First Review: **7.6 Meaning Making**	
Reviewers' Second Review: Reviewers did not find explicit connections in the revised syllabi regarding how candidates are taught to develop students' "higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines," or to "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."	More Information Needed
Link(s) to Institution's Response to Second Review: EDU 320 Week 5 Discussion Forum EDU 320 Week 5 Interactivity EDU 220 Week 4 Lesson Planning EDU 230 Week 5 Mini Content Lesson Plan EDU 230 Week 5 Assignment: Brochure 260 Week 2 Thematic Science Unit EDU 260 Week 5 Health Education Lesson Plan EDU 310 Week 5 Math Center/Project Station EDU 320 Week 5 Activity	

TPE 7.7: 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: Reviewers did not find evidence regarding how the program: *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.*	More Information Needed
Link(s) to Institution's Response to First Review: **7.7 Language Development**	
Reviewers' Second Review: Reviewers did not find explicit connections in the revised syllabi regarding how candidates are taught to promote all students' oral language development (not limited to EL students) or to encourage translanguaging.	More Information Needed
Link(s) to Institution's Response to Second Review: EDU 230 Week 1 Interactivity EDU 250 Week 4 Additional Resources: Best vocabulary and oral language activities images in 2020: Vocabulary instruction, teaching, oral language activities EDU 250 Week 4 Part 1 (Day 3) EDU 250 Week 4 Part 2 (Day 5) EDU 310 Week 5 Math/Center Station EDU 320 Week 3 Interactivity	

TPE 7.8: 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: Reviewers did not find evidence regarding how the program: 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.	More Information Needed
Link(s) to Institution's Response to First Review: **7.8 Effective Expression - Week 6** **7.8 Effective Expression: Week 6 Assignment**	
Reviewers' Second Review: Reviewers did not find explicit connections in the revised syllabi regarding how candidates are taught to: ● "Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts." ● "…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." ● "Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation…"	More Information Needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: EDU 220 Week 6 Collaborative Conversations Article EDU 220 Week 6 Cooperative Learning Article EDU 220 Week 6 Practiced TPEs in Discussion Forum EDU 260 Week 6 Science and Unit Planning EDU 260 Week 3 History/Social Science Year-Long Lesson Planning EDU 260 Week 5 Physical and Health Education Lesson Plans EDU 260 Week 2 Science Unit Planning EDU 260 Week 3 History/Social Science Lesson Plan EDU 260 Week 4 VAPA Lesson Plan EDU 260 Week 5 Health Lesson Plan EDU 220 Week 6 Article How to Teach Peer Feedback EDU 230 Week 1 Concepts About Print Lesson	

***TPE 7.9*: 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: Reviewers did not find evidence regarding how the program: 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.	More Information Needed
Link(s) to Institution's Response to First Review: **Week 3: Designated and Integrated English Language Development** **Week 3: Schooling in a Diverse and Multicultural Society** **Week 3:Teaching Culturally and Linguistically Diverse Students & Communicating and Collaborating with Other Professionals and Families** **Week 2: Science and Unit Planning**	
Reviewers' Second Review: Reviewers did not find explicit connections in the revised syllabi regarding how candidates are taught to engage students in literacy instruction in all pertinent content areas…" or to promote digital literacy as defined in the TPE.	More Information Needed

Reviewers' Feedback & Institution's Response	Aligned
Link(s) to Institution's Response to Second Review: EDU 220 Week 1 Planning for Instruction EDU 260 Week2 Thematic Science Unit EDU 260 Week 3 History/Social Science Lesson Plan EDU 260 Week 3 Technology Integration EDU 260 Week 4 VAPA Lesson Plan EDU 260 Week 5 VAPA Lesson Plan EDU 310 Week 2 Academic Vocabulary EDU 310 Math Center/Station Project EDU 310 Week 2 Reasoning Strategies and Mathematics Basic Facts EDU 310 Week 2 Mathematics Lesson Plan	

TPE 7.10: Multiple Subject and Single Subject English Candidates: *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

TPE 7.11: Multiple Subject and Single Subject English Candidates: *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: Met.	Yes